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
Kristen Pifko
Assistant Superintendent,
Business & Fiscal Services
Aracely Fox, Ed.D.
Assistant Superintendent,
Educational Services
Scott Carroll, Ed.D.
Assistant Superintendent,
Human Resources

AGENDA
REGULAR BOARD MEETING
Wednesday, September 3, 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 Assistant Superintendent of Educational Services. The speaker should indicate on the card whether they wish to speak during Public Comment or when a specific agenda item is considered.

Watch the meeting live: osdtv.oxnardsd.org

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

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

Section A: PRELIMINARY

A.1. Call to Order and Roll Call (5:00 PM)
The President of the Board will call the meeting to order. A roll call of the Board will be conducted.

ROLL CALL VOTE:

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

A.2. Pledge of Allegiance to the Flag
Brian Blevins, Principal, Kamala School, will introduce Jose Mendez Avila, 4th grade student at Kamala, 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 Ricardo Martinez and in Spanish by Yvanna Herrera, both 8th grade students at Kamala School.

A.4. Presentation by Kamala School
Brian Blevins, Principal, Kamala School, will provide a short presentation to the Board regarding Kamala. 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. Study Session - Presentation by Interface Children and Family Services (Fox/Nocero)
Interface will present information on the services currently provided to Oxnard School District.

A.7. 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.8. 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
   - D.J. v. Oxnard SD, et al., Case #2024-CUOE029274
   - Y.V. v. Oxnard SD, Case #GHC0058142

- T.S. v. Oxnard SD, Case #2023-CUOE011382

- 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.9. Reconvene to Open Session (7:00 PM)

A.10. 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.11. Recognition of Annette Warren - 2025 AVID Global Achievement Award Nomination (DeGenna)
It is the recommendation of the Superintendent that the Board of Trustees recognize Annette Warren, 2nd grade DLI teacher at Lemonwood School, as a nominee for the 2025 AVID Global Achievement Award.

A.12. Introduction of Newly Appointed Oxnard School District Administrators (DeGenna)
Introduction of newly appointed Oxnard School District administrators:
- Aimee Brown, Assistant Principal, Driffill
- Marcel Harner, Manager, Special Education
- Anthony Unchangco, Manager, Enrichment & Specialized Programs

A.13. Discussion re: School Resource Officers (Fox/Nocero)
The Board of Trustees will receive information regarding the duties of the School Resource Officers in Oxnard School District.

A.14. Update on Immigration Impact (DeGenna)
The Board of Trustees will receive an update on immigration issues and their impact to Oxnard School District families.

Section B: PUBLIC COMMENT/HEARINGS

B.1. Public Comment (3 minutes per speaker) / Comentarios del Público (3 minutos por cada ponente)
Members of the public may address the Board on any matter within the Board's jurisdiction at this time or at the time that a specific agenda item is being considered. Comments should be limited to three (3) minutes. Please know this meeting is being video-recorded and televised. The Board particularly invites comments from parents of students in the District. If you would

like to donate your (3) minutes of public speaking time, you must be present during public comments.

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

B.2. Public Hearing: Sunshine of the Oxnard Supportive Services Association (OSSA) and the Oxnard School District's (District) Initial Proposals for 2025-2026 Negotiations, Pursuant to Government Code Section 3547 (Carroll)

It is the recommendation of the Assistant Superintendent, Human Resources that the Board of Trustees conduct a public hearing to authorize the District to enter into contract negotiations with OSSA for the 2025-2026 school year and any additional years, as may be mutually agreed upon by the parties.

Board Discussion:
Moved:
Seconded:
Vote:

ROLL CALL VOTE:

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

Section C: CONSENT AGENDA

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

Board Discussion:
Moved:
Seconded:
Vote:

ROLL CALL VOTE:

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

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

C.1. Personnel Actions (Carroll/Fuentes)

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

C.2. Approval of Out of State Conference Attendance (DeGenna/Jefferson)

It is the recommendation of the Director of Special Education and the Superintendent that the Board of Trustees approve out-of-state conference attendance for Dr. Danielle Jefferson, Director of Special Education, Dr. Allison Raigoza, Program Specialist, Joanna Pontis, DHH Teacher, and Alexa Ramirez, Speech Language Pathologist, to attend the Association of College Educators - Deaf and Hard of Hearing Conference in Denver, CO, January 28-31, 2026, in the amount not to exceed $13,500.00, to be paid out of Professional Development Funds.

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

C.3. Approval of Agreement #25-52 - Gold Coast K9 (Fox/Nocero)
It is the recommendation of the Director, Pupil Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #25-52 with Gold Coast K9, to provide K9 safety check services at all middle school (grades 6–8) and K–8 school sites, September 4, 2025 through June 30, 2026, in the amount of $48,000.00, to be paid out of the General Fund.

C.4. Approval of Agreement #25-126 – Everway, LLC (DeGenna/Jefferson)
It is the recommendation of the Director, Special Education, and the Superintendent, that the Board of Trustees approve Agreement #25-126 with Everway, LLC., to provide Extensive Support Needs (ESN) teachers with on-site professional development training on curriculum and technology focused on the Learning Pathway for the Unique Learning System, September 4, 2025 through June 30, 2026, in the amount of $10,899.00, to be paid out of Special Education Funds.

C.5. Approval of Agreement #25-128 – Walter D. Schwartz (Carroll)
It is the recommendation of the Assistant Superintendent, Human Resources, that the Board of Trustees approve Agreement #25-128 with Walter D. Schwartz, to provide management consulting services including, but not limited to, the facilitation of OSSA and CSEA negotiations, September 4, 2025 through June 30, 2027, in the amount not to exceed $30,000.00, to be paid out of the General Fund.

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

C.6. Ratification of Agreement #25-127 –All Languages Interpreting & Translating Inc. (DeGenna)
It is the recommendation of the Superintendent that the Board of Trustees ratify Agreement #25-127 with All Languages Interpreting & Translating Inc., to provide interpretation services at Board meetings, July 1, 2025, through June 30, 2026, in the amount not to exceed $16,800.00, to be paid out of the General Fund.

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

D.1. Approval of Single Subject Science Waiver for Jennifer Chesla for the 2025-2026 School Year (Carroll/Cordes)
It is the recommendation of the Assistant Superintendent, Human Resources, and the Director, Certificated Human Resources, that the Board of Trustees approve a Single Subject Science Waiver for Jennifer Chesla to serve as a Science teacher for the 2025-2026 school year until the

employee receives an Intern Permit.

Board Discussion:
Moved:
Seconded:
Vote:

ROLL CALL VOTE:

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

D.2. Ratification of Agreement #25-129 – CSU, San Francisco State University - Paid Internship Credential Program (Carroll/Cordes)

It is the recommendation of the Director, Certificated Human Resources, and the Assistant Superintendent, Human Resources, that the Board of Trustees ratify Agreement #25-129 with CSU, San Francisco State University, to allow university students who hold an intern credential from the California Commission on Teacher Credentialing ("Paid Interns") to gain classroom experience in a public school setting, August 1, 2025 through June 30, 2028, in the amount of $2,000.00 per intern per academic year, to be paid out of the General Fund.

Board Discussion:
Moved:
Seconded:
Vote:

ROLL CALL VOTE:

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

D.3. Approval of SPSA's for 2025-2026 School Year- School Plans for Student Achievement - 19 Schools (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 Plans for Student Achievement (SPSA's) for 19 schools for the 2025-2026 School Year, as presented.

Board Discussion:
Moved:
Seconded:
Vote:

ROLL CALL VOTE:

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

D.4. Adoption of Board/Superintendent Goals for 2025-2026 (Robles-Solis/DeGenna)

It is the recommendation of the Board President and the Superintendent that the Board of Trustees adopt the Board/Superintendent Goals for 2025-2026, as presented.

Board Discussion:

Moved:
Seconded:
Vote:

ROLL CALL VOTE:

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

D.5. Approval of Agreement #25-44 – Orenda Education – Cohort 3 (Curren and Driffill Schools) (Fox/Thomas)

It is the recommendation of the Director, School Performance & Student Outcomes, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #25-44 with Orenda Education, to provide site administrator training and coaching, professional development for teachers on curriculum alignment and assessment creation, and data reflection sessions for Curren and Driffill teaching staff, September 4, 2025 through June 30, 2026, in the amount of $317,213.00, to be paid out of Title I Funds.

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. First Reading – Revisions to BP/AR 1240: Volunteer Assistance (Carroll)

It is the recommendation of the Assistant Superintendent, Human Resources, that the Board of Trustees receive the revisions to BP/AR 1240: Volunteer Assistance for First Reading. The revised policy and regulation will be presented for Second Reading and Adoption at the September 17, 2025, Regular Board meeting.

F.2. First Reading – Revisions to BP/AR 4119.11, 4219.11, 4319.11: Sexual Harassment (Carroll)

It is the recommendation of the Assistant Superintendent, Human Resources, that the Board of Trustees receive the revisions to BP/AR 4119.11, 4219.11, 4319.11: Sexual Harassment for First Reading. The revised policy and regulation will be presented for Second Reading and Adoption at the September 17, 2025, Regular Board meeting.

F.3. First Reading – Revisions to AR/Exhibit 4119.12, 4219.12, 4319.12: Title IX Sexual Harassment Complaint Procedures (Carroll)

It is the recommendation of the Assistant Superintendent, Human Resources, that the Board of Trustees receive the revisions to AR/Exhibit 4119.12, 4219.12, 4319.12: Title IX Sexual Harassment Complaint Procedures for First Reading. The revised policy and regulation will be presented for Second Reading and Adoption at the September 17, 2025, Regular Board meeting.

F.4. Second Reading and Adoption – Revisions to BB 9270 Conflict of Interest (Pifko/Núñez)

It is the recommendation of the Assistant Superintendent of Business and Fiscal Services, and the Director of Fiscal Services, that the Board of Trustees adopt the revisions to BB 9270 Conflict of Interest, as presented for Second Reading.

Board Discussion:
Moved:
Seconded:
Vote:

ROLL CALL VOTE:

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

Section G: CONCLUSION

G.1. Future Agenda Items (DeGenna)

The Board of Trustees and Superintendent will discuss any Trustee requests for items to be added to future agendas.

Item	**Proposed Meeting Date**
Process for input regarding future needs, PD & opportunities for feedback	9/17/25
Discussion of public comments process	10/9/25 (Special)
Board Rotation	10/9/25 (Special)
Discussion of Talent Search program	10/15/25
Hiring Practices/Processes	11/5/25
Recognition of Teacher Activities with Non-Profits	TBD
Immigration Update (Standing Item)	TBD

G.2. 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.3. 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.4. 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

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

This notice is posted in conformance with the provisions of Chapter 9 of the Government Code, in the front of the Educational Services Center; 1051 South A Street, Oxnard, California by 5:00 p.m. on Friday, August 29, 2025.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Aracely Fox **Date of Meeting:** September 03, 2025

Agenda Section: Section A: Study Session

Study Session - Presentation by Interface Children and Family Services (Fox/Nocero)

Interface Children and Family Services offers a wide range of support within our community, including mental health and trauma treatment, youth crisis intervention, homeless services, domestic violence and child abuse prevention, human trafficking prevention and intervention, as well as justice-related services. Oxnard School District partners with Interface to provide students and families with valuable resources such as classroom presentations, school assemblies, parent workshops, and Triple P parenting classes that address these important topics. Interface will present information on the services currently provided to the district.

FISCAL IMPACT:
None

RECOMMENDATION:
Information only.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** September 03, 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:** September 03, 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
   - D.J. v. Oxnard SD, et al., Case #2024-CUOE029274
   - Y.V. v. Oxnard SD, Case #GHC0058142
   - T.S. v. Oxnard SD, Case #2023-CUOE011382
   - 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:** September 03, 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:** September 03, 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:** September 03, 2025

Agenda Section: Section A: Preliminary

Recognition of Annette Warren - 2025 AVID Global Achievement Award Nomination (DeGenna)

The Board of Trustees will recognize Annette Warren, 2nd grade DLI teacher at Lemonwood School, who was nominated for the 2025 AVID Global Achievement Award and recognized during the AVID Summer Institute in San Diego on July 30, 2025. Winners will be recognized at the AVID National Conference to take place in December 2025 in San Diego.

FISCAL IMPACT:
N/A

RECOMMENDATION:
It is the recommendation of the Superintendent that the Board of Trustees recognize Annette Warren, 2nd grade DLI teacher at Lemonwood School, as a nominee for the 2025 AVID Global Achievement Award.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** September 03, 2025

Agenda Section: Section A: Preliminary

Introduction of Newly Appointed Oxnard School District Administrator (DeGenna)

Introduction of newly appointed Oxnard School District administrators:

- Aimee Brown, Assistant Principal, Driffill
- Marcel Harner, Manager, Special Education
- Anthony Unchangco, Manager, Enrichment & Specialized Programs

FISCAL IMPACT:
Information only.

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

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Aracely Fox **Date of Meeting:** September 03, 2025

Agenda Section: Section A: Preliminary

Discussion re: School Resource Officers (Fox/Nocero)

The Board of Trustees will receive information regarding the duties of the School Resource Officers in Oxnard School District.

FISCAL IMPACT:
N/A

RECOMMENDATION:
Information only.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** September 03, 2025

Agenda Section: Section A: Preliminary

Update on Immigration Impact (DeGenna)

The Board of Trustees will receive an update on immigration issues and their impact to Oxnard School District families.

FISCAL IMPACT:
N/A

RECOMMENDATION:
Information only.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** September 03, 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:** September 03, 2025

Agenda Section: Section B: Hearing

Public Hearing: Sunshine of the Oxnard Supportive Services Association (OSSA) and the Oxnard School District's (District) Initial Proposals for 2025-2026 Negotiations, Pursuant to Government Code Section 3547 (Carroll)

In accordance with Article 23, Term, of the current collective bargaining agreement between the Oxnard Supportive Services Association (OSSA) and the Oxnard School District (District), the District and OSSA would like to enter into contract negotiations for the 2025-2026 school year and any additional years as may be mutually agreed upon by the parties. Pursuant to the provisions of Government Code Section 3547, OSSA and the District are submitting their intent to meet the public notice provision of the Educational Employment Rights Act and conduct this Public Hearing before the parties meet to negotiate the articles listed on the attached.

FISCAL IMPACT:
N/A

RECOMMENDATION:
It is the recommendation of the Assistant Superintendent, Human Resources that the Board of Trustees authorize the District to enter into contract negotiations with OSSA for the 2025-2026 school year and any additional years, as may be mutually agreed upon by the parties.

ADDITIONAL MATERIALS:

Attached: OSSA 2025-26 SUNSHINE ARTICLES (1 page)
DISTRICT OSSA 2025-26 SUNSHINE ARTICLES (2 pages)
2025-26 OSSA SUNSHINE ARTICLES LIST (1 page)

OSSA

August 15, 2025

Dr. Scott Carroll
Assistant Superintendent of Human Resources
Oxnard School District

Dear Dr. Carroll,

In accordance with Article 23- Term of the current collective bargaining agreement between the Oxnard School District and the Oxnard Supportive Services Association (OSSA), and pursuant to the Educational Employment Relations Act (EERA), the Association is pleased to inform you of our intent to enter contract negotiations with the Oxnard School District for the 2025-2026 contract year. OSSA is respectfully requesting to meet and negotiate collaboratively with the District and Facilitator Walter Schwartz.

The Association is looking forward to engaging in negotiations utilizing a hybrid approach of Interest Based Bargaining (IBB) and traditional positional bargaining per our settlement. We are committed to the utilization of a bargaining process that maximizes our opportunity for creative and positive solutions to our mutual problems. We are further committed to problem solving in ways which value the contributions of the negotiators and support one another in finding ways to improve the lives of our mutual constituencies including students, parents, staff, and the Oxnard community. The members of the OSSA negotiating team Include:

Jose Carranza
Erika Dowd
Mrs. Annette Murguia
Mrs. Monica Garcia
Irene Zavala
Jennifer Miadich-Freilich

The Association seeks to open the following articles:
Article 5 – Work Calendar
Article 11 – Catastrophic Leave/Emergency Leave: Natural Disasters

Additionally, as every year, we would like to reopen
Article 16 – Salary
Article 18 – Fringe Benefits

Sincerely,
Jose Carranza
President
Oxnard Support Services Association

OXNARD SCHOOL DISTRICT
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HUMAN RESOURCES

August 29, 2025

Ms. Veronica Robles-Solis
President, OSD Board of Trustees
Oxnard School District
1051 South A Street
Oxnard, CA 93030

Re: Sunshine of OSSA and District Initial Proposals, 2025-2026

Dear President Robles-Solis,

In accordance with Article 23, Term, of the current collective bargaining agreement between the Oxnard School District (District) and the Oxnard Support Services Association (OSSA), the district would like to enter into contract negotiations for the 2025-2026 school year and any additional years as may be mutually agreed upon by the parties.

The District is looking forward to working collaboratively with OSSA, continuing to utilize the Hybrid Method of bargaining with elements of Interest Based Bargaining and traditional Positional Bargaining to address issues that arise by either party. The District negotiating team will include:

Dr. Scott Carroll, Assistant Superintendent, Human Resources
Dr. Aracely Fox, Assistant Superintendent, Educational Services
Kristen Pifko, Assistant Superintendent, Business & Fiscal Services
Allison Cordes, Director, Certificated Human Resources
Jorge Mares, Principal, Sierra Linda School
Dr. Danielle Jefferson, Director, Special Education

Pursuant to Article 23, Term, in the current District/OSSA bargaining agreement, the current agreement expires on June 30, 2025, and will be in effect until a new agreement is reached.

The District plans to negotiate the following two articles:

- Article 3: Grievance Procedure
- Article 9: Evaluations

Mutually agreed Articles per current OSD-OSSA agreement: Article 16 (Salaries), Article 18 (Fringe Benefits)

Pursuant to the provisions of Government Code Section 3547, the District is submitting its intent to meet the public notice provision of the Educational Employment Relations Act. The notice and Public Hearing will be on September 03, 2025. Upon completion of the public notice

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provisions, the District looks forward to initiating a good faith bargaining effort with OSSA to discuss these articles.

Respectfully,

Dr. Scott Carroll
Assistant Superintendent, Human Resources
Oxnard School District

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Oxnard School District and Oxnard Supportive Services Association (OSSA)
2025–2026 Initial Sunshine Proposals for Interest-Based Problem-Solving

Under Article 23: Term of Agreement in the current OSSA bargaining agreement, both the District and OSSA submit their initial proposals for negotiations.

District Proposals	**OSSA Proposals**
• Article 3: Grievance Procedure • Article 9: Evaluations	• Article 5: Work Calendar • Article 11: Leave Provisions
	OSSA Reopeners • Article 16: Salaries • Article 18: Fringe Benefits
Mutual Agreement	
• Article 23: Term of Agreement	

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Scott Carroll **Date of Meeting:** September 03, 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 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 09.03.2025 (3 pages)
Certificated Personnel Actions 09.03.2025 (1 page)

New Hires

Ambriz, Melissa	Paraeducator Special Education, Special Education 5.75 hrs./183 days	08/18/2025
Ayala, Ashley C	After School Program Site Coordinator, Enrichment & Special Programs, 8 hrs./245 days	08/18/2025
Bravo, Estrella	Paraeducator Special Education, Special Education 5.75 hrs./183 days	08/18/2025
Murillo, Heidye A	Campus Assistant, Lopez Academy 5.75 hrs./180 days	08/19/2025
Randolph, Sheene M	Paraeducator Special Education, Lopez Academy 5.75 hrs./183 days	08/18/2025
Sandrock, Jessica A	Paraeducator Special Education, Pupil Services 5.75 hrs./183 days	08/18/2025
Serrato, Carmina C	Bus Driver, Transportation 8hrs./183 days	08/18/2025
Simmons, David S	Paraeducator Special Education, Special Education 5.75 hrs./183 days	08/18/2025
Smith, Chloe R	Paraeducator Special Education, Frank Academy 5.75 hrs./183 days	08/18/2025
Valencia Barajas, Cindy	After School Program Site Coordinator, Enrichment & Special Programs, 8 hrs./245 days	08/07/2025

Limited Term/Substitutes

Ortiz, Lesly	Paraeducator (Substitute)	08/18/2025
Sandrock, Jessica A	Paraeducator (Substitute)	08/05/2025
Vega, Amanda A	Clerical (Substitute)	08/01/2025

Promotions

Alvarez, Katy	Child Nutrition Worker II, Child Nutrition Services 6 hrs./185 days Child Nutrition Worker, Curren School 5 hrs./185 days	08/14/2025
Arevalo, Yesenia	Child Nutrition Worker II, Child Nutrition Services 6 hrs./185 days Child Nutrition Worker, Harrington School 5 hrs./185 days	08/14/2025
Duran, Hilda	Child Nutrition Worker II, Child Nutrition Services 6 hrs./185 days Child Nutrition Worker, McKinna School 6 hrs./185 days	08/14/2025
Espino, Cecilia A	Child Nutrition Worker II, Child Nutrition Services 6 hrs./185 days Child Nutrition Worker, Curren School 5.5 hrs./185 days	08/14/2025
Lucero, Rachel T	Child Nutrition Worker II, Child Nutrition Services 6 hrs./185 days Child Nutrition Worker, Elm School 5 hrs./185 days	08/14/2025
Mendez, Maria A	Child Nutrition Worker II, Child Nutrition Services 6 hrs./185 days Child Nutrition Worker, Rose Avenue School 5.5 hrs./185 days	08/14/2025

Ochoa, Juana F	Child Nutrition Worker II, Child Nutrition Services 6 hrs./185 days Child Nutrition Worker, Rose Avenue School 5.5 hrs./185 days	08/14/2025
Perez, Amy R	Child Nutrition Worker II, Child Nutrition Services 6 hrs./185 days Child Nutrition Worker, Ritchen School 5 hrs./185 days	08/14/2025
Shauer, Morgan L	Child Nutrition Worker II, Child Nutrition Services 6 hrs./185 days Child Nutrition Worker, Child Nutrition Services 5 hrs./185 days	08/14/2025
Vargas, Angelica F	Child Nutrition Worker II, Child Nutrition Services 6 hrs./185 days Child Nutrition Worker, Curren School 5 hrs./185 days	08/14/2025
Villagomez, Erika	Child Nutrition Worker II, Child Nutrition Services 6 hrs./185 days Child Nutrition Worker, Child Nutrition Services 5.5 hrs./185 days	08/14/2025
Wofford, Aimee M	Speech Language Pathology Assistant, McKinna School 8 hrs./183 days Paraeducator Special Education, Fremont Academy 5.75 hrs./183 days	08/18/2025

Administrative Transfer

12760	Paraeducator Special Education, Frank Academy 5.75 hrs./183 days	08/18/2025

Transfers

Born, Cecilia B	Paraeducator General Education, Soria School 8 hrs./183 days	08/18/2025
Castañeda, Sonia L	Paraeducator General Education, Elm School 6 hrs./183 days	08/18/2025
Chavez, Nina	Paraeducator Special Education, Curren School 5.75 hrs./183 days	08/18/2025
Coria, Crystal Q	Paraeducator Special Education, Marshall School 5.75 hrs./183 days	08/18/2025
Edwards, Ashley A	Paraeducator Special Education, Driffill School 5.75 hrs./183 days	08/18/2025
Fernandez Ramirez, Itzel D	Paraeducator General Education, Chavez School 8 hrs./183 days	08/19/2025
Maldonado, Perla J	Paraeducator General Education, Marina West/McAuliffe Schools 6 hrs./183 days	08/18/2025

Resignations

Arellano, Adriana I	Paraeducator Special Education, Driffill School 5.75 hrs./183 days	08/07/2025
Flores Santillan, Kimberly	Campus Assistant, Lopez Academy 5.75 hrs./180 days	08/04/2025
Rangel, Serena R	Paraeducator General Education, Pupil Services 5.75 hrs./183 days	08/07/2025

Resignations (cont.)

Renteria Kenia A	Paraeducator Special Education, Marshall School 5.75 hrs./183 days	08/11/2025

Retirements

Gonzales, Ophelia D	Campus Assistant, Curren School 5.75 hrs./180 days	07/31/2025

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

Hernandez, Ricky	SPED Teacher, Fremont	2025/2026 School Year
Martinez, Gwendolyn	Multiple Subject Teacher, Lopez	2025/2026 School Year
Palomares Garcia, Jazmin	Multiple DLI, McKinna	2025/2026 School Year
Solis, Alexus	SPED Teacher, Marshall	2025/2026 School Year
Bautista, Diana	Substitute Teacher	2025/2026 School Year
Davila, Mayra	Substitute Teacher	2025/2026 School Year
Gomez, Evelin	Substitute Teacher	2025/2026 School Year
Hutzler, Stefani	Substitute Teacher	2025/2026 School Year
Medina, Carmen	Substitute Teacher	2025/2026 School Year
Moore, Harrell	Substitute Teacher	2025/2026 School Year
Pichardo, Victoria	Substitute Teacher	2025/2026 School Year
Plascencia, Rafael	Substitute Teacher	2025/2026 School Year
Raya, Oswaldo	Substitute Teacher	2025/2026 School Year
Romero, Cristal	Substitute Teacher	2025/2026 School Year
Sneed, Madison	Substitute Teacher	2025/2026 School Year
Terrazas, Braulio Alan	Substitute Teacher	2025/2026 School Year
Viveros, Chrystal	Substitute Teacher	2025/2026 School Year
Zermeno, Fabiola	Substitute Teacher	2025/2026 School Year
Zwirn, Aaron	Substitute Teacher	2025/2026 School Year

Promotion

Beltran, Leticia	Interim Assistant Principal, Curren	2025/2026 School Year

Return from Leave

Reyes, Maria	Teacher, Ramona	August 13, 2025

Resignation

Kingston, Rhiannon	Science Teacher, Kamala	June 18, 2025
Pomeroy, Brandy	SPED Teacher, Fremont	June 18, 2025
Sutherland, Adam	Multiple Subject Teacher, Lopez	June 18, 2025

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** September 03, 2025

Agenda Section: Section C: Consent Agenda

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

The Board's approval is requested for four (4) Oxnard School District representatives, Dr. Danielle Jefferson, Director of Special Education, Dr. Allison Raigoza, Program Specialist, Joanna Pontis, DHH Teacher, and Alexa Ramirez, Speech Language Pathologist, to attend the Association of College Educators - Deaf and Hard of Hearing (DHH) Conference in Denver, CO, January 28-31, 2026. The conference will provide attendees the opportunity for professional growth in continuing to understand the needs of a developing multilingual DHH program.

FISCAL IMPACT:

Not to Exceed $13,500.00 - Professional Development Funds

RECOMMENDATION:

It is the recommendation of the Director of Special Education and the Superintendent that the Board of Trustees approve out-of-state conference attendance for Dr. Danielle Jefferson, Director of Special Education, Dr. Allison Raigoza, Program Specialist, Joanna Pontis, DHH Teacher, and Alexa Ramirez, Speech Language Pathologist, as outlined above.

ADDITIONAL MATERIALS:

Attached: Conference Information (2 pages)

ABOUT US

ACE-DHH is an organization of university professors who prepare teachers for students who are deaf and hard of hearing.

Vision Statement

ACE-DHH is a unified body of colleagues who prepare future professionals in the Deaf and Hard of Hearing (D/HH) education field and endeavor to improve the academic outcomes and educational experiences of D/HH students worldwide.





Mission Statement

ACE-DHH strives to provide a space for education professionals: to disseminate research; to engage in collaborative dialogues and networking opportunities; and to share resources and current ideas related to the education of Deaf and Hard of Hearing individuals.

ACE-DHH Conference

The Curtis Denver-Doubletree hotel
Possible Dates - January 28-31, 2026
Denver, CO





Multilingual Education SIG

Prepare yourself to join us the day before ACE-DHH conference

LEARN MORE

Council on Education of the Deaf

CONTACT US

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Aracely Fox **Date of Meeting:** September 03, 2025

Agenda Section: Section C: Support Services Agreement

Approval of Agreement #25-52 - Gold Coast K9 (Fox/Nocero)

Gold Coast K9 will provide K9 safety check services for the Oxnard School District during the 2025–2026 school year. The agreement includes two (2) K9 visits per month to all middle school (grades 6–8) and K–8 school sites over a ten (10) month period.

All detection activities will be conducted in alignment with Oxnard School District Board Policy and will follow industry-standard training methodologies that meet California POST (Peace Officer Standards and Training) requirements. The designated search areas will include bathrooms, locker rooms, and open/common areas. Classroom inspections will be conducted at the discretion of the Superintendent.

Term of Agreement: September 4, 2025 through June 30, 2026

FISCAL IMPACT:
$48,000.00 – General Fund

RECOMMENDATION:
It is recommended by the Director, Pupil Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #25-52 with Gold Coast K9.

ADDITIONAL MATERIALS:

Attached: Agreement #25-52, Gold Coast K9 (15 Pages)
Proposal (1 Page)

SERVICES AGREEMENT

Requisition Number

Purchase Order Number

25-52

Contract Number

This Services Agreement (the "Agreement") is made and entered into this 3rd day of September, 2025 by and between Oxnard School District (hereinafter referred to as "District") and Gold Coast K9, (hereinafter referred to as "Provider.")

PROVIDER.

Gold Coast K9	805-647-1799
Provider	Telephone Number
PO Box 5009	
Street Address	Fax Number
Ventura, CA 93005	office@goldcoastk9.com
City, State, Zip code	E-mail Address
Tax Identification or Social Security Number	License Number (if applicable)

A. District desires to engage Provider services as more particularly described on "Statement of Work" which is attached hereto and incorporated herein by this reference ("Services").

B. Provider has the necessary qualifications by reason of training, experience, preparation and organization, and is agreeable to performing and providing such Services, upon and subject to the terms and conditions as set forth below in this Agreement.

NOW THEREFORE, for valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereto hereby agree as follows:

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

2. **NATURE OF RELATIONSHIP**. The parties agree the relationship created by this Agreement is that of independent contractor. In performing all of the Services, Provider shall be, and at all times is, acting and performing as an independent contractor with District, and not as a partner, coventurer, agent, or employee of District, and nothing contained herein shall be construed to be inconsistent with this relationship or status. Provider is not granted any right or authority to assume or to create any obligation or responsibility, express or implied, on behalf of or in the name of District or to bind the District in any manner. Except for any materials, procedures, or subject matter agreed upon between Provider and District, Provider shall have complete control over the manner and method of performing the Services.

Provider understands and agrees to independent contractor status. Provider understands and agrees that the filing and acceptance of this Agreement creates a rebuttable presumption and that the Provider, officers, agents, employees, or subcontractors of Provider are not entitled to coverage under the California Workers' Compensation Insurance laws, Unemployment Insurance, Health Insurance, Pension Plans, or any other benefits normally offered or conveyed to District employees. Provider will be responsible for payment of all Provider employee wages, payroll taxes, employee benefits, and any amounts due for federal and state income taxes and Social Security taxes. These taxes will not be withheld from payments under this agreement.

3. **NON-EXCLUSIVITY.**

   a. During the term of this agreement Provider may, independent of Provider's relationship with the District, without breaching this Agreement or any duty owed to the District, act in any capacity, and may render services for any other entity.

   b. During the term of this Agreement the District may, independent of its relationship with the Provider, without breaching this Agreement or any duty owed to the Provider contract with other individuals and entities to render the same or similar services to the District.

4. **SERVICES**. Provider shall provide District with the services, which are described on the "Statement of Work" (the "Work" or "Service") attached hereto and incorporated herein by this reference. The Statement of Work shall contain a timetable for completion of the Work or if the Work is an ongoing service, the Statement of Work shall set forth the mutually agreed schedule for providing such services. Provider shall use its best efforts to complete all phases of the Work according to such timetable. In the event that there is any delay in completion of the Work arising as a result of a problem within the control of District, Provider and District shall cooperate with each other to work around such delay. However, District shall not be responsible for any additional cost or expense to Provider as a result of such delay unless specifically agreed to in writing by the District. In addition to the specifications and/or requirements contained in the Statement of Work and any warranty given by Provider hereunder, the Statement of Work may set forth those performance criteria agreed between District and Provider whereby the District can evaluate whether Provider has satisfactorily completed the Work ("Performance Criteria").

   Provider, at Provider's sole cost and expense, shall furnish all tools, equipment, apparatus, facilities, transportation, labor, and material necessary to meet its obligations under this Agreement. No substitutions of materials or service from those specified in this section shall be made without the prior written consent of the District.

5. **TIME OF PERFORMANCE**. The term of this Agreement shall commence on September 4, 20 25, and terminate on June 30, 20 26. All work and services contracted for under the terms of this Agreement shall be undertaken and completed in such sequence as to assure their full completion in accordance with the terms and conditions set forth in this Agreement.

   [**Note:** California *Education Code* section 17596 limits continuing contracts; contracts for work or services, or for apparatus or equipment, not to exceed five years; for materials or supplies, not to exceed three years.]

6. **PAYMENT AND EXPENSES**. All payments due to Provider are set forth in the "Schedule of Fees" attached hereto and incorporated herein by this reference.

   Provider shall send District periodic statements indicating Provider's fees and costs incurred and their basis and any current balance owed. If no Provider's fees or costs are incurred for a particular time period,

or if they are minimal, the statement may be held by the Provider and combined with that for the following time period unless a statement is requested by the District.

All payments due Provider are set forth in "Schedule of Fees" and shall be paid by the District within 30 days of receipt of a proper, undisputed invoice from Provider, which invoice shall set forth in reasonable detail the services performed. The District reserves the right, in its sole and absolute discretion, to reject any invoice that is not submitted in compliance with the District's standards and procedures. In the event that any portion of an invoice submitted by a Provider to the District is disputed, the District shall only be required to pay the undisputed portion of such invoice at that time, and the parties shall meet to try to resolve any disputed portion of any invoice.

The rates set forth in "Schedule of Fees" are not set by law, but are negotiable between Provider and District.

7. **ASSIGNMENT AND SUBCONTRACTORS**. Provider shall not assign, sublet, or transfer this Agreement or any rights under or interest in this Agreement without the prior written consent of the District, which may be withheld by the District in its sole and absolute discretion for any reason. Nothing contained herein shall prevent Provider from employing independent associates, subcontractors, and sub-consultants as Provider may deem appropriate to assist in the performance of services herein, subject to the prior written approval of the District. Any attempted assignment, sublease, or transfer in violation of this Agreement shall be null and void, and of no force and affect. Any attempted assignment, sublet, or transfer in violation of this Agreement shall be grounds for the District, in its sole discretion, to terminate the Agreement

8. **TERMINATION OR AMENDMENT**. This Agreement may be terminated or amended in writing at any time by mutual written consent of all of the parties to this Agreement, and may be terminated by either party for any reason by giving the other party 60 days advance written notice. In the event of cancellation prior to completion of the specified services, all finished or unfinished projects, documents, data, studies, and reports prepared by the Provider under this agreement shall, at the option of the District, become District property. The Provider shall be entitled to receive just and equitable compensation for any satisfactory work completed on such items prior to termination of the Agreement.

   The parties to this Agreement shall be excused from performance thereunder during the time and to the extent they are prevented from obtaining, delivering, or performing due to act(s) of God. Satisfactory evidence thereof to the other party is required, provided that it is satisfactorily established that the non-performance is not due to the fault or neglect of the party not performing.

9. **NOTICE**. Any notices required or permitted to be given under this Agreement shall be deemed fulfilled by written notice, demand or request personally served on (with proof of service endorsed thereon, or mailed to, or hereinafter provided) the party entitled thereto or on its successors and assigns, and may be given by:

   a. Personal delivery;

   b. Overnight commercial courier;

   c. Certified or registered prepaid U.S. mail, return receipt requested; or

   d. Electronic mail or electronic facsimile transmission; provided that if given electronically, an additional copy shall also be delivered by a, b, or c, above.

If mailed, such notice, demand, or request shall be mailed certified or registered mail, return receipt requested, and deposited in the United States mail addressed to such party at its address set forth below or to such address as either party hereto shall direct by like written notice and shall be deemed to have been made on the third (3rd) day following posting; or if sent by a nationally recognized overnight express carrier, prepaid, such notice shall be deemed to have been made on the next business day following deposit with such carrier. For the purposes herein, notices shall be sent to the District and the Provider as follows:

Oxnard School District	Gold Coast K9
District	Provider
Attn: Dr. Jodi Nocero	Attn: Rodney Spicer
1051 South A Street	PO Box 5009
Street	Street
Oxnard, CA 93030	Ventura, CA 93005
City, State, Zip Code	City, State, Zip Code

10. **WARRANTY**. Provider hereby warrants to District that the Work shall be performed in a professional and workmanlike manner consistent with the highest industry standards. For a period of one (1) year following completion of the Work, Provider shall correct or make arrangements to correct any breach of the warranty for the Work within ten (10) business days of notice from District of same.

11. **ADDITIONAL WORK**. If changes in the work seem merited by the Provider or the District, and informal consultations with the other party indicate that a change is warranted, it shall be processed by the District in the following manner:

    a. A letter outlining the changes shall be forwarded to the District by the Provider with a statement of estimated changes in fee and/or time schedule.

    b. A written amendment to this Agreement shall be prepared by the District and executed by all of the parties before any performance of such services or the District shall not be required to pay for the increased cost incurred for the changes in the scope of work.

    Any such amendment to the Agreement shall not render ineffective or invalidate unaffected portions of this Agreement.

12. **COMPLIANCE WITH LAWS**. Provider hereby agrees that Provider, officers, agents, employees, and subcontractors of Provider shall obey all local, state, and federal laws and regulations in the performance of this Agreement, including, but not limited to minimum wages laws and/or prohibitions against discrimination. Without limiting the generality of the foregoing, Provider shall complete the conflict of interest certification on **Exhibit C**.

    Provider, officers, agents, employees and/or subcontractors of Provider shall secure and maintain in force for the full term of this Agreement, at Provider's sole cost and expense, such licenses and permits as are required by law, in connection with the furnishing of all the Services, materials, or supplies necessary for completion of the Services described.

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

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

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

a. Commercial General Liability Insurance. Provider shall procure and maintain, during the term of this Agreement, the following General Liability Insurance coverage:

	Each Occurrence	Aggregate
Individual, Sole Proprietorship, Partnership, Corporation, or Other	$ 1,000,000.00	$ 2,000,000.00

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

Any and all subcontractors hired by Provider in connection with the Services described in this Agreement shall maintain such insurance unless the Provider's insurance covers the subcontractor and its employees.

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

Personal vehicles:	$ 500,000.00 combined single limit or
	$100,000.00 per person / $300,000.00 per accident

c. Workers' Compensation Insurance. Provider shall procure and maintain, during the term of this Agreement, Workers' Compensation Insurance, as required by California law, on all of its employees engaged in work related to the performance of this Agreement. Provider shall procure and maintain Employers' Liability insurance coverage of $1,000,000.

In the case of any such work which is subcontracted, Provider shall require all subcontractors to provide Workers' Compensation Insurance and Employers' Liability insurance for all of the subcontractor's employees to be engaged in such work unless such employees are covered by the protection afforded by the Provider's Workers' Compensation Insurance.

Absent proof of Workers' Compensation Insurance, Provider will submit a statement requesting a waiver from this requirement and indicating the reason Workers' Compensation Insurance is not required.

d. Errors and Omissions Insurance. Provider shall procure and maintain, during the term of this Agreement, Professional Liability/Errors and Omissions Insurance in an amount of the following:

Accountants, attorneys, education consultants, nurses, therapists	$1,000,000.00
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
☐ Abuse and Molestation	$ 2,000,000.00	$4,000,000.00
☐ Pollution Liability	$ 1,000,000.00	$ 2,000,000.00
☐ Cyber Liability	$ 5,000,000.00	
☐ Other: _____	$ _____	$ _____

f. If the Provider or Provider's subcontractor(s) maintains broader coverage and/or higher limits than the minimums shown above, the District requires and shall be entitled to the broader coverage and/or higher limits maintained by the Provider. Any available insurance proceeds in excess of the specified minimum limits of insurance and coverage shall be available to the District.

g. Provider's and any and all subcontractors' insurance is primary and will not seek contribution from any other insurance available to the district.

h. Certificates of Insurance. Provider and any and all subcontractors working for Provider shall provide certificates of insurance to the District as evidence of the insurance coverage required herein, not less than Fifteen (15) days prior to commencing work for the District, and at any other time upon the request of the District. Certificates of insurance will be deemed invalid if proper endorsements are not attached. Certificates of such insurance shall be filed with the District on or before commencement of the services under this Agreement.

i. Endorsements. Provider's and any and all Provider subcontractor's Commercial General Liability insurance; Commercial Automobile Insurance; Liability Excess, Umbrella and/or Reinsurance; and Abuse and Molestation coverage shall name the District, its governing board, officers, agents, employees, and/or volunteers as additional insureds. All endorsements specifying additional insureds for any of the Insurance Policies shall be as indicated below or an equivalent endorsement reasonably acceptable to the District.

1) General Liability

❑ Facilities Rental or Lease: CG 20 11 10 01;

■ Most Other services: CG 20 26 10 01.

2) Primary, Non-Contributory

■ CG 20 01 01 13

3) Waiver of Subrogation

■ CG 24 04 05 09

4) Commercial Automobile Liability

■ CA 20 48 10 13

j. Provider's and any and all Provider subcontractor's Commercial General Liability insurance shall provide a list of endorsements and exclusions.

k. Deductibles. Any deductible(s) or self-insured retention(s) applicable to the insurance and/or coverage required by the foregoing provisions of this agreement must be declared to and approved by the District. Provider shall be responsible to pay that deductible or self-insured retention and the District shall not be responsible to pay these costs. In the event that Provider's deductibles or self-insured retentions collectively total more than $50,000.00, District reserves the right to request proof of Provider's financial solvency in relation to remittance thereof or require Provider to post a bond guaranteeing payment of the deductible, or both.

l. Acceptability of Insurers. Insurance is to be placed with insurers with a current A.M. Best's rating of no less than A: VII, unless otherwise acceptable to the District.

m. Insurance written on a "claims made" basis is to be renewed by the Provider and all Provider subcontractors for a period of five (5) years following termination of this Agreement. Such insurance

must have the same coverage and limits as the policy that was in effect during the term of this agreement, and will cover the provider for all claims made.

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

16. **SAFETY AND SECURITY**. Provider shall be responsible for ascertaining from the District all of the rules and regulations pertaining to safety, security, and driving on school grounds, particularly when children are present.

Without limiting the generality of the foregoing, Provider shall comply with any applicable fingerprinting/ criminal background investigation and tuberculosis clearance requirements of the California Education Code and shall provide the certifications on **Exhibit C** prior to performance of any Services.

a. On Site Services; Student Data Access. If services require Provider to access any District facility, transport or interact in any manner (including through an app or other electronic means) with District students, or access student data, Provider and any and all subcontractors are required to comply with Education Code section 45125.1, Fingerprint certification requirements. Provider must provide proof that fingerprint certification requirements have been fulfilled prior to commencing any services for the District under this Agreement.

Provider shall certify in writing to the school district that neither the Provider nor any of its employees, agents, representatives or subcontractors who are required to submit or have their fingerprints submitted to the Department of Justice and who may interact with any District student outside the direct supervision and control of a District employee or that student's parent or legal guardian have been convicted of a felony.

b. Other Services. If Provider will not provide any services on site or have access to any student data or interact with any District student in connection with the Services, then, Provider and its subcontractors are not required to comply with Education Code section 45125.1 background check requirements. However, Provider must still complete **Exhibit C** to specify that these requirements are not applicable.

c. Tuberculosis Risk Assessment requirements (Education Code section 49406). Providers who may have more than limited contact with District students (including any Providers who provide in person tutoring or who provide any transportation services to students) are required to cause to be on file with the District a certificate from an examining physician showing that Provider, employees and/or sub providers of Provider have been examined and found free from active tuberculosis.

17. **GOVERNING LAW AND VENUES**. Provider hereby acknowledges and agrees that District is a public entity, which is subject to certain requirements and limitations. This Agreement and the obligations of District hereunder are subject to all applicable federal, state and local laws, rules, and regulations, as currently written or as they may be amended from time to time.

This Agreement shall be interpreted in accordance with the laws of the State of California. If any action is brought to interpret or enforce any term of this Agreement, the action shall be brought in state or federal court situated in the County of Ventura, State of California. Provider hereby waives and expressly agrees not to assert, in any way, any claim or allegation that it is not personally subject to the jurisdiction of the courts named above. Provider further agree to waive any claim or allegation that the suit, action, or proceeding is either brought in an inconvenient forum or that the related venue is improper."

18. **DISPUTE RESOLUTION.**

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

b. If the amount in dispute exceeds $5,000.00, the parties agree that they will first submit the matter to a mutually agreed upon mediator. Notwithstanding section 19, Attorneys Fees, the cost of the mediator shall be borne equally by the parties.

c. If the mediator is unable to resolve the dispute, then the parties shall submit the matter to binding arbitration in Ventura County or other mutually agreed location pursuant to the rules of the American Arbitration Association (AAA), as amended or as augmented in this Agreement (the "Rules"). The parties acknowledge that one of the purposes of utilizing arbitration is to avoid lengthy and expensive discovery and allow for prompt resolution of the dispute.

Arbitration shall be initiated as provided by the Rules, although the written notice to the other party initiating arbitration shall also include a description of the claim(s) asserted and the facts upon which the claim(s) are based. Arbitration shall be final and binding upon the parties and shall be the exclusive remedy for all claims subject hereto, including any award of attorneys' fees and costs. Either party may bring an action in court to compel arbitration under this Agreement and to enforce an arbitration award.

All disputes shall be decided by a single arbitrator. The arbitrator shall be selected by mutual agreement of the parties within 30 days of the effective date of the notice initiating the arbitration. If the parties cannot agree on an arbitrator, then the complaining party shall notify the AAA and request selection of an arbitrator in accordance with the Rules. The arbitrator shall have only such authority to award equitable relief, damages, costs, and fees as a court would have for the particular claim(s) asserted. In no event shall the arbitrator award punitive damages of any kind.

The arbitrator shall have the power to limit or deny a request for documents or a deposition if the arbitrator determines that the request exceeds those matters, which are directly relevant to the claims in controversy. The document demand and response shall conform to Code of Civil Procedure section 2031. The deposition notice shall conform to Code of Civil Procedure section 2025. The parties may make a motion for protective order or motion to compel before the arbitrator with regard to the discovery, as provided in Code of Civil Procedure sections 2025 and 2031.

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

20. **DOCUMENT RETENTION.** After Provider's services to District conclude, Provider shall, upon the District's request, deliver all documents for all matter in which Provider has provided services to the District, along with any property of the District in Provider's possession and/or control. If the District does not request District's document(s) for a particular service, Provider will retain document(s) for a period of two (2) years after the service has ended. If District does not request delivery of the document(s) for the service before the end of the two (2) year period, Provider will have no further obligation to retain the document(s) and may, at Provider's discretion, destroy it without further notice to the District. At any point during the two (2) year period, District may request delivery of the document(s).

Exceptions: Attorney work-product and medical records shall not be destroyed by provider without the prior written consent of the District.

21. **NATURE OF AGREEMENT.** This Agreement constitutes a binding expression of the understanding of the parties with respect to the services to be provided hereunder and is the sole contract between the parties with respect to the subject matter thereof. There are no collateral understandings or representations or agreements other than those contained herein. This Agreement represents the entire agreement between the parties hereto with respect to the subject matter hereof and supersedes any and all other agreements and communications however characterized, written or oral, between or on behalf of the parties hereto with respect to the subject matter hereof. This Agreement may only be modified by a written instrument signed by authorized representatives of each of the parties hereto; provided that the District may not be bound by any term or condition incorporated by reference (including references to any link, website or electronic document) into any document prepared by or provided to District by Provider, including any license, purchase order or other instrument.

For the avoidance of any doubt, Provider is hereby informed that any and all terms or conditions of use of any web-based service or application must be presented in PDF format to the Board of Trustees and may not be unilaterally altered by Provider during the Term of this Agreement.

THE BODY OF THIS AGREEMENT MAY NOT BE EDITED OR ALTERED BY PROVIDER.

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

23. **WAIVER.** No claim or right arising out of a breach of this Agreement can be discharged in whole or in part by a waiver or renunciation of the claim or right unless such waiver is in writing.

24. **SEVERABILITY.** It is intended that each paragraph of this Agreement shall be treated as separate and divisible, and in the event that any paragraphs are deemed unenforceable, the remainder shall continue to be in full force and effect so long as the primary purpose of this Agreement is unaffected.

25. **PARAGRAPH HEADINGS.** The headings of paragraphs hereof are inserted only for the purpose of convenient reference. Such headings shall not be deemed to govern, limit, modify or in any other manner affect the scope, meaning or intent of the provisions of this Agreement or any part or portion thereof, nor shall they otherwise be given any legal effect whatsoever.

26. **AUTHORITY.** Provider represents and warrants that Provider has all requisite power and authority to conduct its business and to execute, deliver, and perform this Agreement. Each party warrants that the individuals who have signed this Agreement have the legal power, right, and authority to make this Agreement and to bind each respective party.

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

IN WITNESS WHEREOF, the parties have executed this agreement as of the date first written above. By signing below, Provider certifies that it has not altered any provision of the body of this Agreement.

OXNARD SCHOOL DISTRICT	Gold Coast K9
District	Provider
By:	
Signature	Signature
Melissa Reyes	Rodney Spicer
Name	Name
Director, Purchasing	Owner
Title	Title

STATEMENT OF WORK

DESCRIPTION OF WORK:

*SEE ATTACHED PROPOSAL

WORK SCHEDULE:

TBD

SCHEDULE OF FEES

FEES:

Compensation for Services	$ 48,000.00
Actual and Necessary Travel Expenses	$ 0.00
Other Expenses	$ 0.00
Total Amount not to Exceed	$ 48,000.00
Deposit	$ 0.00
Balance Due after Completion of Services	$ 0.00

Proper invoicing is required. Receipts for expenses are required. Canceled checks are not accepted as receipts.

PAYMENT SCHEDULE:

ADDITIONAL COSTS OF EXPENSES:

EXHIBIT C
REQUIRED CERTIFICATIONS

Services Agreement Dated: September 3, 2025

Provider: Gold Coast K9

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: _____

AGREEMENT TO PROVIDE K9 SAFETY CHECKS FOR THE OXNARD SCHOOL DISTRICT
2025-2026 SCHOOL YEAR

April 10th, 2025

Gold Coast K9 will provide two K9 visits per month for ten months at Lopez, Frank, Fremont, Soria, Chavez, Curren, Driffill, Lemonwood, Marshall, and Kamala for a total of 200 K9 safety check visits for the Oxnard School District. Gold Coast K9 will conduct all detection sniffs in accordance with the Oxnard School District Policy and utilize training methods accepted within the profession and designed to meet POST training standards in the state of California. The areas to be sniffed will be Bathrooms, Locker Rooms and Open areas, Classrooms will be at the Superintendents discretion.
Gold Coast K9 will provide detection sniffs in the following odors.

- **Heroin**
- **Marijuana**
- **Spice**
- **Cocaine**
- **Methamphetamine**
- **Guns**
- **Alcohol**
- **Smokeless Powder**
- **TNT**
- **Dynamite**
- **Potassium Chlorate**
- **Sodium Chlorate**
- **C-4**
- **Ammonium Nitrate Dynamite**
- **PETN**
- **RDX**
- **Det Cord**

For the services to be provided, Gold Coast K9 will charge $240.00 per search with a yearly total of $48,000.00 for 200 K9 detection sniffs.

Rodney Spicer/owner

District Representative

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** September 03, 2025

Agenda Section: Section C: Special Education Agreement

Approval of Agreement #25-126 – Everway, LLC (DeGenna/Jefferson)

Everway, LLC. will provide on-site professional development training on curriculum and technology for Extensive Support Needs (ESN) teachers. This training will focus on the essential: Learning Pathway for the Unique Learning System.

Term of Agreement: September 4, 2025 through June 30, 2026

FISCAL IMPACT:
$10,899.00 – Special Education Funds

RECOMMENDATION:
It is the recommendation of the Director, Special Education, and the Superintendent, that the Board of Trustees approve Agreement #25-126 with Everway, LLC.

ADDITIONAL MATERIALS:

Attached: Agreement #25-126, Everway, LLC (4 Pages)
Proposal (3 Pages)

Oxnard School District

Short-Term Services Agreement

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

Requisition Number

Purchase Order Number

25-126

Contract Number

This Services Agreement (the "Agreement") is made and entered into September 3, 2025 by and between the OXNARD SCHOOL DISTRICT (the "Local Educational Agency" or District") and Everway, LLC., (hereinafter referred to as "Provider"). District and Provider may be referred to herein individually as a "Party" and collectively as the "Parties."

Everway, LLC.	480-347-6602
Provider	Telephone Number
2401 Sawmill Pkwy, Ste 10-11	t.palma@everway.com
Street Address	E-mail Address
Huron, OH 44839	
City, State, Zip code	Tax Identification or Social Security Number

Services

Provide professional development training on "Learning Pathway for Unique Learning System" for Moderate to Severe Special Education teachers.

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

September 4, 2025 - June 30, 2026	TBD	TBD
Date(s) of Service	Hour(s) of Service	Location

Fees

Compensation for Services	$ 10,899.00
Other Ancillary Cost, as applicable	$
Total not to Exceed	$ 10,899.00

☑ W-9 received

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

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

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

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

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

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

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

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

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

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

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

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

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

Date checked by school official: _____initials: _____

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

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

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

a. Commercial General Liability Insurance. Provider shall procure and maintain, during the term of this Agreement, not less than the following General Liability Insurance coverage in the amounts of $1,000,000 per occurrence and $2,000,000 aggregate.

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

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

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

c. Workers' Compensation Insurance. Provider shall procure and maintain, during the term of this Agreement, Workers' Compensation Insurance, as required by California law, on all of its employees engaged in work related to the performance of this Agreement. Provider shall procure and maintain Employers' Liability insurance coverage of $1,000,000. Absent proof of Workers' Compensation Insurance, Provider will submit a fully executed Certification of Exemption from Workers' Compensation Insurance, which District in its sole discretion may accept or reject.

d. Other Coverage as Dictated by the District. If any employee of Provider interacts with students, outside of the immediate supervision and control of the student's parent or guardian or a certificated school employee, Provider shall procure and maintain, during the term of this Agreement, Abuse and Molestation coverage in the amounts of $2,000,000 per occurrence and $4,000,000 aggregate.

If professional services are offered, Provider shall procure and maintain, during the term of this Agreement, Professional Liability (Errors and Omissions) insurance coverage in the amounts of $1,000,000 per occurrence and $2,000,000 aggregate.

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

f. Certificates of Insurance. Provider shall provide certificates of insurance to the District as evidence of the insurance coverage required herein, not less than 15 days prior to commencing the proposed activity, and at any other time upon the request of the District. Certificates of insurance will be deemed invalid if proper endorsements are not attached. Certificates of such insurance shall be filed with the District on or before commencement of the services under this Agreement.

g. Endorsements. Provider's Commercial General Liability insurance and Commercial Automobile Liability coverage and Abuse and Molestation coverage shall name the District, its governing board, officers, agents, employees, and/or volunteers as additional insureds. All endorsements specifying additional insureds for any of the Insurance Policies shall be as indicated below or an equivalent endorsement reasonably acceptable to the District.

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

h. Acceptability of Insurers. Insurance is to be placed with insurers with a current A.M. Best's rating of no less than A: VII, unless otherwise acceptable to the District.

i. Insurance written on a "claims made" basis is to be renewed by the Provider for a period of three (3) years following termination of this Agreement. Such insurance must have the same coverage and limits as the policy that was in effect during the term of this agreement and will cover the Provider for all claims made. If coverage is canceled or non-renewed, and not replaced with another claims-made policy form with a Retroactive Date prior to the contract effective date, the Consultant must purchase "extended reporting" coverage for a minimum of three (3) years after completion of the Services.

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

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

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

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

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

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

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

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

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

Acknowledgement and Agreement

I have read this Agreement and agree to its terms

Provider Authorized Signer	Signature	Date

Oxnard School District

Melissa Reyes		
Director, Purchasing	Signature	Date

Quote

#Q-250944

Quote must be attached to Purchase Order

August 7, 2025

Valid Until August 26, 2025

COMMENCEMENT DATE:9/3/2025

2401 Sawmill Pkwy Suite 10-11,
Huron, OH 44839,
United States

Bill To

Oxnard School District

Accounts Payable

1051 South A Street,

Oxnard, California 93030

ATTN: NA

Ship To

Oxnard School District

Accounts Payable

Haydock School647 West Hill Street,

Oxnard, California 93033

ATTN: Brandon Arevalo

PO's or Payment Questions

nafinance@everway.com

Fed Tax ID: 26-2606260

Everway Contact:

Toby Palma

t.palma@everway.com

'25-'26 2 Onsite PD Expires 2yrs from purchase date

QTY	Item	Type	License Description	Sub Start Date	Sub End Date	Unit Price	Extended Price
2	PD PL ONSITE		Onsite Professional Learning	9/3/2025	9/2/2026	USD 5,250.00	USD 10,500.00

'25-'26 2 Onsite PD Expires 2yrs from purchase date Total Unit: USD 10,500.00

'25-'26 1 Webinar Expires 2yrs from purchase date

QTY	Item	Type	License Description	Sub Start Date	Sub End Date	Unit Price	Extended Price
1	PD INT WEB		Interactive Webinar 1 Hour	9/3/2025	9/2/2026	USD 399.00	USD 399.00

'25-'26 1 Webinar Expires 2yrs from purchase date Total Unit: USD 399.00

Tax: USD 0.00

Total: USD 10,899.00

NOTE: Credits, discount, adjustments, notes

Company IP - Confidential & Proprietary

RESOURCES INCLUDED WITH SUBSCRIPTION :

- For support, please reach out to:
  - na-support@everway.com
  - 800-697-6575 with coverage from 9am-5pm Eastern Standard Time
  - Note that chat support is available 9am-7:15pm Eastern Standard Time
- Online Support Forum/Knowledgebase
- Training and Implementation resources including Feature & How to Videos, Getting Started Guides, Toolmatcher, Training Portal, Product Certification, Live & Recorded webinars, Just-In-Time Email Communications, Smart Start Sessions and In-App Walkthroughs
- Product Updates and Enhancements
- Additional Professional Development Offerings available for purchase

FINANCIAL NOTES:

- Credit card payments can be accepted and are subject to a convenience fee applied to all credit card transactions over $2,000.
- A copy of the Tax-Exempt ID Certificate must accompany order if applicable, otherwise sales tax may be charged. All quoted sales tax is estimated and subject to change on final invoicing.
- Our prices are subject to periodic increases
- Additional licenses, optional features, upgrades and enhanced functionalities may incur additional fee(s), and will be priced pursuant to Everway's then current price list and quoted by Everway's upon receipt of a written request from Customer.
- Quotes dated more than 120 days in advance of service term may be subject to pricing changes.

Company IP - Confidential & Proprietary

Customer Acceptance of Quotation and Terms of Use:

- This Quotation forms an integral part of the agreement between the parties and together with the Terms & Conditions of Use ("Terms of Use") constitute the binding agreement between Everway LLC and the Customer when (a) Customer and Everway LLC deliver a signed copy of these Terms of Use for the Products and Services quoted or (b) Everway LLC provides to Customer all or any portion of the Products or Services covered by the Quotation.
- Furthermore, Customer agrees and understands that payment to Everway and use of the Products by Customer indicate agreement with and acceptance of this Quotation and the Terms of Use.
- Customer and Everway LLC agree to the following additional provisions:
    - This subscription is for a one-year term beginning on the commencement date set forth on this quotation unless the service term is agreed at more than 12 months. This Agreement includes the auto-renewal of the contract at the subscription term end date of this Agreement. Written notice of cancellation must be sent to Everway at least 30 days prior to the end of the Term or Customer will be invoiced and this Agreement will renew for another one-year term.
    - This Agreement is governed by the law of the State of Delaware unless otherwise agreed to by the Parties.
    - Invoices will be sent out at or before the beginning of the term of the Agreement and are due and payable with N30 terms. All subscriptions are to be paid in advance, and no refunds or partial-year prorations will be provided for early termination.

Customer hereby warrants that the individual signing this the Terms of Use on behalf of the Customer (i) has the authority to bind the Customer to this Quotation and the Terms of Use; (ii) has received all necessary approvals and consents required to do so; (iii) has read and understands this Quotation and the Terms of Use; and (iv) agrees, on behalf of the Customer to this Quotation and the Terms of Use. Any provision in any acceptance or acknowledgment hereof, inconsistent with or in addition to these Terms of Agreement, are expressly rejected and shall have no force or effect, unless otherwise agreed in writing between the Parties.

Company IP - Confidential & Proprietary

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Scott Carroll **Date of Meeting:** September 03, 2025

Agenda Section: Section C: Support Services Agreement

Approval of Agreement #25-128 – Walter D. Schwartz (Carroll)

Walter D. Schwartz, Consultant, will provide management consulting services for the Oxnard School District, including but not limited to the facilitation of OSSA and CSEA negotiations, during the 2025–2026 and 2026–2027 school years.

Term of Agreement: September 4, 2025 through June 30, 2027

FISCAL IMPACT:
Not to exceed $30,000.00 including travel/lodging expenses – General Fund (Negotiations)

RECOMMENDATION:
It is the recommendation of the Assistant Superintendent, Human Resources, that the Board of Trustees approve Agreement #25-128 with Walter D. Schwartz.

ADDITIONAL MATERIALS:

Attached: Agreement #25-128, Walter Schwartz (1 Page)

OSD AGREEMENT #25-128

AGREEMENT FOR CONSULTANT SERVICES

THIS AGREEMENT made and entered into this 3rd day of September 2025 and between the **Oxnard School District**, hereinafter called "District," and **Walter D. Schwartz**, hereinafter called "Consultant,"

WHEREAS, Consultant is skilled, trained, experienced, and competent to render management consulting services and advice to the District regarding educational administrative issues:

NOW, THEREFORE, DISTRICT and CONSULTANT mutually agree as follows:

1. Consultant will provide any and all Management Services as specified by the Superintendent/ or designee.

2. Consultant will perform said services in his own way and as an independent contractor in pursuit of his own independent calling and not as an employee of the District; and he shall be under the control of the District as to the result to be accomplished and not as to the means or manner by which such results are to be accomplished.

3. District will prepare and furnish to consultant, upon his request, such information as is reasonably necessary to the performance of Consultant's work under this agreement.

4. In return for the Consultant's provision of Consulting Services described above, the District agrees to pay to Consultant **$175.00** per hour, payable in proportion to the work completed. Total compensation for all Consulting Services provided under this Agreement shall not exceed **$30,000** without prior written authorization from the District.

5. Consultant shall be compensated for travel at the approved IRS mileage rate. In addition, the District shall also provide lodging as needed at no cost to Consultant.

6. The Consultant shall invoice the District on a bi-monthly or monthly schedule and shall not invoice the District for work that has not been completed at the time the invoice is submitted.

7. This agreement shall remain in effect from September 4, 2025, through June 30, 2027. The agreement may be terminated by either party by providing written notice.

For the District:	Consultant:
_____	_____
Melissa Reyes, Director, Purchasing	Walter D. Schwartz. Consultant
Date: _____	Date: _____

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** September 03, 2025

Agenda Section: Section C: Support Services Agreement

Ratification of Agreement #25-127 –All Languages Interpreting & Translating Inc. (DeGenna)

All Languages Interpreting & Translating Inc. will continue to provide interpretation services at Board Meetings. The consultant will provide two interpreters for up to three hours per meeting at a cost of $710.00. For any meeting exceeding three hours, the hourly rate will be prorated at $236.00 per additional hour.

Terms of Agreement: July 1, 2025, through June 30, 2026

FISCAL IMPACT:
Not to exceed: $16,800.00 - General Fund

RECOMMENDATION:
It is the recommendation of the Superintendent that the Board of Trustees ratify Agreement #25-127 with All Languages Interpreting & Translating Inc.

ADDITIONAL MATERIALS:

Attached: Agreement #25-127, All Languages Interpreting & Translating Inc. (4 Pages)
Proposal (1 Page)

Oxnard School District

Short-Term Services Agreement

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

Requisition Number

Purchase Order Number

25-127
Contract Number

This Services Agreement (the "Agreement") is made and entered into September 3, 2025 by and between the OXNARD SCHOOL DISTRICT (the "Local Educational Agency" or District") and All Languages Interpreting & Translating Inc., (hereinafter referred to as "Provider"). District and Provider may be referred to herein individually as a "Party" and collectively as the "Parties."

All Languages Interpreting & Translating Inc.
Provider

805-654-0509
Telephone Number

701 E. Santa Clara St., Ste #47
Street Address

language@translateventura.com
E-mail Address

Ventura, CA 93001
City, State, Zip code

Tax Identification or Social Security Number

Services

Provide interpretation services at Board Meetings during the 2025-2026 school year.
Description of Services (if more space is needed, attach pages labeled as ATTACHMENT A, which is incorporated herein in full)

July 1, 2025 - June 30, 2026
Date(s) of Service

TBD
Hour(s) of Service

TBD
Location

Fees

Compensation for Services	$ 16,800.00
Other Ancillary Cost, as applicable	$ 0.00
Total not to Exceed	$ 16,800.00

☑ W-9 received

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

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

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

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

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

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

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

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

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

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

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

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

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

Date checked by school official: _____initials: _____

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

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

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

a. Commercial General Liability Insurance. Provider shall procure and maintain, during the term of this Agreement, not less than the following General Liability Insurance coverage in the amounts of $1,000,000 per occurrence and $2,000,000 aggregate.

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

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

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

c. Workers' Compensation Insurance. Provider shall procure and maintain, during the term of this Agreement, Workers' Compensation Insurance, as required by California law, on all of its employees engaged in work related to the performance of this Agreement. Provider shall procure and maintain Employers' Liability insurance coverage of $1,000,000. Absent proof of Workers' Compensation Insurance, Provider will submit a fully executed Certification of Exemption from Workers' Compensation Insurance, which District in its sole discretion may accept or reject.

d. Other Coverage as Dictated by the District. If any employee of Provider interacts with students, outside of the immediate supervision and control of the student's parent or guardian or a certificated school employee, Provider shall procure and maintain, during the term of this Agreement, Abuse and Molestation coverage in the amounts of $2,000,000 per occurrence and $4,000,000 aggregate.

If professional services are offered, Provider shall procure and maintain, during the term of this Agreement, Professional Liability (Errors and Omissions) insurance coverage in the amounts of $1,000,000 per occurrence and $2,000,000 aggregate.

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

f. Certificates of Insurance. Provider shall provide certificates of insurance to the District as evidence of the insurance coverage required herein, not less than 15 days prior to commencing the proposed activity, and at any other time upon the request of the District. Certificates of insurance will be deemed invalid if proper endorsements are not attached. Certificates of such insurance shall be filed with the District on or before commencement of the services under this Agreement.

g. Endorsements. Provider's Commercial General Liability insurance and Commercial Automobile Liability coverage and Abuse and Molestation coverage shall name the District, its governing board, officers, agents, employees, and/or volunteers as additional insureds. All endorsements specifying additional insureds for any of the Insurance Policies shall be as indicated below or an equivalent endorsement reasonably acceptable to the District.

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

h. Acceptability of Insurers. Insurance is to be placed with insurers with a current A.M. Best's rating of no less than A: VII, unless otherwise acceptable to the District.

i. Insurance written on a "claims made" basis is to be renewed by the Provider for a period of three (3) years following termination of this Agreement. Such insurance must have the same coverage and limits as the policy that was in effect during the term of this agreement and will cover the Provider for all claims made. If coverage is canceled or non-renewed, and not replaced with another claims-made policy form with a Retroactive Date prior to the contract effective date, the Consultant must purchase "extended reporting" coverage for a minimum of three (3) years after completion of the Services.

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

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

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

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

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

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

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

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

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

Acknowledgement and Agreement

I have read this Agreement and agree to its terms

Provider Authorized Signer	Signature	Date

Oxnard School District

Melissa Reyes		
Director, Purchasing	Signature	Date

ALL LANGUAGES INTERPRETING AND TRANSLATING, INC.
LOURDES GONZÁLEZ CAMPBELL
701 E. SANTA CLARA STREET, SUITE #47 - VENTURA, CALIFORNIA 93001
805 654-0509 – LANGUAGE@TRANSLATEVENTURA.COM – FACSIMILE 805 293-8524

QUOTE FOR SERVICES

August 15, 2025

Presented to:

MS. MONICA NORIEGA
OXNARD SCHOOL DISTRICT
OFFICE OF THE SUPERINTENDENT
ADMINISTRATIVE ASSISTANT
1051 SOUTH A STREET
OXNARD, CALIFORNIA, 93030

As requested, we will provide the following services for the Board Meetings for July 1, 2025 – June 30, 2026.

1. Two Professional Conference Interpreters – The interpretation will be simultaneous.
2. Fees:
    - Fee for two interpreters: First interpreter: $355.00
      Second interpreter $355.00
      Total with two interpreters $ 710.00

This fee covers the first three hours; additional time will be prorated hourly - $236.00 per additional hour or portion thereof.

Our fee for the services we provide will not change. Our fee is also the same for Zoom with Interpreting sessions.

I take this opportunity to let you know that we also provide interpreting services in other languages. We have interpreters that have been providing services in various school sites in Ventura County. We have continued providing interpreters in Arabic, Thai, Vietnamese, Russian, Korean, Mixteco, Farsi, Armenian, Tagalog, Sign Language, and other languages. Our services are mostly used during IEP meetings with parents and students via phone conference, back to school nights, board meetings of parents, either in zoom with interpretation or in person. We have also translated documents for the Special Education Departments of various High Schools in the area in various languages. Each language is quote individually.

Thank you very much for continuing to use our services. It has been a pleasure to interpret for your District.

Cordially,

Lourdes G. Campbell

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Scott Carroll **Date of Meeting:** September 03, 2025

Agenda Section: Section D: Action Items

Approval of Single Subject Science Waiver for Jennifer Chesla for the 2025-2026 School Year (Carroll/Cordes)

The District is recommending that the Board of Trustees approve this action item for a Single Subject Science Waiver, as described under T5 80021.1, for Jennifer Chesla, to serve as a Science teacher for the 2025-2026 school year until the employee receives an Intern Permit.

FISCAL IMPACT:
N/A

RECOMMENDATION:
It is the recommendation of the Assistant Superintendent of Human Resources and the Director of Certificated Human Resources that the Board of Trustees approve the Single Subject Science Waiver, as outlined.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Scott Carroll **Date of Meeting:** September 03, 2025

Agenda Section: Section D: Action Items

Ratification of Agreement #25-129 – CSU, San Francisco State University - Paid Internship Credential Program (Carroll/Cordes)

The proposed agreement between San Francisco State University (University) and the Oxnard School District (District) would allow university students who hold an intern credential from the California Commission on Teacher Credentialing ("Paid Interns") to gain classroom experience in a public-school setting. Eligible candidates include, but are not limited to, students pursuing a California Preliminary Education Specialist teaching credential in Mild/Moderate or Moderate/Severe areas.

Term of Agreement: August 1, 2025 through June 30, 2028

FISCAL IMPACT:
$2,000.00 per Intern per Academic Year - General Fund

RECOMMENDATION:
It is the recommendation of the Director, Certificated Human Resources, and the Assistant Superintendent, Human Resources, that the Board of Trustees ratify Agreement #25-129 with CSU, San Francisco State University.

ADDITIONAL MATERIALS:

Attached: Agreement #25-129, CSU, San Francisco State University-Paid Intern (7 Pages)

OSD AGREEMENT #25-129

Memorandum of Understanding and Agreement
For the Employment of University Students
Who Have an Intern Credential

This agreement is between the Oxnard School District ("District") and the Trustees of the California State University, on behalf of San Francisco State University("University"), who may be referred to collectively as the parties. This Agreement describes and confirms the expectations and responsibilities of the Parties regarding the Internship Program through which University students who hold an intern credential from the California Commission on Teacher Credentialing ("Paid Interns") will gain experience in the public school setting. This agreement does not apply to unpaid service learning placements for uncredentialed University-enrolled students, or to student teacher placements that are part of a credentialing program.

RECITALS

University operates a program for the education and training of candidates pursuing a California Preliminary Education Specialist (Mild/Moderate and Moderate/Severe) Teaching Credential, Preliminary Multiple Subject Teaching Credential, and/or Single Subject Teaching Credential, with English Learner Authorization (ELA) and is accredited by the California Commission on Teacher Credentialing (CTC) with approval to offer intern options in these programs.

The District is authorized under Education Code 44320 et seq., to cooperate with institutions of higher education in providing training and experience to credential candidates who hold an interncredential ("Paid Intern").

One or more District employees who are credentialed, experienced faculty members at a District , middle school or elementary school have agreed to be responsible for a class or classes assigned to a credential candidate, and may be referred to below as cooperating teachers.

The University employs one or more experienced credentialed teachers, administrators, or doctoral candidates who have agreed to provide direct classroom supervision and support to credential candidates and cooperating teachers. Such individuals may be referred to below as university supervisors.

TERM OF THE AGREEMENT

This Agreement shall remain in effect for a term of _3__ years beginning __August 1, 2025 and ending ____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.

1. SFSU will invoice District at the end of each academic year at the rate of ONE THOUSAND Dollars ($1,000.00) as a fee for each intern admitted to SFSU prior to Fall 2022.

2. SFSU will invoice District at the end of each academic year at the rate of TWO THOUSAND

Dollars ($2,000.00) as a fee for each intern admitted to SFSU Fall 2022 and after.

3. DISTRICT will reimburse SFSU at the end of each academic year in the month of June, or earlier, at the rate of ONE THOUSAND DOLLARS ($1,000.00) for each intern, admitted prior to Fall 2025, served during the current academic year under this agreement.

4. DISTRICT will reimburse SFSU at the end of each academic year in the month of June, or earlier, at the rate of TWO THOUSAND DOLLARS ($2,000.00) for each intern, admitted Fall 2025 and after, served during the current academic year under this agreement.

CTC REQUIREMENTS FOR SUPPORT AND SUPERVISION OF INTERN TEACHERS

In 2013, the California Commission on Teacher Credentialing (CTC) adopted policies that specify the number of hours of general support and supervision, as well as additional specific English learner support and supervision, which must be provided to Paid Interns. The regulations (California Education Code §44321; 5 Cal. Code Reg. § 80033) were approved and made part of law effective 2014.

Under the newly approved regulations, the University and District must ensure:

- A minimum of 144 hours per year (72 **hours per semester)** of support/mentoring and supervision must be provided to each Paid Intern including coaching, modeling, and demonstrating within the classroom, assistance with course planning and problem- solving regarding students, curriculum, and development of effective teaching methodologies.
- The minimum support/mentoring and supervision provided to an intern teacher who assumes daily teaching responsibilities after the beginning of a school year shall be equal to 4 hours times the number of instructional weeks remaining in the school year. **A minimum of two hours of support/mentoring and supervision must be provided to an intern teacher every five instructional days.**
- The District must identify a mentor or other designated individual who meets the Commission's specified criteria prior to a Paid Intern assuming daily teaching responsibilities.
- An additional 45 hours per year **(23 hours per semester)** of support/mentoring and supervision specific to meeting the needs of English learners is required for a Paid Intern who enters the program without a valid English learner authorization listed on a previously issued Multiple Subject, Single Subject, or Education Specialist Teaching Credential or a valid English Learner Authorization or Cross-cultural, Language and Academic Development (CLAD) Certificate. The additional hours of support can be provided by the credential program and/or the district employed mentor. The individual(s) providing this support must hold a valid California Teaching Credential with a valid English Learner Authorization or Crosscultural Language and Academic Development (CLAD) Certificate.
- As per California Education Code section 44462, the site must meet the minimum salary specifications for an intern and may reduce the intern's salary by up to one-eighth to offset

intern support.

DISTRICT AND SCHOOL ADMINISTRATOR RESPONSIBILITIES

1. Prior to the Paid Intern's first day as teacher of record, provide each Paid Intern with a certificated, experienced district-employed mentor/liaison who will work collaboratively with the University Supervisor to support the Paid Intern in achieving competency in the Teaching Performance Expectations. District will provide documentation of appropriate credentialing of district-employed supervisor as needed.
2. Identify a District-employed supervisor who serves as an evaluator for the Paid Intern.
3. Provide new teacher orientation, on-going support and other clinical professional experiences for Paid Interns teaching in the District's schools under the supervision of adistrict-employed mentor/liaison.
4. Provide release time for participation in district group/regional group meetings and professional development activities including time to observe other exemplar teachers teaching in their classrooms.
5. District will immediately notify University if the District has knowledge of or suspects any professional or ethical violations by a Paid Intern. University will cooperate with District in any investigation concerning the reported violation.
6. District will instruct intern in school policies regarding child abuse reporting, sexual harassment and professional conduct.

UNIVERSITY DUTIES

1. University will work collaboratively with the District's HR department, school site administration, and staff in the assignment of the intern.
2. University will guarantee that Paid Interns have met California Commission for Teacher Credentialing (CTC) requirements for an intern credential (Certificate of Clearance, CBEST, subject matter competence, negative tuberculosis test, U.S. Constitution) and University requirements (satisfactory completion of course work that meets the CTC pre-service requirement, satisfactory completion of one standard student teaching placement, a copy of the district offer of employment) prior to recommending the candidate for an intern credential.
3. University will confer regularly with District and site administration and district-employed mentor/liaison through meetings, telephone calls, and/or e-mail.
4. University will immediately notify appropriate District and site administration if University administration has knowledge of or suspects any professional or ethical violations by a Paid Intern in the school. District will cooperate with University in any investigation concerning the reported violation.
5. University will guarantee that the Paid Intern and university supervisors have appropriate TB and fingerprinting clearance.
6. University will instruct Paid Interns in state laws regarding child abuse reporting, sexual harassment and professional conduct.
7. University supervisors will conduct systematic and regular observations of Paid Interns'

performances in the District's classrooms.

8. University supervisors will confer regularly with district-employed mentor/liaison and with the site administration through meetings, telephone calls, and/or e-mail.

UNIVERSITY SUPERVISOR AND DISTRICT-EMPLOYED MENTOR/LIAISON RESPONSIBILITIES

1. Collaborate to ensure that the Paid Intern receives a minimum of two hours of support/mentoring and supervision every five instructional days.
2. Collaborate to ensure that the Paid Intern receives specific support and supervision in addressing the needs of English Language Learners.
3. Use the list of activities that satisfy CTC support and supervision requirements to assist the Paid Intern in identifying and participating in a broad range of experiences to support his/her growth as a teacher.
4. Assist the Paid Intern in creating networks with faculty, staff, and administrators who can provide additional support.

PAID INTERN RESPONSIBILITIES

1. Document required hours weekly using the University *Intern Support and Supervision Record.*
2. Review the *Intern Support and Supervision Record* with both the University Supervisor and District-employed mentor/liaison to ensure that he/she is receiving the required support/mentoring and supervision.
3. Submit signed *Record* at the end of each month to the University.

DISTRICT DISCRETION

It is at the sole discretion of the District to hire a University candidate for a Paid Intern position and to terminate the assignment in accordance with District policies and procedures. The District will notify the University of any review that could result in termination. The University will notify the CTC to withdraw the intern credential of a Paid Intern who is terminated by the District.

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 $1 million per loss and damage to property of others up to $5,000 per incident), with extended reporting period of three (3) years, 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 (30) 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, asapplicable, 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 maintain automobile liability, general liability, workers' compensation and errors and omissions liability coverages for themselves and their respective employees. Errors or omissions liability coverage shall include coverage for negligence relating to alleged sexual misconduct and shall be on an occurrence basis. Automobile liability coverage must apply to owned, non-owned and hired automobiles. The required coverage may be provided by way of adequately documented individual or pooled self-insurance.

The District shall be named as an additional insured or covered party on the liability coverages maintained by the University, 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.

District shall maintain workers' compensation coverage applicable to its employees, including Paid Interns.

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 byor 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 where 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. Any dispute arising under or resulting from this Agreement that is not resolved within 60 days of time by authorized representatives of the District and University shall be brought to the attention of District's Chief Business Officer (or designee) and University's Chief Business Officer (or designee) for resolution. If this informal dispute resolution process is unsuccessful, the District or the University may pursue all remedies not inconsistent with this Agreement.
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.

Signed and entered into by the parties on this 3rd day of September 2025 .

	Oxnard School District	San Francisco State University
By:	_____	_____
	Signature	Signature
	Melissa Reyes	_____
	Name	Name
	_____	_____
	Title Director, Purchasing	Title
	1051 S A St.	_____
	Street	Street
	Oxnard, CA 93030	_____
	City, State, Zip Code	City, State, Zip Code
	_____	_____
	E-mail Address: mvreyes@oxnardsd.org	E-mail Address
	805/385-1501ext. 2414	_____
	Telephone	Telephone

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Aracely Fox **Date of Meeting:** September 03, 2025

Agenda Section: Section D: Action Items

Approval of SPSA's for 2025-2026 School Year- School Plans for Student Achievement - 19 Schools (Fox/Thomas)

The SPSA plan contain goals for academics, student social-emotional needs, safety and parent involvement. The goals are in alignment with the District's Local Control Accountability Plan (LCAP). The plans delineate the actions/services that are required for program implementation and serve as each site's guide in evaluating progress toward meeting goals. All actions/services are aligned to budget items that are clearly defined and support student achievement.

SPSAs for 19 of the schools will be presented for approval. Marshall's SPSA will be presented to the Board for approval at a later date.

FISCAL IMPACT:
N/A

RECOMMENDATION:
It is the recommendation of the Assistant Superintendent, Educational Services and Director of School Performance and Student Outcomes that the Board of Trustees approve the SPSA's for 19 schools for the 2025-2026 School Year, as presented.

ADDITIONAL MATERIALS:

Attached: Brekke_Elementary_School_2025_SPSA (74 pgs)
Chavez_Elementary_School_2025_SPSA (92 pgs)
Curren_Elementary_School_2025_SPSA (89 pgs)
Driffill_Elementary_School_2025_SPSA (82 pgs)
Elm_Street_Elementary_School_2025_SPSA (83 pgs)
Frank_Academy_2025_SPSA (80 pgs)
Fremont_Academy_2025_SPSA (77 pgs)
Harrington_Elementary_School_2025_SPSA (79 pgs)
Kamala_Elementary_School_2025_SPSA (99 pgs)
Lemonwood_Elementary_School_2025_SPSA (77 pgs)
Lopez_Academy_2025_SPSA (84 pgs)
Marina_West_Elementary_School_2025_SPSA (101 pgs)
McAuliffe_Elementary_School_2025_SPSA (92 pgs)

McKinna_Elementary_School_2025_SPSA (86 pgs)
Ramona_Elementary_School_2025_SPSA (80 pgs)
Ritchen_Elementary_School_2025_SPSA (83 pgs)
Rose_Avenue_Elementary_School_2025_SPSA (87 pgs)
Sierra_Linda_Elementary_School_2025_SPSA (84 pgs)
Soria_Elementary_School_2025_SPSA (81 pgs)
SPSA Approval Presentation 25-26 (15 pages)

School Year: **2025-26**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Norman R. Brekke Elementary School	56725386114029	June 11, 2025	August 20, 2025

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Norman R. Brekke Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Oxnard School District has created a strategic plan in order to ensure that we fully develop our student profile and ensure optimal outcomes for all students. At Brekke, we believe that all students can achieve at high levels and exemplify the traits in the Oxnard School District (OSD) Student Profile. We believe that maintaining high expectations, cultivating a growth mindset, and encouraging positive behavior supports are essential keys to delivering an exceptional educational experience. Our goal is to dramatically accelerate student academic engagement and achievement across all student populations through coherent additive approaches, essential pedagogical principles and high leverage practices. California's Department of Education states that "Best, First Instruction" is essential in order for students to acquire understanding, catch up, and keep up with progressive learning targets. Teachers are given essential planning time to develop lessons that incorporate best practices in delivering grade level standards-based first instruction. School administrators regularly use learning walks (class visitations) to observe, validate and support the implementation of best practices and rigorous Tier 1 instruction.

We use our Common Core State Standards to guide our academic focus. At every grade level, teachers and staff provide students with meaningful opportunities to think critically and creatively and to communicate and collaborate within a framework of rigorous grade-level curricula. Aggregated and disaggregated data dives embedded in Continuous Cycles of Improvement are used to measure and improve instructional practices. In addition to our focus on strong first instruction, Brekke continues to provide targeted intervention and enrichment through our Multi-Tiered Systems of Support (MTSS).

We use a variety of online personalized learning programs to help challenge and inspire students. For example, Accelerated Reader (AR) is used school-wide to encourage students to read independently and master individualized literacy goals. Other adaptive online learning applications include Lexia, Zearn, iXL and ST Math. In addition to skill practice and enrichment, these programs provide students, families and teachers with valuable data regarding student fluency in math and language arts.

At Brekke, we fund two Intervention Service Providers to help provide small group targeted instruction and intervention. Teachers and administrators use Star instructional planning data and mastery reports to create instructional groups based on targeted SMART goals. Star Custom assessments and progress monitoring help us keep our groups fluid and targeted.

Brekke is committed to increasing English language proficiency throughout our student population. We will continue to provide designated ELD using the ELD/ELA Standards coupled with embedded opportunities to practice and grow academic language in the classroom. Extended learning opportunities for English Learners are available throughout the year and focus on increasing the four domains of Language (Listening, Speaking, Reading and Writing).

During staff meetings and weekly grade level collaborations. PLC's work together to analyze data, curricula and instructional strategies to effectively design targeted whole group and small group instruction. With guidance from our Leadership Team, grade levels have created data-driven Instructional Progress Plans that include a scope and sequence for our Common Core State Standards and corresponding best practice pedagogies.

At Brekke we are focused on providing Positive Behavior and Intervention Supports (PBIS) using the S.T.O.I.C. approach (Structure Setting, Teach Expectations, Observe Behaviors, Interact Positively, Correct Fluently). Our PBIS Team uses S.T.O.I.C. in all grade levels to help build resiliency and gritty growth mindsets with our students and staff members.

In addition to our focus on academics, Brekke is committed to providing a strong social-emotional foundation for our students. We have created a multi-purpose space that provides social-emotional supports and is accessible to all students. The Dolphin Cove includes sensory and calming stations, a sensory path, a reading corner, coloring and journaling stations, a stretching and grounding station and STEAM activities. We also use this space for our drumming circles to help support mindfulness, problem-solving and community building. In the classroom, Tier 1 PBIS and SEL supports are implemented with year-long teacher-led SEL lessons and activities.

At Brekke, we value and nurture family and community alliances. We have an active PTA, School Site Council and ELAC committee and we offer family-friendly events such as Back to School Night, Open House, Fall Fest, Winter Movie Night and our Kindness Dance to help build community and support throughout the year.

At Brekke, we believe that everyone deserves a world-class education. We work hard and smart in and out of the classroom and we know that learning is a life-long journey. We love what we do and we celebrate bringing out the best in each other.

Educational Partner Involvement

How, when, and with whom did Norman R. Brekke Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

When local and state achievement data is made available, the Site Leadership Team meets to analyze the data to determine students' academic and social/emotional/behavioral needs. Data and opportunities for input are shared with our School Site Council, ELAC, PTA and staff members. Recommendations from our various educational partners help us align our annual budget with prioritized needs and outcomes. In this upcoming school year, for example, our ELAC, Site Council and Leadership teams agreed to continue funding a second Instructional Support Provider to facilitate additional mathematical coaching for students.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

As documented in our 2024-2025 SPSA, LCFF funds were allocated to provide intervention for all students. Our data shows that we need to continue to provide more resources for our EL, Hispanic, Filipino and Vietnamese student populations. Targeted funds allocated for after school tutoring and intervention for students were not fully utilized due to staffing shortages. In response, in 2025-2026, we have decided to fund an additional Intervention Support Provider using our Title 1 funds.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Brekke's Academic Engagement "Chronic Absenteeism" rate for 2024 was at 28.7%, which is a decline of 6.3% from the previous year. Notably, the chronic absenteeism rate for Students with Disabilities was at 40.2% which is a decline of 6.8% from 2023. Our PBIS team agrees that reducing chronic absenteeism is an urgent concern. We are continuing to refine our attendance Action Plan that includes "root cause" data collection, increased family outreach, strengthened school-to-home communication, targeted support and school-wide incentives and celebrations for improved attendance rates.

Our English Learner Progress is in the "orange" performance category with a decline of 12.8%. Next year, we will emphasize language-rich environments coupled with differentiated and scaffolded instruction and small group support as needed to target specific language needs. Math was also in the orange performance category. Additional supports will include TOSA-facilitated lesson studies, peer observation to share best practices and coaching and planning time for grade-level standards-based instruction that is engaging and meaningful. We also recognize the need to increase rigorous problem-solving strategies using open-ended questions and rich tasks that require reasoning and productive struggle. Finally, we will also better utilize our IABs and grade-level standards to backwards-map desired outcomes for students and teachers.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Brekke does not have any student groups which are two or more levels below “All Students.” However, in ELA, both socioeconomically disadvantaged and Hispanic student groups are one level below all students. In Chronic Absenteeism, two student groups are also one level below: homeless and students with disabilities. We will spotlight these inequitable trends with staff members, evaluate our current practices and identify opportunities for targeted support in and out of the classroom for these impacted student groups.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Based on our April 2025 Panorama Survey, 44% of students in grades 3-5 reported "favorably" to emotional regulation. More specifically, when asked, "How often are you able to pull yourself out of a bad mood?" only 39% responded favorably. Also, when asked, "When you are upset, how often are you able to get yourself to relax?" only 43% responded favorably. In response to these needs, our PBIS team will identify strategies and Panorama lessons for all grade levels to help practice and strengthen emotional regulation. Our school counselor will also offer targeted SEL groups for students in need of additional support.

Our PBIS and MTSS teams, along with input from our educational partners, will prioritize Cycles of Continuous Improvement to improve attendance and support a trajectory of improved academic outcomes for all students. Our Title 1 funds will be used to prioritize additional support and include funding for two ISP teachers and after school tutoring. Relevant data points such as CAASPP, CAA, ELPAC, IAB and Star assessments, work samples, and classroom observations will be used to address areas of low performance and/or performance gaps to help improve student outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Norman R. Brekke Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.18%	0.17%	0.17%	1	1	1
African American	0.54%	0.68%	1.70%	3	4	10
Asian	5.62%	5.48%	6.80%	31	32	40
Filipino	5.80%	5.14%	4.76%	32	30	28
Hispanic/Latino	80.07%	81.68%	78.23%	442	477	460
Pacific Islander	0.36%	0.34%	0.34%	2	2	2
White	5.07%	3.94%	4.59%	28	23	27
Multiple/No Response	2.36%	2.57%	3.40%	13	15	20
			Total Enrollment	552	584	588

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	98	127	95
Grade 1	75	94	72
Grade 2	98	73	97
Grade3	89	98	73
Grade 4	97	95	100
Grade 5	95	97	104
Total Enrollment	552	584	588

Conclusions based on this data:

Our demographic data is similar to past years. We need to continue to meet the academic and socio-emotional needs of all students with an emphasis on First, Best Instruction and a robust MTSS framework. Additionally, our ELAC and PTA committees are dedicated to increasing inclusivity and cultural representation at events such as our Trunk or Treat, our holiday Movie Night and our Kindness Dance. Examples include a Dia de los Muertos display, personalized holiday ornaments based on cultural identities, and a multicultural music playlist based on our demographic groups at Brekke.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	182	173	139	28.80%	33.0%	25.7%
Fluent English Proficient (FEP)	40	36	35	10.90%	7.2%	6%
Reclassified Fluent English Proficient (RFEP)		28	21	9.0%	16%	15%

Conclusions based on this data:

Brekke reclassified 17 English Learners in 2024-2025. Based on this data, we need to continue to provide daily designated and integrated ELD instruction for our students. All students in TK-5th grade will continue to receive targeted, standards-based language proficiency ELD instruction using district-adopted curriculum materials. Oral and written language supports and scaffolds will be integrated throughout all core subject areas by classroom teachers in help improve access to grade level subject matter for our EL students. Data points from Star assessments and IABs will be reviewed quarterly to help measure progress and adjust learning targets and support systems as needed.

School and Student Performance Data

Star Early Literacy

Norman R. Brekke Elementary School											
		Less than Proficient				Proficient				Star Early Literacy Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade K	87	15	17%	13	15%	13	15%	46	53%	Level 4	786
Grade 1	93	15	16%	14	15%	11	12%	53	57%	Level 4	842
Grade 2	3	3	100%	0	0%	0	0%	0	0%	Level 1	750

Conclusions based on this data:

Sixty-four percent of our kindergarten students are at proficiency in early literacy. In first grade, 58% of our students are at proficiency. We will continue to prioritize early literacy support for first grade with our ISP using research-based programs like Sonday and also fund after school tutoring opportunities with teachers to help support and grow early literacy mastery.

School and Student Performance Data

Star Reading

Norman R. Brekke Elementary School											
		Less than Proficient				Proficient				Star Reading Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 2	66	19	29%	16	24%	20	30%	11	17%	Level 2	923
Grade 3	72	12	17%	14	19%	24	33%	22	31%	Level 3	994
Grade 4	65	9	14%	16	25%	19	29%	21	32%	Level 3	1032
Grade 5	93	36	39%	15	16%	28	30%	14	15%	Level 2	1016

Conclusions based on this data:

The variability in reading proficiency scores between grades 2-3 and 4-5 is concerning. We also have substantial variation within grade levels. Our Leadership Team is analyzing second and third grade instructional practices to better understand why our performance levels vary. We all agree that it is important to ensure that our data-driven grade level meetings focus on productive curriculum planning, strong MTSS classroom practices, and SMART goals. Classroom observations, instructional rounds and progress monitoring meetings will target the implementation of best practices and areas of improvement. In addition, we will prioritize Tier 2 resources (ISP, LLI teacher, after school tutoring) to help support students who are not yet reading at grade level.

School and Student Performance Data

Star Math

Norman R. Brekke Elementary School											
		Less than Proficient				Proficient				Star Math Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 1	80	19	24%	24	30%	22	28%	15	19%	Level 2	853
Grade 2	66	14	21%	24	36%	20	30%	8	12%	Level 2	918
Grade 3	90	18	20%	21	23%	27	30%	24	27%	Level 2	987
Grade 4	63	16	25%	17	27%	22	35%	8	13%	Level 2	1019
Grade 5	90	42	47%	30	33%	9	10%	9	10%	Level 2	1033

Conclusions based on this data:

We see substantial variability in performance outcomes for grades 4 and 5 and within grade levels. It is essential for us to identify effective and ineffective tools and practices and prioritize the implementation of what works best for our students. We know that productive grade level planning includes supporting our essential Common Core State Standards and ensuring instruction is consistently rigorous and carefully scoped and sequenced. Additional support from our TOSAs will be used to help us deepen our work. Our MTSS team will help ensure that students are receiving targeted support in and out of the classroom. We will continue to fund a second ISP and their focus will be supporting math outcomes in third, fourth and fifth grade. Our PBIS team will help us promote ST Math usage with individual, class, and school-wide incentives and celebrations.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	86	91	70	85	91	70	85	91	70	98.8	100.0	100
Grade 4	92	93	97	92	93	97	92	93	97	100.0	100.0	100
Grade 5	95	94	95	95	94	95	95	94	95	100.0	100.0	100
All Grades	273	278	262	272	278	262	272	278	262	99.6	100.0	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2425.	2452.	2452.	25.88	31.87	32.86	27.06	27.47	22.86	16.47	20.88	25.71	30.59	19.78	18.57
Grade 4	2479.	2481.	2464.	28.26	36.56	25.77	28.26	18.28	23.71	23.91	17.20	20.62	19.57	27.96	29.90
Grade 5	2496.	2486.	2500.	21.05	20.21	18.95	29.47	25.53	34.74	21.05	27.66	15.79	28.42	26.60	30.53
All Grades	N/A	N/A	N/A	25.00	29.50	25.19	28.31	23.74	27.48	20.59	21.94	20.23	26.10	24.82	27.10

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	14.12	23.08	15.71	62.35	64.84	71.43	23.53	12.09	12.86
Grade 4	13.04	16.13	13.40	72.83	68.82	74.23	14.13	15.05	12.37
Grade 5	13.68	15.96	12.63	69.47	59.57	66.32	16.84	24.47	21.05
All Grades	13.60	18.35	13.74	68.38	64.39	70.61	18.01	17.27	15.65

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	22.35	21.98	21.43	48.24	60.44	68.57	29.41	17.58	10.00
Grade 4	26.09	25.81	16.49	56.52	55.91	58.76	17.39	18.28	24.74
Grade 5	13.68	10.64	21.05	68.42	62.77	53.68	17.89	26.60	25.26
All Grades	20.59	19.42	19.47	58.09	59.71	59.54	21.32	20.86	20.99

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	10.59	16.48	20.00	74.12	75.82	68.57	15.29	7.69	11.43
Grade 4	15.22	11.83	10.31	71.74	74.19	72.16	13.04	13.98	17.53
Grade 5	11.58	7.45	15.79	77.89	77.66	70.53	10.53	14.89	13.68
All Grades	12.50	11.87	14.89	74.63	75.90	70.61	12.87	12.23	14.50

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	20.00	23.08	25.71	58.82	70.33	61.43	21.18	6.59	12.86
Grade 4	16.30	21.51	21.65	76.09	63.44	61.86	7.61	15.05	16.49
Grade 5	16.84	21.28	18.95	67.37	62.77	63.16	15.79	15.96	17.89
All Grades	17.65	21.94	21.76	67.65	65.47	62.21	14.71	12.59	16.03

Conclusions based on this data:

In third grade, the number of students who met/exceeded state standards increased by 7% with 62% of our third graders demonstrating proficiency. Our fourth grade team saw an impressive jump of 18% with 67% of students meeting/exceeding state standards. In fifth grade, we saw a decline of 7% with 46% of our students meeting/exceeding state standards. We will continue to focus on high levels of student engagement, improved attendance rates, rigorous expectations in alignment with grade level standards, collaborative curriculum planning with an emphasis on identifying and implementing best practices and a flexible and cohesive MTSS program.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	86	91	70	86	89	70	86	89	70	100.0	97.8	100
Grade 4	93	93	97	93	92	97	93	92	97	100.0	98.9	100
Grade 5	95	94	95	95	93	95	95	93	95	100.0	98.9	100
All Grades	274	278	262	274	274	262	274	274	262	100.0	98.6	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2436.	2450.	2451.	18.60	26.97	27.14	34.88	30.34	32.86	17.44	20.22	20.00	29.07	22.47	20.00
Grade 4	2447.	2467.	2447.	7.53	15.22	9.28	26.88	32.61	20.62	33.33	26.09	39.18	32.26	26.09	30.93
Grade 5	2468.	2483.	2469.	10.53	12.90	12.63	20.00	22.58	15.79	26.32	22.58	26.32	43.16	41.94	45.26
All Grades	N/A	N/A	N/A	12.04	18.25	15.27	27.01	28.47	22.14	25.91	22.99	29.39	35.04	30.29	33.21

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	25.58	30.34	27.14	47.67	41.57	48.57	26.74	28.09	24.29
Grade 4	6.45	21.74	13.40	60.22	54.35	54.64	33.33	23.91	31.96
Grade 5	9.47	8.60	12.63	49.47	52.69	48.42	41.05	38.71	38.95
All Grades	13.50	20.07	16.79	52.55	49.64	50.76	33.94	30.29	32.44

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	25.58	30.34	28.57	60.47	58.43	58.57	13.95	11.24	12.86
Grade 4	13.98	20.65	10.31	55.91	51.09	60.82	30.11	28.26	28.87
Grade 5	8.42	8.60	11.58	53.68	62.37	56.84	37.89	29.03	31.58
All Grades	15.69	19.71	15.65	56.57	57.30	58.78	27.74	22.99	25.57

Conclusions based on this data:

In third grade, scores increased by 7% with 67% of our students meeting/exceeded state standards. Fourth grade scores grew by 14% with 43% of students meeting/exceeding state standards. In fifth grade, we saw a decline of 7% with 21% meeting/exceeding state standards. We will continue to fund an additional ISP to help increase opportunities for Tier 2 math support for 2025-2026. We are also analyzing the strategies and materials used in different classrooms to help us better understand varying levels of efficacy. For example, structured classroom rotations with rigorous opportunities for blended learning are more engaging and productive than direct instruction. Our work is to identify and consistently implement Best, First Instruction materials and methodologies and effective MTSS strategies in all classrooms.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		1424.9	1403.9		1434.4	1419.2		1402.6	1367.9	0	27	28
1	1462.4	1464.6	1441.7	1470.5	1461.4	1452.6	1453.5	1467.2	1430.0	13	27	19
2	1490.8	1487.0	1496.4	1484.0	1488.7	1492.7	1497.2	1484.5	1499.6	31	21	27
3	1480.0	1515.2	1516.1	1480.1	1513.5	1510.8	1479.4	1516.2	1520.9	25	24	16
4	1528.8	1525.0	1518.5	1526.1	1507.0	1514.3	1531.1	1542.4	1522.1	28	21	16
5	1539.8	1557.0	1515.3	1539.7	1547.7	1519.3	1539.4	1565.8	1511.1	19	13	14
All Grades										116	133	120

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		14.81	10.71		37.04	25.00		25.93	42.86		22.22	21.43		27	28
1	15.38	14.81	5.26	38.46	51.85	52.63	38.46	22.22	21.05	7.69	11.11	21.05	13	27	19
2	10.71	14.29	25.93	57.14	57.14	37.04	21.43	19.05	33.33	10.71	9.52	3.70	28	21	27
3	4.00	29.17	37.50	40.00	45.83	50.00	40.00	20.83	6.25	16.00	4.17	6.25	25	24	16
4	32.14	33.33	18.75	35.71	38.10	56.25	32.14	19.05	18.75	0.00	9.52	6.25	28	21	16
5	31.58	38.46	7.14	47.37	46.15	21.43	15.79	15.38	64.29	5.26	0.00	7.14	19	13	14
All Grades	18.58	22.56	17.50	44.25	45.86	39.17	29.20	21.05	31.67	7.96	10.53	11.67	113	133	120

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		18.52	21.43		37.04	21.43		25.93	39.29		18.52	17.86		27	28
1	30.77	22.22	21.05	46.15	37.04	47.37	15.38	37.04	21.05	7.69	3.70	10.53	13	27	19
2	32.14	38.10	37.04	32.14	23.81	33.33	28.57	33.33	25.93	7.14	4.76	3.70	28	21	27
3	20.00	37.50	50.00	56.00	41.67	31.25	8.00	12.50	12.50	16.00	8.33	6.25	25	24	16
4	39.29	42.86	43.75	50.00	42.86	37.50	10.71	9.52	12.50	0.00	4.76	6.25	28	21	16
5	52.63	38.46	28.57	36.84	61.54	50.00	10.53	0.00	14.29	0.00	0.00	7.14	19	13	14
All Grades	34.51	31.58	32.50	44.25	39.10	35.00	15.04	21.80	23.33	6.19	7.52	9.17	113	133	120

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		7.41	7.14		18.52	21.43		51.85	46.43		22.22	25.00		27	28
1	15.38	18.52	5.26	30.77	40.74	31.58	38.46	18.52	36.84	15.38	22.22	26.32	13	27	19
2	10.71	14.29	11.11	50.00	57.14	48.15	25.00	19.05	40.74	14.29	9.52	0.00	28	21	27
3	0.00	12.50	6.25	28.00	45.83	62.50	40.00	37.50	18.75	32.00	4.17	12.50	25	24	16
4	17.86	33.33	12.50	35.71	28.57	25.00	35.71	9.52	56.25	10.71	28.57	6.25	28	21	16
5	15.79	30.77	7.14	31.58	23.08	14.29	36.84	46.15	50.00	15.79	0.00	28.57	19	13	14
All Grades	11.50	18.05	8.33	36.28	36.09	34.17	34.51	30.08	41.67	17.70	15.79	15.83	113	133	120

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		29.63	17.86		55.56	60.71		14.81	21.43		27	28
1	53.85	59.26	26.32	46.15	37.04	63.16	0.00	3.70	10.53	13	27	19
2	17.86	19.05	44.44	75.00	66.67	48.15	7.14	14.29	7.41	28	21	27
3	20.00	29.17	56.25	60.00	62.50	37.50	20.00	8.33	6.25	25	24	16
4	60.71	47.62	37.50	32.14	47.62	56.25	7.14	4.76	6.25	28	21	16
5	15.79	46.15	21.43	84.21	46.15	57.14	0.00	7.69	21.43	19	13	14
All Grades	32.74	38.35	33.33	59.29	52.63	54.17	7.96	9.02	12.50	113	133	120

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		18.52	17.86		59.26	50.00		22.22	32.14		27	28
1	23.08	18.52	15.79	69.23	55.56	78.95	7.69	25.93	5.26	13	27	19
2	35.71	42.86	37.04	60.71	52.38	55.56	3.57	4.76	7.41	28	21	27
3	48.00	41.67	50.00	32.00	45.83	43.75	20.00	12.50	6.25	25	24	16
4	42.31	42.86	56.25	53.85	47.62	37.50	3.85	9.52	6.25	26	21	16
5	84.21	92.31	57.14	5.26	7.69	28.57	10.53	0.00	14.29	19	13	14
All Grades	46.85	37.59	35.83	44.14	48.12	50.83	9.01	14.29	13.33	111	133	120

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		25.93	3.57		66.67	75.00		7.41	21.43		27	28
1	30.77	40.74	31.58	23.08	33.33	26.32	46.15	25.93	42.11	13	27	19
2	10.71	9.52	7.41	75.00	80.95	88.89	14.29	9.52	3.70	28	21	27
3	0.00	4.17	6.25	52.00	70.83	75.00	48.00	25.00	18.75	25	24	16
4	7.14	33.33	6.25	78.57	38.10	68.75	14.29	28.57	25.00	28	21	16
5	5.26	38.46	7.14	68.42	46.15	64.29	26.32	15.38	28.57	19	13	14
All Grades	8.85	24.81	10.00	63.72	56.39	68.33	27.43	18.80	21.67	113	133	120

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		22.22	17.86		44.44	42.86		33.33	39.29		27	28
1	0.00	3.70	0.00	92.31	85.19	89.47	7.69	11.11	10.53	13	27	19
2	21.43	38.10	25.93	75.00	52.38	74.07	3.57	9.52	0.00	28	21	27
3	16.00	54.17	25.00	68.00	45.83	75.00	16.00	0.00	0.00	25	24	16
4	39.29	57.14	37.50	53.57	38.10	56.25	7.14	4.76	6.25	28	21	16
5	42.11	46.15	14.29	52.63	53.85	50.00	5.26	0.00	35.71	19	13	14
All Grades	25.66	34.59	20.00	66.37	54.14	64.17	7.96	11.28	15.83	113	133	120

Conclusions based on this data:

In 2024-2025, 15% of our ELD population qualified for reclassification. Thirty-eight percent of our ELD students scored at a Level 3, 40% scored at a Level 2 and 11% scored at a Level 1. Teachers are providing strong targeted standards-based language proficiency instruction. We will continue to integrate appropriate scaffolding techniques to help support fluency and proficiency levels in reading, writing, listening and speaking. Oral and written language supports and scaffolds will also be integrated throughout all core subject areas by classroom teachers to promote grade-level access to subject matter for our English Learners.

School and Student Performance Data

California School Dashboard
Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
588	**72.8%**	**25.7%**	**0.5%**
Total Number of Students enrolled in Norman R. Brekke Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	151	25.7%
Foster Youth	3	0.5%
Homeless	40	6.8%
Socioeconomically Disadvantaged	428	72.8%
Students with Disabilities	114	19.4%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	10	1.7%
American Indian	1	0.2%
Asian	40	6.8%
Filipino	28	4.8%
Hispanic	460	78.2%
Two or More Races	20	3.4%
Pacific Islander	2	0.3%
White	27	4.6%

Conclusions based on this data:

Attendance continues to be a primary concern at Brekke with 28.7% of our students chronically absent in 2024. For our students with disabilities, 40.2% experienced chronic absenteeism. In 2023, 35% students were chronically absent and students with disabilities had a chronic absenteeism rate of 46.9%. We are improving but we have a lot of growth to make in this area.

Our job is to continue to meet the needs of our students and their families. Our PBIS team is focused on promoting opportunities and resources for belonging and thriving at Brekke. We are committed to identifying and addressing the root causes of our challenges and successes. Our goal is to meet each other wherever we may be and work together to identify barriers as support and incentivize better outcomes for all student groups.

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	**Chronic Absenteeism**  Yellow	**Suspension Rate**  Blue
Mathematics  Orange		
English Learner Progress  Orange		

Conclusions based on this data:

Our 2024 CA Dashboard shows modest areas of improvement and opportunities for growth. More specifically, our English Learner Progress and mathematics indicators are both orange and indicate that we need to more clearly identify and more fully implement grade-level standards-based Best, First Instruction and a strong MTSS framework; particularly for students at risk. To better address these concerns, in 2025-2026, all students in grades K-5 will participate in a Walk to Learn Tier 2 intervention (4x/wk/30min) with SMART goals targeting areas of need and

opportunities for enrichment. Our preliminary 2025 CAASPP scores show a 5% increase in ELA and a 4% increase in mathematics. We will remain persistently committed to increasing learning opportunities and positive outcomes for all students groups at Brekke. As we start our 2025-2026 school year, we will continue prioritize better attendance for all student groups by deepening the implementation of our PBIS approach to strengthen relationships and increasing support for families in need.

School and Student Performance Data

Academic Performance

English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	2	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 Yellow	 No Performance Color
4.6 points above standard	7.7 points below standard	0 Students
Maintained 0.3 points	Increased 8.1 points	
273 Students	85 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Orange
0 Students	30.2 points below standard	10.0 points below standard
	Declined 10.1 points	Declined 5.1 points
	19 Students	201 Students

Students with Disabilities	African American	American Indian
 Yellow	 No Performance Color	 No Performance Color
44.6 points below standard	Less than 11 Students	0 Students
Increased 8.3 points	2 Students	
68 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
0.1 points below standard	85.5 points above standard	7.3 points below standard
Increased 19.6 points	Increased 39.0 points	Declined 5.6 points
22 Students	13 Students	213 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Less than 11 Students	0 Students	65.8 points above standard
10 Students		Maintained 2.8 points
		13 Students

Conclusions based on this data:

Our goal is to sustain and support growth in ELA by ensuring all classrooms use grade-level prioritized CCSS, highly effective strategies such as Writers Workshop and the Daily 5, and reliable assessments to guide data-driven instruction. In our weekly grade level teams we will continue to focus on four essential question: What do we want students to know? How will we know they learned it? How will we support students that have not learned it? and How will we support students that have learned it?

School and Student Performance Data

Academic Performance

Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	1	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 Orange	 No Performance Color
28.5 points below standard	40.4 points below standard	0 Students
Declined 11.1 points	Declined 6.4 points	
273 Students	85 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
0 Students	41.7 points below standard	42.6 points below standard
	Increased 38.1 points	Declined 14.5 points
	19 Students	201 Students

Students with Disabilities	African American	American Indian
 Yellow	 No Performance Color	 No Performance Color
62.5 points below standard	Less than 11 Students	0 Students
Increased 13.9 points	2 Students	
68 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
3.3 points below standard	40.7 points above standard	41.2 points below standard
Declined 26.4 points	Increased 3.6 points	Declined 11.6 points
22 Students	13 Students	213 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Less than 11 Students	0 Students	21.2 points above standard
10 Students		Declined 33.5 points
		13 Students

Conclusions based on this data:

We will continue to identify and prioritize our essential CCSS math standards and highly effective instruction in all classrooms. Our preliminary 2025 CAASPP scores show an increase of 4% in math. All teachers have dedicated daily math instruction for all students and we will continue to deepen high engagement strategies to help promote more rigorous levels of academic achievement. Ongoing data dives will help us identify and promote Best, First Instruction in classrooms and customize the interventions we provide. Instructional Rounds for teachers will help us share best practices.

School and Student Performance Data

Academic Performance

English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
Orange	No Performance Color
47.9% making progress.	making progress.
Number Students: 96 Students	Number Students: 0 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
18.8%	29.2%	3.1%	38.5%

Conclusions based on this data:

There is a discrepancy between the performance level of English Learners as compared to English proficient students. It is concerning that only 3% of our EL students maintained their Level 4 status. Teachers will continue to provide both integrated and designated ELD to help increase English Learner proficiency. All teachers will integrate appropriate scaffolding techniques to bridge and grow students' current oral and written language levels in reading, writing, listening and speaking. Oral and written language supports and scaffolds will also be integrated throughout all core subject areas by classroom teachers to help English Learners better access grade-level subject matter. Our Leadership Team will analyze "glows and grows" in different classrooms and across grade levels to help identify and promote better outcomes for our EL students.

School and Student Performance Data

Academic Engagement

Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	3	1	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
		
Yellow	Yellow	No Performance Color
28.7% Chronically Absent	23.9% Chronically Absent	0 Students
Declined 6.3	Declined 8.5	
609 Students	163 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	Orange	Yellow
Fewer than 11 students - data not displayed for privacy	28% Chronically Absent	33.4% Chronically Absent
3 Students	Declined 7	Declined 5.9
	50 Students	455 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
40.2% Chronically Absent	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy
Declined 6.8	10 Students	1 Student
127 Students		

Asian	Filipino	Hispanic
 Green	 No Performance Color	 Yellow
10% Chronically Absent	13.8% Chronically Absent	32.4% Chronically Absent
Declined 4.3	Increased 1.3	Declined 5.6
40 Students	29 Students	479 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
9.5% Chronically Absent	Fewer than 11 students - data not displayed for privacy	18.5% Chronically Absent
Declined 10.5	2 Students	Declined 9.5
21 Students		27 Students

Conclusions based on this data:

Chronic absenteeism is a high level concern for all students at Brekke and disproportionately impacts students and families identified as socioeconomically disadvantaged and students with disabilities. We will frequently monitor attendance and put programs in place to address concerns and challenges. School staff, including the outreach coordinator, school counselor, attendance tech, and administrators, will meet regularly to monitor student attendance, identify students at-risk for chronic absenteeism, and develop and implement appropriate and meaningful supports, services, and incentives to increase students' positive attendance. School staff will provide support to families including recommendations and referrals to Ventura County-based social services, counseling, or other community-based services or programs with the intention of offering families support to address barriers which negatively impact student attendance.

School and Student Performance Data

Conditions & Climate

Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	6

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Blue	 Blue	 No Performance Color
0% suspended at least one day	0% suspended at least one day	0 Students
Declined 0.5%	Declined 1.6%	
622 Students	169 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Blue	 Blue
Fewer than 11 students - data not displayed for privacy	0% suspended at least one day	0% suspended at least one day
4 Students	Maintained 0%	Declined 0.6%
	52 Students	467 Students

Students with Disabilities	African American	American Indian
 Blue	 No Performance Color	 No Performance Color
0% suspended at least one day	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy
Declined 1.5%	10 Students	1 Student
128 Students		

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 Blue
0% suspended at least one day	0% suspended at least one day	0% suspended at least one day
Maintained 0%	Declined 3%	Declined 0.4%
40 Students	29 Students	491 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
0% suspended at least one day	Fewer than 11 students - data not displayed for privacy	0% suspended at least one day
Maintained 0%	2 Students	Maintained 0%
21 Students		28 Students

Conclusions based on this data:

Brekke's suspension rate for 2024 -2025 was at 0%. Our PBIS team will continue to prioritize other means of correction and restorative practices for students and families.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student Academic Engagement and Achievement
Dramatically accelerate student academic engagement and achievement across all Oxnard populations through coherent additive approaches, essential pedagogical principles, and high-leverage practices.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1 - Student Academic Engagement and Achievement

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Foster high intellectual performance.
Strengthen instruction and student engagement.
Develop student profile-driven lesson design.
Foster multilingualism.
Use technology to enhance instruction.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	Based on preliminary 2025 Data. Percentage of students who Met/Exceeded standards: Overall: 58% In 3rd grade, 62% In 4th grade, 67% In 5th grade, 46%	2026 Students will demonstrate growth by moving across the bands. Brekke will Increase the percentage of students who will Meet or Exceed state standards by: 11% in 3rd grade 10% in 4th grade 15% in 5th grade The students who scored in the Met or Exceeded range from the prior year will continue to stay in those levels.
CAASPP Math	Based on Preliminary 2025 Data. Percentage of students who Met/Exceeded standards: Overall: 44% In 3rd grade, 67%	2026 Students will demonstrate growth by moving across the bands. Brekke will Increase percentage of students who Meet or Exceed state standards by:

	In 4th grade, 43% In 5th grade, 21%	13% in 3rd grade 12% in 4th grade 14% in 5th grade The students who scored in the Met or Exceeded range from the prior year will continue to stay in those levels.
Star Early Literacy	April 2025 Percentage of students who scored at each level: Kindergarten: Exceeds (Level 4) - 53% Meets (Level 3) - 15% Intervention (Level 2) - 15% Urgent Intervention (Level 1) - 17% 1st grade: Exceeds - 57% Meets (Level 3) - 12% Intervention (Level 2) - 15% Urgent Intervention (Level 1) - 16%	2026 Students will demonstrate growth by moving across the bands. Kindergarten: The percent of students scoring At/Above Benchmark will increase by 4%. All students will show a minimum SGP of 50. 1st grade: The percent of students scoring At/Above Benchmark will increase by 12%. 6% of students in Level 1 will move to level 2 or higher. All students will show a minimum SGP of 50.
Star Reading	April 2025 Percentage of students who scored at each level: 1st grade: Level 4 - 57% Level 3 - 17% Level 2 - 19% Level 1 - 8% 2nd grade: Level 4 - 17% Level 3 - 30% Level 2 - 24% Level 1 - 29% 3rd grade: Level 4 - 31% Level 3 - 30% Level 2 - 20% Level 1 - 20% 4th grade: Level 4 - 32% Level 3 - 29% Level 2 - 25% Level 1 - 14%	2026 2nd grade: Students will demonstrate growth by moving across the bands. The percent of students scoring at Level 3 or Level 4 will increase by 18% 9% of students in Level 1 will move to Level 2 or higher. All students will show a minimum SGP of 50. 3rd grade: Students will demonstrate growth by moving across the bands. The percent of students scoring at Level 3 or Level 4 will increase by 18%. 17% of students in Level 1 will move to level 2 or higher. All students will show a minimum SGP of 50.

	5th grade: Level 4 - 15% Level 3 - 30% Level 2 - 16% Level 1 - 39%	4th grade: Students will demonstrate growth by moving across the bands. The percent of students scoring at Level 3 or Level 4 will increase by 11%. 16% of students in Level 1 will move to Level 2 or higher. All students will show a minimum SGP of 50. 5th grade: Students will demonstrate growth by moving across the bands. The percent of students scoring at Level 3 or Level 4 will increase by 16%. 20% of students in Level 1 will move to Level 2 or higher. All students will show a minimum SGP of 50.
Star Math	2025 Percentage of students who scored at each level: 1st grade: Level 4 - 19% Level 3 - 28% Level 2 - 30% Level 1 - 24% 2nd grade: Level 4 - 12% Level 3 - 30% Level 2 - 36% Level 1 - 22% 3rd grade: Level 4 - 27% Level 3 - 30% Level 2 - 23% Level 1 - 20% 4th grade: Level 4 - 13% Level 3 - 35% Level 2 - 27% Level 1 - 25% 5th grade: Level 4 - 10%	2026 1st grade: Students will demonstrate growth by moving across the bands. The percent of students scoring at Level 3 or 4 will increase by 18%. 7% of students in Level 1 will move to Level 2 or higher. All students will show a minimum SGP of 50. 2nd grade: Students will demonstrate growth by moving across the bands. The percent of students scoring at Level 3 or 4 will increase by 15%. 5% of students in Level 1 will move to Level 2 or higher. All students will show a minimum SGP of 50. 3rd grade: Students will demonstrate growth by moving across the bands.

	Level 3 - 10% Level 2 - 33% Level 1 - 47%	The percent of students scoring at Level 3 or 4 will increase by 13%. 7% of students in Level 1 will move to Level 2 or higher. All students will show a minimum SGP of 50. 4th grade: Students will demonstrate growth by moving across the bands. The percent of students scoring at Level 3 or 4 will increase by 15%. 9% of students in Level 1 will move to Level 2 or higher. All students will show a minimum SGP of 50. 5th grade: Students will demonstrate growth by moving across the bands. The percent of students scoring at Level 3 or 4 will increase by 20%. 15% of students will move to Level 1 or higher. All students will show a minimum SGP of 50.
Reclassification - 3rd-5th grades	2025 15 students or 15% of our total EL population were reclassified.	2026 Increase percentage of reclassified students to 25%.
ELPAC	2025 In 2024-2025, 15% of our ELD population qualified for reclassification. Thirty-eight percent of our ELD students scored at a Level 3, 40% scored at a Level 2 and 11% scored at a Level 1.	2026 Increase percentage of growth by 25%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

1.1	Provide grade levels with the necessary support to deliver quality Tier 1 instruction. Teachers will be given time to plan using the outcomes outlined in our Brekke Purposeful Planning Document. In addition, school administrators will set clear expectations, perform learning walks (classroom visits), and provide feedback to support instruction.	All Students	No additional cost
1.2			
1.5	Enhance student learning through academic enrichment and field trips.	All Students	1,500.00 Title I 5000-5999: Services And Other Operating Expenditures Transportation 1500.00 LCFF 5000-5999: Services And Other Operating Expenditures Fees
1.7	Literacy Intervention Teacher will provide targeted instruction using LLI curriculum.	English Learners Students with Disabilities Socioeconomically Disadvantaged	District Funded 1000-1999: Certificated Personnel Salaries Salary & benefits
1.8	Provide appropriate operating costs to ensure full access to equipment, materials, supplies and services to support our core instructional programs and equipment repairs. Provide repairs or replace instructional and office technology equipment.	All Students	District Funded 5000-5999: Services And Other Operating Expenditures Copy Machine service contract 17,653.00 LCFF 4000-4999: Books And Supplies Warehouse materials 46,793.00 LCFF 4000-4999: Books And Supplies Academic incentives, presentation resources and materials and supplies for daily operations 6,382.00 Title I 4000-4999: Books And Supplies Materials and supplies to support instruction 4,396.00 Title III 4000-4999: Books And Supplies Materials and supplies to support instruction
1.9	Purchase Sonday materials to support early literacy.	All Students	500.00 Title I

			5800: Professional/Consulting Services And Operating Expenditures Sonday materials
1.10	Translation Services for our Spanish, Vietnamese and Filipino populations.	English Learners	300.00 Title III 2000-2999: Classified Personnel Salaries Translation Services
1.11	Purchase Scholastic News materials to support Science and Social Studies instruction.	All Students	750.00 Title I 4000-4999: Books And Supplies Scholastic News
1.12	Child Find: The process of identifying student progress, enrichment, instruction and interventions. This includes progress monitoring with all teachers, SST or 504 meetings all guided by diagnostic assessments designed to identify learning targets and guide instruction. Continue implementation of the MTSS model through progress monitoring including SSTs to identify students that need Tier 2 or 3 supports. Coordinate 504 meetings for students as needed. Provide small group interventions during the school day to students below grade level in ELA and math. Conduct IEP meetings to address the academic, behavioral and socio-emotional needs of students in special education. Conduct 504 meetings to identify student eligibility for supports and accommodations.	All Students	3,500.00 LCFF 1000-1999: Certificated Personnel Salaries Substitute teachers for SSTs, IEPs and 504s
1.14	Provide extra library help to promote school-wide literacy for students, staff and community members during family engagement events such as Back to School Night and Open House.	All Students	500.00 Title I 2000-2999: Classified Personnel Salaries Library extra help
1.16	Through Prop 28 funds, we will hire a teacher to provide visual art instruction with rigor, accessibility and innovation. The teacher will be split between Brekke and Rose Avenue School. We will supplement our program with music and dance assemblies throughout the school year.	All Students	165,000.00 Prop 28 1000-1999: Certificated Personnel Salaries Teacher salary 25,000.00 Prop 28 4000-4999: Books And Supplies Materials and supplies 10,462 Prop 28 5800: Professional/Consulting Services And Operating Expenditures Service contracts 1000.00 Prop 28 5000-5999: Services And Other Operating Expenditures Field Trip Transportation

1.18	Encourage the use of Accelerated Reader and Lexia for all K-5 students to increase number of words read and overall reading achievement for independent reading at home and at school. Conduct school-wide and grade level competitions to spark interest and usage. Provide incentives for those that reach their reading goals.	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures Software contracts 1,000.00 LCFF 4000-4999: Books And Supplies Academic incentives
1.19	Facilitate transition presentations for fifth grade students moving to middle school that provide academic information and promotion requirements.	All Students	No additional cost
1.20	Conduct school-wide and grade level competitions to encourage Lexia, Zearn and ST Math usage. Provide incentives for students meeting Lexia, Zearn and ST Math goals.	All Students	1,000.00 LCFF 4000-4999: Books And Supplies Incentives
1.21	Provide two Intervention Service Providers to support ELA and Math instruction in grades 1-5. This will allow grade levels to identify and target small groups of students and instruct in areas of identified need.	English Learners Socioeconomically Disadvantaged Students with Disabilities	38,274.00 Title I 1000-1999: Certificated Personnel Salaries ISP teacher salary 38,274.00 LCFF 1000-1999: Certificated Personnel Salaries ISP teacher salary
1.22	All grade levels will participate in the district-wide OSD Creates! Showcase designed to demonstrate our OSD Student Profile.	All Students	No additional cost
1.23	Teachers will continue to incorporate the Depth of Knowledge (DOK) and Achievement Level Descriptors in the classroom to provide a deeper understanding of grade level mastery for all students in all academic areas. The DOK level will be matched with the level indicated in the Instructional Blueprints for each grade level.	All Students	No additional cost
1.24			
1.27	Provide tutoring opportunities for our English Learners focusing on overall language development and constructing and justifying mathematical and language arts claims in order to increase achievement. Teachers will offer after school tutoring and enrichment opportunities to meet student needs. This could include small group targeted instruction in reading and math and/or enrichment opportunities such as robotics and pickleball.	English Learners Socioeconomically Disadvantaged Students with Disabilities	1,500.00 Title III 1000-1999: Certificated Personnel Salaries Teacher extra hours 3,000.00 LCFF - Intervention 1000-1999: Certificated Personnel Salaries Teacher extra hours
1.28	Provide opportunity for an ELAC member to attend a bilingual education conference (CABE) to help support community and family involvement for our English Learner families.	English Learners	2,000.00 Title III 5800: Professional/Consulting Services And Operating Expenditures Conference costs

1.30			
1.31	The After School Program will be offered to students in grades TK-5 and will provide enrichment for students through opportunities for collaborative learning and enrichment lessons. Teacher Liaison and Site Coordinator will be designated for the After School Program to coordinate communication with the after school program and help it support school needs by organizing curriculum, providing modeling, mentoring, and professional development for after school staff.	All Students	ASES

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Overall, we implemented the strategies and activities in our SPSA. We saw varying levels of academic growth within and across grade levels. Our most effective strategy was our consistent adherence to data-driven analyses of grade-level standards-based assessments during our progress monitoring meetings. We met with grade levels and with individual teachers and identified curricular and pedagogical successes and challenges. We also provided additional coaching support when teachers seemed overwhelmed and/or unfamiliar with our targeted priority standards and Best, First Instruction expectations. We also increased PLC time on Tuesdays. Some teams made great gains as evidenced by improved Tier 1 and Tier 2 outcomes. Other teams need more time and support as members master new grade level teaching assignments and prioritize highly engaging student-centered instruction grounded in grade-level standards with ample opportunities for practice and mastery. Next year, will be looking at levels of fidelity regarding the implementation of our strategies/activities and assessing potential opportunities for more support, training and/or accountability measures.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We hoped to offer more opportunities for teacher-led after school tutoring in all grade levels for both our English Learners and students identified as in need of additional academic support. Next year, we hope to maximize opportunities for after school tutoring using both ASES resources and our own certificated staff. We also saw varying levels of improvement between grade levels in both reading and math. In 2025-2026, we will increase Tier 2 support by implementing a Walk to Learn intervention/enrichment model for grades K-5 4x/wk/30min. Both of our ISPs will participate and help us ensure that our work is anchored in targeted SMART goals with flexible groupings and data-driven formative assessments.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to fund a second ISP (Strategy 1.21) to help support improved math and ELA outcomes for our third-fifth graders. Using a research-based program and SMART goals, along with Best, First Instruction tenets and a strong MTSS framework, we intend to remediate and accelerate academic outcomes for our 2025-2026 fifth graders, particularly for our English Learners and students identified as socio-disadvantaged and/or with disabilities. This year we funded a .5 FTE art teacher position and great success. Encouraged by our increase in creativity and student voice and choice, we will use our 2025-2026 to fund an art teacher full-time.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Learning Environment and School Climate
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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2 - Learning Environment and School Climate

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Support a multi-tiered system of support (MTSS).
Foster access, equity and inclusion.
Utilize restorative practices.
Create affirming learning environment and relationships.
Maintain safe and inviting facilities and grounds.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate	2025 Average school wide attendance - 93%	2026 Average school wide attendance will increase by 3% Average attendance rate of 95% percent or higher in each grade level.
Panorama Survey (student SEL competencies and learning supports/environments)	April 2025 Student Data 3rd-5th Grades (student perception data): Student Engagement - 52% Growth Mindset - 65% Self-Management - 76% Social Awareness - 63% Emotion Regulation - 38% Teacher Student Relationships - 78% Sense of Belonging - 63% K-2nd Grades: (teacher perception data): Emotional Regulation - 58%	2026 3rd-5th Grades: Teacher Student Relationships showed an increase of 5% Self-Management increased by 3%. Growth Mindset and Social Awareness increased by 2%. Student engagement declined by 16%. Emotional regulation declined by 4%. Sense of belonging declined by 2%. K-2nd grades:

	Social Awareness - 57% Self-Management - 44%	Emotional Regulation decreased by 17%. Social Awareness decreased by 8%. Self-Management decreased by 6%.
Office Referrals	2025 Office referrals - 121	2026 Decrease the total number of office referrals by 20%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.6	Teachers will implement the STOIC approach (Structure for success, Teach expectations, Observe and monitor, Interact positively, Correct Fluently) and explicitly teach learning expectations for student behavior during instructional time to help reduce classroom disruptions and increase levels of academic engagement.	All Students	No additional cost
2.7	Provide motivational decals and signage around the common areas of the school to improve school climate and promote positive behavior awareness. Encourage students to follow the Brekke guidelines for success (Be Safe, Be Responsible, Be Respectful) and inspire them with Dolphin Dollars and other incentives.	All Students	4,000.00 LCFF 4000-4999: Books And Supplies Dolphin Dollars, signage, posters and incentives
2.9	Increase Tier 1 SEL support school-wide through class visits using Tier 1 core curriculum during class visits delivered by the school counselor and classroom teachers.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Counsleor salary & benefits
2.10	Provide Tier 2 research based individual and small group counseling services to students identified by Panorama and teacher observation data delivered by school counselor.	All Students	No additional cost
2.11	Facilitate community circles with students who are in need of behavior and/or socio-emotional support.	All Students	No additional cost
2.12	Implement mindfulness activities during structured breaks as self-care opportunities in class and in small group settings outside the classroom.	All Students	No additional cost
2.13	Provide Calming Kits to each class to support social-emotional well being.	All Students	600.00 Title I 4000-4999: Books And Supplies Items for kits
2.16	Provide growth mindset journals and prompts to promote school connectedness and promote a growth mindset.	All Students	600.00 Title I

			4000-4999: Books And Supplies Cost of books for students 1,000.00 LCFF 4000-4999: Books And Supplies Cost of books for students
2.17	Provide a Wellness Center (Dolphin Cove) that supports student socio-emotional needs and is utilized by individuals, groups or classes.	All Students	1,000.00 Title I 4000-4999: Books And Supplies Supplies for activities 3,000.00 LCFF 4000-4999: Books And Supplies Supplies to replenish Dolphin Cove
2.18	Encourage students to attend class daily and on time through classroom incentives and awards for perfect attendance. Attendance groups will be created to monitor and provide incentives for students in need of additional motivation.	All Students	1,000.00 Title I 4000-4999: Books And Supplies Attendance Incentives
2.19	Attendance rates will be monitored and SART and SARB meetings will be held for those students with excessive tardies or absences to reduce chronic absenteeism. The attendance reports will be analyzed monthly to better provide systems of support to help reduce chronic absenteeism and excessive tardies.	All Students	No additional cost
2.21	The SSC, ELAC and staff members will meet to review the School Safety Plan. Events will be planned that promote school safety and revisions will be made to improve ongoing emergency disaster preparedness. In addition, we will continue to partner with community services in conducting monthly emergency preparedness drills (fire, earthquake, and lockdown drills), conduct an inventory of emergency preparedness supplies currently available at the school and replenish and replace items as needed.	All Students	1,000.00 LCFF 4000-4999: Books And Supplies Emergency preparedness supplies
2.22	During the school day we will provide enrichment opportunities such as Spirit Weeks and pop-up dances at recess to promote a positive school culture, cultivate creativity and develop a growth mindset.	All Students	No additional cost
2.23	Give the Panorama survey three times yearly to identify SEL needs.	All Students	No additional cost
2.24	Facilitate transition presentations for 5th grade students moving to middle school and provide opportunities for our incoming kindergarten students to feel safe and connected with Brekke School.	All Students	No additional cost

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Overall, the implementation and effectiveness strategies and activities fostered improvements towards most of our articulated goals. Our learning climate was consistently safe, drug-free and conducive to learning. Attendance continues to be an area of concern; however, school-wide attendance increased from 92% to 93% in 2024-2025. We will continue to prioritize support for families struggling with school attendance and increase incentives and celebrations for improved attendance in 2025-2026. Another area of concern this year is the dramatic increase in office referrals. Last year we had 40 referrals, this year we had 121 and 59% were from our TK and kindergarten classes. Next year, we will work more closely with our PBIS team to strengthen Tier 1 strategies and the implementation of our STOIC tenets.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We monitored attendance and held SART and SARB meetings for many students with excessive tardies or absences to reduce chronic absenteeism. We did not monitor all students with excessive tardies or absences with fidelity and will continue to prioritize swift interventions and wrap-around supports for students in need.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will implement monthly attendance monitoring protocols to ensure that we identify and support all students with excessive tardies or absences to reduce chronic absenteeism. We will also need to increase Tier 1 SEL support in TK/K to help reduce behavioral concerns. Notably, the majority of the referrals were August-October and decreased as the year progressed. We also need to evaluate the steep decline of 16% in student engagement. Next steps include getting more information from students and increasing opportunities for student voice and choice in classrooms and via our Student Profile.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Guidance and support to the site.
Provide strategic direction, guidance, and support focused on improving the quality of instruction, interaction, and engagement in every classroom, so that all students reach high levels of academic excellence, multilingual achievement, global competency, and healthy identity development, agency and voice.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 3 - Guidance and Support to Sites and District Departments.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Foster a culture of empowerment.
Provide professional learning and support.
Provide recognition to staff and students.
Utilize student assessment to measure student learning.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Star Data (Student Growth Proficiency)	2025 April Star SGP Early Literacy K: 42 Early Literacy 1st: 33 Star Reading 1st: 31 Star Reading 2nd: 50 Star Reading 3rd: 49 Star Reading 4th: 54 Star Reading 5th: 37 Star Math 1st: 49 Star Math 2nd: 52 Star Math 3rd: 42 Star Math 4th: 19 Star Math 5th: 34	2026 Growth Expectation: 50 SGP in all grade levels for reading and math
Panorama Data (Sense of Belonging)	2025 Spring Student Survey: 63% responded favorably	2026 73% will respond favorably

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Implement regular PLCs focused on lesson design, student work analysis, and differentiated instruction.	All Students	No additional cost.
3.2	Provide targeted TOSA coaching cycles for teachers using evidence-based instructional strategies.	All Students	No additional cost.
3.3	Train staff on UDL principles to ensure access and challenge for all learners.	All Students	No additional cost.
3.4	Use formative and summative data to inform instruction and personalize learning.	All Students	No additional cost.
3.5	Empower students to reflect on and present their learning progress through the use of strategies such as student-led check in's and personalized goal-setting.	All Students	No additional cost.
3.6	Build classroom communities that support dialogue, empathy, and accountability through the use of strategies such as community circles and guided opportunities for self-reflection.	All Students	
3.7	Conduct regular teacher-led instructional rounds with feedback loops.	All Students	No additional cost.
3.8	Teachers will be provided with summer professional development opportunities offered by the district with an emphasis on a Balanced Literacy Approach and strategic mathematical practices.	All Students	No additional cost.
3.9	Provide opportunities for staff to attend professional development training that supports first instruction in ELA, math, ELD, writing, social studies, and science curricula and best practices for technology (IE: CABE, NGSS, district trainings, VCOE, Lexia, ST Math, and Zearn).	All Students	2,000.00 Title III 5000-5999: Services And Other Operating Expenditures Cost of professional development.
3.10	District-wide Trimester Benchmark Assessments (Star, ELA, Math) will be utilized to assess and monitor progress for all students in reading, math, and ELD. The school site will add additional Star ELA and math assessment dates for grades 2-5 for students who are receiving Tier 2 intervention support in ELA and math.	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures Star contract
3.11	Use ELPAC, Star and ELD assessments to group students for daily designated ELD instruction in order to improve student ELPAC levels, help reclassify students, and meet the English Learner	English Learners	500.00 Title III 4000-4999: Books And Supplies

	Progress Indicator. Provide incentives/awards for those who meet their goals.		Awards for students meeting ELPAC goals and/or reclassifying
3.12	Provide start-of-the-year PBIS training during in-service days for all certificated and classified staff to improve student safety and promote social emotional well-being.		No additional cost
3.13	PBIS team to attend trainings for continued advancement in PBIS practices.	English Learners Socioeconomically Disadvantaged Students with Disabilities	District Funded 5800: Professional/Consulting Services And Operating Expenditures Cost of professional development
3.14	Provide additional training for campus assistants to help implement our PBIS framework.	All Students	300.00 Title I 2000-2999: Classified Personnel Salaries Extra hours for PBIS training
3.15	Counselor and ORC will organize and lead a Student Leadership Team to ensure student voice and participation in building school community and planning school spirit weeks.	All Students	No additional funding

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

These are newly created benchmarks. Using our identified strategies, we expect growth in all areas. We will continue to focus on grade-level standards-based instruction and data reflections. We will also use teacher-led instructional rounds to highlight Best, First Instruction practices and unify our expectations around optimizing outcomes for all students in all classrooms.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We intend to structure and document the intended implementation of these goals to help support effective outcomes.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will ensure that our strategies are flexible and continue to rely on Best, First Instruction strategies including the belief that all students can excel.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 4 - Family/Community Alliances for Student Success

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Create Student Profile Alliances.
Foster family engagement and support.
Provide parent/family resources.
Foster community partnerships and relationship building.
Promote higher education.
Strengthen family/community communications.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Survey (LCAP)	2025 Winter 62 families responded to this survey. 88% of our families responded favorably.	2026 Increase the number of participants by 10% to ensure the data is valid and reliable to use as a baseline. Maintain an +80% favorable responses from families.
Panorama Survey (Family Engagement)	2025 Winter 62 Brekke families responded to this survey. 66% of our parents responded favorably.	2026 Increase the number of participants by 10% to ensure the data is valid and reliable and use the data as a baseline. Increase to a +75% favorable response from families.
ELAC Attendance	2025	2026

	Attendance (parents/guardians) during monthly meetings varied from one to three participants.	Increase the number of participants by 100% to help us better understand and represent the needs of our community.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Create and distribute a family survey to gather input regarding topics of interest. This will drive our agenda for planning parent nights and increase attendance.	All Students	No additional cost
4.2	Coordinate ELAC and SSC Meetings, conduct a Needs Assessment, and provide parent/guardian education and training on topics of interest to increase parent involvement.	All Students	No additional cost
4.3	Provide support for parents in the area of attendance, resiliency and referrals to outside agencies by the Outreach Specialist (ORC) and School Counselor.	All Students	No additional cost
4.4	Provide family orientation for incoming TK/K students to support the transition to school.	All Students	No additional cost
4.5			
4.6	Counselor and ORC to provide seminars on topics of interest during parent events to support home-school connections and social-emotional learning.	All Students	500.00 Title I 1000-1999: Certificated Personnel Salaries Counselor extra time 500.00 Title I 2000-2999: Classified Personnel Salaries ORC extra hours
4.8	Conduct Back to School Night, Open House, trimester Principal Chats and family events (such as "Math Night" and our "Kindness Dance"), focusing on community outreach, technology, district adopted apps and curricula, classroom expectations, systems of support and opportunities for family involvement.	All Students	1,000.00 LCFF 4000-4999: Books And Supplies Supplies for community meetings with principal and support staff 500.00 Title I 2000-2999: Classified Personnel Salaries ORC Extra Time
4.9	Invite parents to Parent/Guardian/Teacher Conferences in the Fall and Spring.	All Students	500.00 Title I 2000-2999: Classified Personnel Salaries Translation Services

4.10	Invite parents to SSTs, Section 504 Plan meetings, and IEP meetings to inform and provide the best possible interventions and supports for students; increase students' positive behavior/social-emotional well-being and ELA, Math and/or ELD success as needed.	All Students	See Goal 1.12: Substitutes
4.11	Maintain effective communication between school and home using Parent Square, email, fliers, website, social-media and by providing translation during meetings.	All Students	600.00 Title III 2000-2999: Classified Personnel Salaries Classified extra hours for translation
4.12	Consult the School Site Council and Leadership Team for the review of School Compact and Parent Involvement Policy to help strengthen home-school partnerships.	All Students	No additional cost
4.14	Support PTA in providing parent events or additional enrichment activities for students in efforts to strengthen school/community and family/child relationships.	All Students	No additional cost
4.17	After School Program Parent Nights will be offered to provide families with nutrition education and strategies families can employ to assist students with healthy habits and school work.	All Students	ASES

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

We met the overall implementation of our LCAP goal. Our 2025 Winter Family Survey revealed an average favorability rate of 88% for our LCAP survey and 66% for family engagement. We are making good progress on our LCAP goals with an increase of 3%. For family engagement, only 32% responded favorably to "How often are you involved in school-based activities that showcase strengths, talents and expertise (e.g., classroom participation, volunteering)? Seventy-five percent responded favorably to "How welcoming and inclusive do you feel our environments (district office, school office, classroom, etc.) are for all students and families? Our goal is 100% and we will continue to identify and nurture opportunities to create a welcoming and inclusive environment for all families with increased opportunities for volunteering in the classroom and at PTA events.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We intend to increase family engagement in 2025-2026. Sixty-two families participated in our Winter Family LCAP Survey for a total rating of 11%. We are striving for a much larger increase (at least 10%) in family engagement for the upcoming 2025-2026 school year. Next year, we plan on increasing communication by improving outreach to families who are not signed up for Parent Square in addition to offering paper-based flyers to help promote ongoing opportunities for participation at Brekke both in and out of the classroom. Out PTA will also help us advertise ELAC opportunities within our community.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We notice that our ELAC meetings are not well attended. Attendance did increase for our AAPI Heritage Night and our PTA meetings. We will continue to send home more paper-based fliers and newsletters to better publicize our monthly

activities. We also intend to increase the number of phone calls home for specialized events to help increase participation.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Transformational leadership and infrastructure
Create a coherent and sustainable districtwide infrastructure and culture to support and communicate the district's identity and strategic work on behalf of all students; facilitate strategic plan implementation; monitor progress and assess effectiveness and sustainability; and position the district as a leader in equitable and excellent education.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 5 - Transformational leadership and infrastructure

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Ensure strategic plan implementation.
Work toward schoolwide coherence.
Provide accountability and progress monitoring of implementation.
Develop human capital.
Foster communications.
Support finance and technology infrastructure.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama LCAP Family Survey (How well does your child's school communicate the Student Profile Traits?)	2025 90% responded favorably.	2026 95% will respond favorably.
Panorama LCAP Family Survey (The district has adequate interventions and supports to ensure all students are learning.)	2025 89% responded favorably.	2026 94% will respond favorably.
CAASPP ELA	Based on preliminary 2025 Data. Percentage of students who Met/Exceeded standards: Overall: 58% In 3rd grade, 62% In 4th grade, 67% In 5th grade, 46%	Students will demonstrate growth by moving across the bands. Brekke will Increase the percentage of students who will Meet or Exceed state standards by: 11% in 3rd grade 10% in 4th grade 15% in 5th grade

		The students who scored in the Met or Exceeded range from the prior year will continue to stay in those levels.
CAASPP Math	Based on Preliminary 2025 Data. Percentage of students who Met/Exceeded standards: Overall: 44% In 3rd grade, 67% In 4th grade, 43% In 5th grade, 21%	Students will demonstrate growth by moving across the bands. Brekke will Increase percentage of students who Meet or Exceed state standards by: 13% in 3rd grade 12% in 4th grade 14% in 5th grade The students who scored in the Met or Exceeded range from the prior year will continue to stay in those levels.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Ensure budgets, staffing, and professional development are aligned with strategic priorities.	All Students	No additional cost
5.2	Clearly and consistently communicate the district's mission, vision, and progress to all stakeholders. Develop a unified visual and narrative identity that reflects the district's values and goals.	All Students	No additional cost
5.3	Use communication platforms such as Parent Square along with school-wide events to share updates and highlight milestones.	All Students	No additional cost
5.4	Celebrate schools, staff, and students who exemplify the district's mission and strategic priorities with activities such as Principal's Recesses, Awards Assemblies and attendance rewards such as dance parties at recess with our ORC and School Counselor.	All Students	No additional cost
5.5	Document and share success stories that demonstrate our Oxnard Student Profile.	All Students	No additional cost
5.6	Provide opportunities for collaboration focused on discussing data, reflecting on teacher practices, and ensuring students are learning. The leadership team will meet to discuss, plan and develop support for teachers and students with implementation of the adopted ELA, ELD, math, social studies and science curricula. Provide time for grade level and vertical teams to plan first instruction, analyze data, monitor student progress towards mastering ELA, math, and ELD standards,	All Students	3,000.00 LCFF 1000-1999: Certificated Personnel Salaries Leadership Meetings

	discuss common assessments, and identify intervention and enrichment opportunities during scheduled grade-level meetings.		
5.7	Conduct student-monitoring conferences with teachers individually and/or in grade levels to address student-learning needs, identify students who need additional supports to meet grade level goals, and create SMART goals designed to target, promote and measure growth.	English Learners Students with Disabilities Socioeconomically Disadvantaged	3,000.00 LCFF - Intervention 1000-1999: Certificated Personnel Salaries Substitute teachers for monitoring meetings
5.8	Continue MTSS committee and data team to support the continued identification of intervention and enrichment needs to support the implementation of the MTSS model.	All Students	300.00 LCFF 1000-1999: Certificated Personnel Salaries Committee extra hours
5.9	Analyze student PBIS, teacher referrals and Panorama data to identify areas of need and individual students that are in need of social emotional support.	All Students	No additional cost
5.10	Maintain a site PBIS team to lead school in the continual implementation of the district adopted PBIS approach. Team will convene monthly to to support the creation, implementation and revision of PBIS tenets and strategies. This year we will focus on our Panorama data; specifically the sense of belonging, student-teacher relationships and a growth mindset. In addition, the team will meet to develop possible action plans to support teachers who have concerns regarding engagement and participation.	All Students	300.00 Title I 2000-2999: Classified Personnel Salaries PBIS extra hours
5.11	Review and update site MTSS behavior pyramid as needed and continue its implementation using the SST process in order to identify and monitor students in need of targeted intervention to address socio-emotional and behavioral needs that may be a barrier to academic success.	All Students	No additional cost

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

These benchmarks are newly created. Our overall Panorama LCAP Family 2025 baselines show that 88% of families responded favorably to our LCAP prompts.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We intend to implement increased targeting when sharing and showcasing our Strategic Plan and Student Profile with Brekke families through a variety of lenses including a community data chat and highlighted samples of student work during PTA events such as Trunk or Treat, our Holiday Movie Night and our Kindness Dance. We will also increase the intentionality of referencing our Strategic Plan and Student Profile within our school setting to help promote unity and vision.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

These benchmarks are newly created and we will identify potential changes next year.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$65,002.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$395,484.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$53,706.00
Title III	$11,296.00

Subtotal of additional federal funds included for this school: $65,002.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF	$123,020.00
LCFF - Intervention	$6,000.00
Prop 28	$201,462.00

Subtotal of state or local funds included for this school: $330,482.00

Total of federal, state, and/or local funds for this school: $395,484.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	53,706	0.00
Title III	11,296	0.00
LCFF	123,020	0.00
LCFF - Intervention	6000	0.00
Prop 28	201,462	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	123,020.00
LCFF - Intervention	6,000.00
Prop 28	201,462.00
Title I	53,706.00
Title III	11,296.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	256,348.00
2000-2999: Classified Personnel Salaries	3,500.00
4000-4999: Books And Supplies	116,674.00
5000-5999: Services And Other Operating Expenditures	6,000.00
5800: Professional/Consulting Services And Operating Expenditures	12,962.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

1000-1999: Certificated Personnel Salaries	LCFF	45,074.00
4000-4999: Books And Supplies	LCFF	76,446.00
5000-5999: Services And Other Operating Expenditures	LCFF	1,500.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	6,000.00
1000-1999: Certificated Personnel Salaries	Prop 28	165,000.00
4000-4999: Books And Supplies	Prop 28	25,000.00
5000-5999: Services And Other Operating Expenditures	Prop 28	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	Prop 28	10,462.00
1000-1999: Certificated Personnel Salaries	Title I	38,774.00
2000-2999: Classified Personnel Salaries	Title I	2,600.00
4000-4999: Books And Supplies	Title I	10,332.00
5000-5999: Services And Other Operating Expenditures	Title I	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	500.00
1000-1999: Certificated Personnel Salaries	Title III	1,500.00
2000-2999: Classified Personnel Salaries	Title III	900.00
4000-4999: Books And Supplies	Title III	4,896.00
5000-5999: Services And Other Operating Expenditures	Title III	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	2,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	370,284.00
Goal 2	12,200.00
Goal 3	2,800.00
Goal 4	3,600.00
Goal 5	6,600.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Cheri Scripter	Principal
Serena Chun	Classroom Teacher
Kim Lopez	Classroom Teacher
Maleny Magana	Classroom Teacher
Maria Villa	Other School Staff
Renee Chandler	Parent or Community Member
Amanda Ochoa	Parent or Community Member
Glenn Propst	Parent or Community Member
Roxana Rivera	Parent or Community Member
Lahna Truong	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on June 11, 2025.

Attested:

	Principal, Cheri Scripter on June 11, 2025
	SSC Chairperson, Renee Chandler on June 16, 2025

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of

adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023

School Year: **2025-26**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cesar E. Chavez TK-8 School	56725386055321	May 22, 2025	August 20, 2025

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Cesar E. Chavez TK-8 School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

☒ Schoolwide Program

Cesar E. Chavez Academy of Literacy, Communication Arts, and Technology (CALCAT) serves students from Transitional Kindergarten through Eighth grade. Our school is committed to nurturing successful students who embody the OSD Student Profile by focusing on first instruction and commitment to writing across all grade levels. To achieve this objective, Chavez School offers two distinct programs: a research-based Dual Language Instruction (DLI) program and a Structured English Immersion (SEI) program. Middle school students have the opportunity to enhance their education through elective courses such as AVID, Environmental Science, and Journalism. Students are supported through the implementation of Positive Behavior Interventions and Supports (PBIS) and a Multi-Tiered System of Support.

Our district has developed a strategic plan, Oxnard Empowers, to fully realize our student profile and work towards achieving our Mission and Vision. Our Mission in the Oxnard School District is to cultivate self-confident and empowered multilingual global citizens, who are strong in their multiple identities and potential, and who achieve inspired levels of individual, community, and social accomplishment in both school and beyond. Our Vision can be summarized as Ignite, Transform, Nurture, Embrace.

To accomplish our goals, we adhere to a Theory of Action that involves committing to a vision of success, emphasizing the importance of clear and supportive classroom leadership, cultivating school leadership, benefiting from well-organized district leadership, and actively engaging with our families and community to foster a highly effective and equitable school environment. The district places significant focus on five strategic goals that serve as the foundation for sustainable school and district transformation: Student Academic Engagement and Achievement, Positive and Safe Learning Environment and School Climate, Guidance and Support to Sites, Family/Community Alliances for Student Success, and Transformational Leadership and Infrastructure. Our school goals are directly aligned with the goals our strategic plan.

All of our strategies and activities are designed to uphold the following pedagogical principles:

Identifying, activating, and building upon student strengths.
Affirming student identities by challenging the devaluation of minoritized students' identities.
Establishing meaningful relationships that nurture equity and success.
Actively engaging students in the learning process by amplifying their voices.
Creating enriching environments that stimulate students' multilingual repertoires.
Connecting learning to students' lives by relating it to their experiences.
Encouraging high intellectual performance that helps students link their identities to academic engagement.
Addressing the prerequisites for learning, including implementing pedagogical practices that challenge coercive power dynamics.

The staff at Chavez School has effectively put the district's strategic plan into action by creating strong professional learning communities (PLCs) and encouraging collaboration among grade-level and vertical teams to boost student learning. We have collaborated this year with the educational consultant firm Orenda. Site administration met with Orenda leadership to undergo "coaching" as we planned to implement the work that would be done with teachers. We prepared for the creation of an ELA and Math matrix that would align each classroom with a "floor" of expectations for grade level standards and committing to a pacing guide to drive a unit matrix. Teachers created five units and mapped out the timeline for the instruction of the agreed upon unit standards. Teachers and admin worked to review the blueprints and SBAC item specs to create unit assessments in the Illuminate platform with question stems that match the state testing that students will be held accountable for. Dates have been calendared for the reviewing of the assessment data and time set aside for collaborative lesson planning for grade level teams. Orenda is a strong support in continuing our implementation of the PLCs at Chavez by offering refinement and coaching to systems already in place. Our primary focus is on delivering high-quality first instruction through rigorous, standards-based lessons, and utilizing instructional strategies that allow for differentiated learning. Data analysis plays a crucial role in informing and guiding our instructional decisions.

We support these efforts by allocating dedicated time for PLCs and providing additional resources to ensure continuous collaboration throughout the year. This approach enables teachers to plan and deliver robust first instruction, develop common assessments, analyze student data, and respond effectively to the insights gained. The ultimate goal of our PLCs is to enhance student outcomes for all learners, including our unduplicated populations. The PLC model, based on the work of DuFour, revolves around four essential questions: What do we want our students to know and be able to do? How will we determine if they have learned it? How will we respond when they struggle to learn? How will we respond if they already know it? These questions frame discussions during PLCs.

Chavez School remains dedicated to shaping all students in accordance with the OSD Student Profile. The PLC process emphasizes the importance of having a Guaranteed Viable Curriculum (GVC) and excellent first instruction, while the MTSS process provides support to students who may require additional assistance. This year, student monitoring conferences were introduced as part of the regular process to identify students and their barriers to success. The MTSS team, comprising administrators, the ORC, counselors, psychologists, and speech-language pathologists, will continue to meet regularly to address individual student concerns as well as broader systemic issues within the MTSS.

To provide targeted intervention services, we have categorized them as Tier II and Tier III services. These interventions are delivered by teachers during Universal Access and/or during the MTSS time. We also provide paraeducators to support the students during the intervention time. They work with students in small group settings in TK-5th grade classrooms.

Chavez School implements a full Biliteracy program in classes from transitional kindergarten to sixth grade. Our seventh and eighth grade students participate in a Spanish Literature class as an elective to support their Biliteracy instruction. The Biliteracy programs adopt research-based Biliteracy Unit Frameworks (BUFs) as its curriculum, with support from the District Office and on-site training. Teachers are provided with release time for training, collaboration, and planning, often replacing staff meetings or utilizing additional time after school.

At Chavez School, we operate under a distributed leadership model, which consists of two primary components: the Leadership team and the PBIS team. The Leadership team focuses on the development of the Single Plan for Student Achievement (SPSA) and facilitates communication with teachers within their respective grade levels. The PBIS team is responsible for supporting supporting teachers in the implementation of the school's behavior management method, establishing daily routines, and fostering a positive environment for students while addressing systemic discipline issues. Additionally, specialized committees such as the Safety Committee and the AVID team are in place, and teachers actively participate in the Parent-Teacher Association (PTA), School Site Council (SSC), and English Learner Advisory Committee (ELAC).

We firmly believe that learning can only thrive within a safe and positive environment. The PBIS committee oversees the implementation of the CHAMPS behavior management method, establishes daily routines, and fosters a positive school culture. Last year, the PBIS team updated the SOAR guidelines for success to make them more catchy and memorable for younger students, while ensuring the Spanish version maintains the same acronym letters.

Chavez Eagles are:

S - Safe
O - Organized
A - Accountable
R - Respectful

In Spanish:

Aguilas de Chavez son:

S - Seguras
O - Organizadas
A - Actúan Responsable
R - Respetuosas

These guidelines are prominently displayed throughout classrooms and the school, forming the basis for all established rules and expectations using the CHAMPS approach. The PBIS team continues to refine guidelines related to recess, cafeteria behavior, and hallway expectations.

Furthermore, Chavez School recognizes the significance of all educational partners, parents and community members as their involvement is critical to the success of our students. This year, Mindset Academy conducted several parent

workshops with the intention of empowering parents to be education partners for our school community, which were highly valued and well-attended. Additionally, they facilitated student workshops with the intention of raising student engagement and self-esteem through reflection exercises and activities. Mindset Academy will continue to work with parents. Additionally, the Read, Write, Think Group provided a basis for incorporating intentional writing instruction on a daily basis. Next year, we will continue with a professional development series aimed at enhancing teachers' ability to deliver impactful, data-driven writing instruction within a balanced literacy approach integrating reading, writing and content areas.

For the upcoming 2025-2026 school year, Chavez will continue to partner with the educational consulting group, Orenda Education, to focus on building highly effective teaching strategies and collective commitments to accelerate learning through effective first instruction. We will continue the refinement and implementation of PLCs with a focus on teaching, monitoring, and refining the essential learning standards, ensuring adequate time for reteaching and integrating interventions within the school day. We will fully implement the observation-and-feedback cycle for all teachers and utilize student monitoring conferences in conjunction with our Multi-Tiered System of Support (MTSS) process to ensure a culture of learning for all. Furthermore, we will streamline committees and allocate them among the administration, which will be supported by the site administrators. The responsibilities for PBIS and school events will be further delegated to the ORC and school counselors.

To ensure effective communication, we disseminate event information through the Chavez website and Parent Square (email, voice, or text messages). Moving forward, we will utilize social media platforms as an additional communication, advertising and showcasing of school events.

Chavez School remains dedicated to aligning with the OSD Student Profile, ensuring every student has the opportunity to succeed academically and socially in a safe orderly environment.

Educational Partner Involvement

How, when, and with whom did Cesar E. Chavez TK-8 School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The administration actively collaborated with parents from the School Site Council (SSC) and the English Learner Advisory Committee (ELAC), as well as with teachers through leadership meetings, staff meetings, and grade-level team discussions. These consultations were instrumental in guiding the planning and development of the School Plan for Student Achievement (SPSA) and the Annual Review and Update for the current academic year. Additionally, a series of SPSA work sessions were held with members of the Leadership Team to support the composition and refinement of the plan, ensuring it reflected shared input and aligned with school goals.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

The school allocated funds to support two key initiatives: teacher release time for collaborative planning and small group after-school tutoring. The collaborative planning sessions were intended to be supported by a site-based Teacher on Special Assignment (TOSA). However, despite efforts to hire a dedicated TOSA, the position remained unfilled. As a result, the school had to rely on district TOSAs, whose limited availability impacted the consistency and effectiveness of the collaborative planning process, preventing it from being implemented as originally intended.

In addition, the after-school tutoring program experienced low participation from both teachers and students, leading to a significant portion of the allocated funds going unused. These unutilized funds were subsequently reallocated to support additional teacher release time for collaborative planning, leveraging the available district TOSA support. While the implementation deviated from the original plan, the reallocation ensured that resources continued to support instructional improvement efforts.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Based on the 2024 California School Dashboard for Cesar Chavez School, progress was made across most performance areas. However, the English Learner Progress Indicator declined by 12.1%, resulting in a Red Performance Level. This outcome highlights a critical need for targeted improvement in English Language Development (ELD). In response, the school is implementing a series of strategic initiatives to address this challenge and support English Learners more effectively.

A central focus moving forward is to reclassify all English Learner (EL) students by 5th grade. Dashboard data indicates that reclassified students consistently perform better on state assessments than those who have not yet reclassified. For example, in ELA, current English Learners scored 97.2 points below standard, while recently reclassified students were 30 points below, and English-only students were 42.4 points below. Similarly, in Math, English Learners were 115 points below standard, recently reclassified students were 83.5 points below, and English-only students were 81.9 points below. These gaps underscore the urgency of advancing EL students toward reclassification.

To support this goal, the school will continue strengthening its Professional Learning Communities (PLCs), enabling collaborative teacher teams to share effective practices and develop targeted instructional strategies. The school is also committed to engaging in cycles of inquiry—using data-driven analysis to identify needs, implement focused interventions, and evaluate outcomes. Lesson design support will be a key element, helping teachers craft rigorous, engaging, and standards-aligned instruction. Additionally, monitoring student progress will be prioritized to ensure timely interventions and support are in place for those who need it most.

Looking ahead, the school remains focused on fostering continuous academic and emotional growth for all students. By maintaining a holistic approach and expanding the use of proven strategies, Cesar Chavez School aims to drive sustained improvement across all subject areas—with a particular emphasis on enhancing outcomes for English Learners. The ultimate goal is to equip every student with the skills and knowledge needed for long-term success.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

The Long Term English Learners and Homeless student groups in the Math indicator and the Homeless student group in the Suspension Rate indicator are two or more performance levels than the "all student" performance. Math continues to be an issue for all students and this year additional professional development will be provided to teachers on improving instructional practices and following the curriculum alignment cycles (including the practice of assessment, reteaching, modification of instructional practices, and student progress monitoring). Extra attention will be brought to LTEL and Homeless student group support.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

In our middle schools, we identified a significant discrepancy between the grades students receive and their performance on local benchmark assessments (STAR) and the State Summative Assessment (CAASPP). A notably higher percentage of students earn passing grades (A–C) compared to the percentage meeting grade-level standards on these standardized assessments. This gap suggests that course grades may not consistently reflect students' mastery of academic standards.

To address this issue, efforts began two years ago to align grading practices more closely with standards-based achievement. Teachers began implementing practices such as allowing assessment retakes and providing targeted reteaching opportunities for students who did not initially demonstrate mastery. These strategies aim to ensure that grades more accurately reflect students' understanding and progress toward meeting grade-level expectations.

This year, more teachers joined in these efforts, further promoting the shift toward grading practices that support standards-based learning. While Cesar Chavez School showed improvement in both the ELA and Math indicators, data continues to show a need for ongoing support in these areas. Continued focus on aligning instruction, assessment, and

grading practices will be essential in improving overall academic achievement and ensuring that student progress is accurately measured and meaningfully supported.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Cesar E. Chavez TK-8 School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0.11%	%		1	
African American	1.02%	0.34%	0.26%	10	3	2
Asian	%	0.23%	%		2	
Filipino	0.31%	0%	%	3	0	
Hispanic/Latino	96.34%	97.5%	98.46%	947	857	765
Pacific Islander	0.10%	0%	0.13%	1	0	1
White	1.83%	1.71%	1.16%	18	15	9
Multiple/No Response	0.41%	0.11%	%	4	1	
			Total Enrollment	983	879	777

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	83	91	68
Grade 1	85	75	69
Grade 2	116	77	72
Grade3	99	99	67
Grade 4	106	85	95
Grade 5	109	97	80
Grade 6	136	116	102
Grade 7	122	115	102
Grade 8	127	124	104
Total Enrollment	983	879	777

Conclusions based on this data:

The student population at our school is predominantly Hispanic/Latino, comprising approximately 98% of the total enrollment. However, this demographic label does not fully reflect the cultural and linguistic diversity within our student body. A notable subgroup within this population is the Mixteco indigenous community, representing roughly 10% of our

students. These students often navigate a trilingual environment—Mixteco, Spanish, and English—which can present unique challenges, particularly in terms of family engagement and support due to language barriers.

Most of our students are second-generation U.S.-born children of long-standing members of the local community. Despite these strong community roots, we are experiencing a decline in enrollment, particularly in the lower grade levels. Contributing factors may include families relocating out of Oxnard due to the high cost of living and/or the broader political climate.

Given that the overwhelming majority of students fall under the Hispanic/Latino category, any actions or initiatives implemented to improve student outcomes will naturally have a significant and direct impact on this student group. Understanding and addressing the specific needs within this population, including those of our Mixteco students, will be critical in ensuring equitable access to learning and sustained academic success.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	565	569	511	56.50%	57.5%	65.8%
Fluent English Proficient (FEP)	201	152	158	27.20%	20.4%	20.3%
Reclassified Fluent English Proficient (RFEP)	31	63		9.8%	6%	

Conclusions based on this data:

The enrollment of English Learner (EL) students at Chavez has surpassed 65%, representing the highest percentage in recent years. Encouragingly, the school's reclassification rate has also seen a notable increase. Sixteen percent of the total EL population—31% of reclassification-eligible students in grades 3–8—successfully met the criteria to transition out of the EL status. While this marks the highest reclassification rate in recent years, there remains a critical need to provide targeted support, particularly for middle school students who continue to be classified as ELs, including Long-Term English Learners (LTELs). These students face increasing challenges as assessment rigor intensifies, making early and sustained intervention essential.

In the primary grades, especially within the Biliteracy program, instructional efforts will prioritize the development of strong foundational skills in reading, writing, and oral language. These skills are key to building the academic language proficiency necessary for success in both ELPAC and CAASPP assessments. A school-wide emphasis on writing across the curriculum will further support EL students by enhancing their reading comprehension and critical thinking skills, while reinforcing academic language across subject areas.

Given the significant proportion of English Learners and the urgent need for accelerated language acquisition, Chavez has made the academic growth of EL students a top funding priority. Special attention will also be given to our Mixteco-speaking students, who face unique linguistic challenges due to the oral-only nature of their heritage language and the trilingual progression they experience—beginning with Mixteco, followed by Spanish, and eventually English. Tailored support will aim to honor their multilingual and multicultural identities while guiding their academic development.

With the English Learner Progress Indicator currently at the Red Performance Level on the California School Dashboard, Chavez is placing a strong emphasis on reclassifying EL students by 5th grade. Focused and sustained efforts across all grade levels will be essential to meet this goal and ensure long-term academic success for our English Learners.

School and Student Performance Data

Star Early Literacy

Cesar E. Chavez TK-8 School											
		Less than Proficient				Proficient				Star Early Literacy Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade K	69	16	23%	13	19%	6	9%	34	49%	Level 3	758
Grade 1	68	9	13%	19	28%	17	25%	23	34%	Level 3	819
Grade 2	27	12	44%	5	19%	4	15%	6	22%	Level 2	854

Conclusions based on this data:

Kindergarten scores rose from the previous year of 49% to 58% proficiency. 1st grade rose significantly from 26% to 59% in the year over year analysis. That is also a 10% rise for the first graders if looking at cohort data.

For the upcoming year we will continue implementing targeted academic interventions to enhance literacy development during regular instructional hours. Teachers and administrators will meet at least three times per year to monitor student progress. Students not meeting the benchmark will receive interventions during MTSS, as well as before and/or after school. Teachers will continue their work with curriculum alignment and unit planning to support improving early literacy skills for all students.

School and Student Performance Data

Star Reading

Cesar E. Chavez TK-8 School											
		Less than Proficient				Proficient				Star Reading Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 2	68	36	53%	22	32%	9	13%	1	1%	Level 1	872
Grade 3	72	37	51%	21	29%	10	14%	4	6%	Level 1	925
Grade 4	61	37	61%	12	20%	9	15%	3	5%	Level 1	949
Grade 5	80	42	53%	17	21%	17	21%	4	5%	Level 1	988
Grade 6	64	32	50%	19	30%	11	17%	2	3%	Level 1	999
Grade 7	97	45	46%	27	28%	25	26%	0	0%	Level 1	1025
Grade 8	91	44	48%	26	29%	18	20%	3	3%	Level 2	1043

Conclusions based on this data:

The high number of students performing at levels 1 and 2 is concerning, especially as this trend is consistent across all grade levels. 1s comprise the majority of average scores in Star testing. The fact that the average scores for all grade levels are at Level 1 highlights the urgent need to evaluate and adjust first instruction practices. Additionally, targeted intervention to accelerate learning is necessary to help students close the achievement gap from where they currently are to reach grade-level expectations.

There is some positive growth. Comparing distribution data for EOY data, the number of students meeting or exceeding standards rose from 18.3% in 2024 to 29.6% in 2025. There was also a reduction in the number of students in the urgent intervention category, with 52.7% in that category in 2024 down to 31.2% in 2025. While this means that the majority of students are still in urgent intervention, it is only by about 2% (with the meeting standards being the second highest: “on watch” being at 14.2% and “intervention” at 24.9%). The majority are not meeting standards, but our practices moving things in the right direction.

To address this, Chavez identified key curriculum alignment for every grade level in English Language Arts. We will continue the process of identifying the most effective instructional strategies and deploying them rapidly and with fidelity to our teachers. Teachers will also utilize designated MTSS time for intervention for students identified through progress monitoring meetings. Teachers will also continue to implement the Writing Workshop with support from Read, Write, Think.

School and Student Performance Data

Star Math

Cesar E. Chavez TK-8 School											
		Less than Proficient				Proficient				Star Math Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 1	69	11	16%	35	51%	19	28%	4	6%	Level 2	847
Grade 2	69	43	62%	15	22%	6	9%	5	7%	Level 1	882
Grade 3	72	32	44%	19	26%	17	24%	4	6%	Level 2	950
Grade 4	60	31	52%	21	35%	8	13%	0	0%	Level 1	969
Grade 5	91	64	70%	17	19%	6	7%	4	4%	Level 1	1001
Grade 6	84	54	64%	16	19%	11	13%	3	4%	Level 1	1016
Grade 7	103	75	73%	20	19%	7	7%	1	1%	Level 1	1019
Grade 8	93	77	83%	11	12%	3	3%	2	2%	Level 1	1018

Conclusions based on this data:

The consistently high number of students performing at levels 1 and 2 across all grade levels is a significant concern. The higher the grade level, the lower the percentage of students who are meeting or exceeding standards.

According to the 24-25 scores, first graders had the highest level of meeting or exceeding standards (34%) with third grade close behind (30%). Eighth grade students had the last number of students meeting or exceeding standards at (5%). The average scores for all grades being at Level 1-2 underscore the urgent need to reassess and improve initial instruction practices. Additionally, targeted remediation and intervention are essential to help students catch up and meet grade-level expectations.

To address this, Chavez identified key curriculum alignment for every grade level in math. We will continue the process of identifying the most effective instructional strategies and deploying them rapidly and with fidelity to our teachers. Teachers will also utilize designated MTSS time for intervention for students identified through progress monitoring meetings.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	94	101	69	89	99	68	89	99	68	94.7	98.0	98.6
Grade 4	104	83	95	102	82	93	102	82	93	98.1	98.8	97.9
Grade 5	109	98	79	107	97	79	107	97	79	98.2	99.0	100
Grade 6	130	123	106	128	120	106	128	120	106	98.5	97.6	100
Grade 7	124	119	101	121	119	98	121	119	98	97.6	100.0	97
Grade 8	125	122	107	121	121	107	121	121	107	96.8	99.2	100
All Grades	686	646	557	668	638	551	668	638	551	97.4	98.8	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2351.	2369.	2370.	6.74	11.11	10.29	15.73	12.12	16.18	17.98	27.27	27.94	59.55	49.49	45.59
Grade 4	2414.	2377.	2408.	4.90	3.66	8.60	19.61	13.41	15.05	22.55	15.85	21.51	52.94	67.07	54.84
Grade 5	2424.	2442.	2454.	0.93	5.15	7.59	20.56	16.49	25.32	21.50	37.11	20.25	57.01	41.24	46.84
Grade 6	2458.	2451.	2466.	1.56	2.50	4.72	19.53	15.83	16.98	25.78	27.50	33.96	53.13	54.17	44.34
Grade 7	2491.	2478.	2487.	2.48	0.84	4.08	24.79	24.37	20.41	30.58	26.89	28.57	42.15	47.90	46.94
Grade 8	2491.	2480.	2500.	2.48	3.31	3.74	24.79	14.05	19.63	28.93	27.27	30.84	43.80	55.37	45.79
All Grades	N/A	N/A	N/A	2.99	4.23	6.17	21.11	16.30	18.87	25.00	27.27	27.59	50.90	52.19	47.37

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	8.99	9.09	7.35	40.45	49.49	54.41	50.56	41.41	38.24
Grade 4	2.94	2.44	6.45	59.80	52.44	55.91	37.25	45.12	37.63
Grade 5	4.67	3.09	5.06	57.01	67.01	64.56	38.32	29.90	30.38
Grade 6	1.56	3.33	4.72	50.78	40.83	48.11	47.66	55.83	47.17
Grade 7	4.13	5.04	10.20	64.46	54.62	51.02	31.40	40.34	38.78
Grade 8	8.26	4.13	6.54	52.89	50.41	53.27	38.84	45.45	40.19
All Grades	4.94	4.55	6.72	54.64	52.04	54.08	40.42	43.42	39.20

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	8.99	3.03	2.94	34.83	53.54	58.82	56.18	43.43	38.24
Grade 4	2.94	3.66	5.38	60.78	43.90	49.46	36.27	52.44	45.16
Grade 5	1.87	3.09	7.59	49.53	57.73	58.23	48.60	39.18	34.18
Grade 6	3.13	1.67	5.66	41.41	48.33	55.66	55.47	50.00	38.68
Grade 7	6.61	2.52	7.14	52.89	50.42	50.00	40.50	47.06	42.86
Grade 8	2.48	2.48	3.74	48.76	41.32	48.60	48.76	56.20	47.66
All Grades	4.19	2.66	5.44	48.20	49.06	52.99	47.60	48.28	41.56

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2.25	9.09	7.35	77.53	65.66	72.06	20.22	25.25	20.59
Grade 4	2.94	3.66	7.53	81.37	71.95	69.89	15.69	24.39	22.58
Grade 5	7.48	10.31	12.66	65.42	64.95	68.35	27.10	24.74	18.99
Grade 6	10.16	2.50	3.77	64.84	74.17	71.70	25.00	23.33	24.53
Grade 7	5.79	4.20	10.20	71.90	74.79	62.24	22.31	21.01	27.55
Grade 8	7.44	5.79	5.61	70.25	69.42	71.96	22.31	24.79	22.43
All Grades	6.29	5.80	7.62	71.41	70.38	69.33	22.31	23.82	23.05

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	7.87	13.13	7.35	52.81	53.54	64.71	39.33	33.33	27.94
Grade 4	2.94	4.88	7.53	69.61	53.66	68.82	27.45	41.46	23.66
Grade 5	4.67	5.15	11.39	55.14	63.92	56.96	40.19	30.93	31.65
Grade 6	6.25	5.83	4.72	68.75	65.83	72.64	25.00	28.33	22.64
Grade 7	5.79	5.04	11.22	73.55	63.87	56.12	20.66	31.09	32.65
Grade 8	4.96	6.61	10.28	65.29	57.85	64.49	29.75	35.54	25.23
All Grades	5.39	6.74	8.71	64.82	60.19	64.25	29.79	33.07	27.04

Conclusions based on this data:

According to the preliminary scores, the overall percentage of students at the Met or Exceeded Standards continues to increase across all grade levels year over year, with the exception of 5th grade (decrease of 2%). However, analysis of cohort data shows either increases or holding steady. Sixth grade held steady at 0% gain or loss and seventh grade had the highest increase of 17%.

Although the overall trajectory over the last four years is positive, the achievement gap is still great and urgent action is still required. This data highlights the ongoing need for substantial efforts in enhancing Language Arts proficiency and standards. To address this, we have established grade-level professional learning communities for educators to engage in data-driven discussions and iterative cycles of inquiry. These endeavors aim to adapt instructional strategies and enhance student performance. It is evident that regular collaboration among grade-level teams is imperative to analyze student performance, establish specific, measurable, achievable, relevant, and time-bound (SMART) goals, administer shared formative assessments, and deliberate on the resultant data. This collaborative approach is essential to tailor instruction and interventions according to the diverse requirements of our students. Furthermore, a pivotal aspect involves ensuring that all instruction adheres to established standards, incorporates achievement level descriptors, and fosters student comprehension of learning objectives and assessment criteria.

This past year, teachers engaged in Curriculum Alignment and developing Common Formative Assessments that were based on CAASPP Blueprints as well as the standards and item specifications from the state. This next layer of work will continue to increase rigor and implementation of instructional cycles of improvement that include reteaching, reassessment, and data reflection sessions (DRS).

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	94	101	69	91	100	68	91	100	68	96.8	99.0	98.6
Grade 4	103	83	95	100	82	93	100	82	93	97.1	98.8	97.9
Grade 5	109	98	79	108	97	79	108	97	79	99.1	99.0	100
Grade 6	130	123	106	126	120	106	126	120	106	96.9	97.6	100
Grade 7	124	119	101	121	119	98	121	119	98	97.6	100.0	97
Grade 8	126	122	107	120	121	107	120	121	107	95.2	99.2	100
All Grades	686	646	557	666	639	551	666	639	551	97.1	98.9	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2380.	2387.	2402.	5.49	5.00	11.76	17.58	22.00	23.53	23.08	29.00	20.59	53.85	44.00	44.12
Grade 4	2403.	2386.	2404.	1.00	1.22	2.15	14.00	8.54	8.60	33.00	20.73	38.71	52.00	69.51	50.54
Grade 5	2400.	2437.	2433.	0.93	5.15	6.33	3.70	12.37	8.86	22.22	20.62	17.72	73.15	61.86	67.09
Grade 6	2418.	2411.	2440.	0.79	0.83	0.94	5.56	6.67	8.49	29.37	18.33	29.25	64.29	74.17	61.32
Grade 7	2433.	2448.	2450.	3.31	2.52	5.10	6.61	6.72	8.16	19.83	26.89	22.45	70.25	63.87	64.29
Grade 8	2422.	2458.	2470.	0.00	2.48	5.61	5.83	11.57	10.28	15.83	17.36	15.89	78.33	68.60	68.22
All Grades	N/A	N/A	N/A	1.80	2.82	4.90	8.41	11.11	10.71	23.72	22.07	24.32	66.07	64.01	60.07

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.59	10.00	7.35	46.15	40.00	48.53	47.25	50.00	44.12
Grade 4	2.00	3.66	4.30	48.00	30.49	48.39	50.00	65.85	47.31
Grade 5	0.93	7.22	7.59	32.41	39.18	35.44	66.67	53.61	56.96
Grade 6	2.38	3.33	1.89	30.16	35.00	43.40	67.46	61.67	54.72
Grade 7	2.48	3.36	4.08	46.28	46.22	38.78	51.24	50.42	57.14
Grade 8	1.67	5.79	3.74	40.00	48.76	46.73	58.33	45.45	49.53
All Grades	2.55	5.48	4.54	40.09	40.53	43.56	57.36	53.99	51.91

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	8.79	9.00	14.71	62.64	60.00	58.82	28.57	31.00	26.47
Grade 4	4.00	2.44	4.30	53.00	42.68	45.16	43.00	54.88	50.54
Grade 5	0.00	2.06	5.06	48.15	63.92	55.70	51.85	34.02	39.24
Grade 6	2.38	4.17	4.72	59.52	41.67	52.83	38.10	54.17	42.45
Grade 7	2.48	3.36	6.12	53.72	53.78	66.33	43.80	42.86	27.55
Grade 8	0.00	4.96	4.67	51.67	40.50	57.94	48.33	54.55	37.38
All Grades	2.70	4.38	6.17	54.65	50.08	56.08	42.64	45.54	37.75

Conclusions based on this data:

Based on preliminary scores for 2024-2025, progress was lost in most grade levels. The highest was 6th grade, which managed a 7% increase in year over year while 3rd and 8th experienced the highest drop (8% decrease each) in year over year analysis. The most concerning drop is when looking at the cohort data was a 24% drop in 4th grade students compared to their 3rd grade scores. There were small gains in 5th and 7th grade (3% increase in cohort data each). A teacher-by-teacher analysis of math practices must be conducted in the upcoming school year to determine strengths and areas of improvement.

This data highlights the ongoing need for substantial efforts in enhancing Math proficiency and standards. To address this, we have established grade-level professional learning communities for educators to engage in data-driven discussions and iterative cycles of inquiry. These endeavors aim to adapt instructional strategies and enhance student performance. It is evident that regular collaboration among grade-level teams is imperative to analyze student performance, establish specific, measurable, achievable, relevant, and time-bound (SMART) goals, administer shared formative assessments, and deliberate on the resultant data. This collaborative approach is essential to tailor instruction and interventions according to the diverse requirements of our students. Furthermore, a pivotal aspect involves ensuring that all instruction adheres to established standards, incorporates achievement level descriptors, and fosters student comprehension of learning objectives and assessment criteria.

This past year, teachers engaged in Curriculum Alignment and developing Common Formative Assessments that were based on CAASPP Blueprints as well as the standards and item specifications from the state. This next layer of work will continue to increase rigor and implementation of instructional cycles of improvement that include reteaching, reassessment, and data reflection sessions (DRS).

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	1408.1	1403.6	*	1410.5	1413.5	*	1402.0	1380.0	*	74	75
1		1444.3	1423.2		1447.1	1428.3		1441.0	1417.6	0	63	57
2	1480.6	1469.4	1481.0	1479.0	1468.9	1485.9	1481.6	1469.5	1475.6	79	61	61
3	1483.0	1495.8	1487.4	1476.5	1493.4	1475.7	1489.0	1497.8	1498.6	76	73	55
4	1522.1	1507.1	1500.0	1521.7	1507.9	1489.1	1522.0	1505.9	1510.4	71	60	60
5	1527.9	1534.2	1523.6	1527.5	1536.3	1514.1	1527.7	1531.6	1532.7	60	45	45
6	1530.4	1525.1	1510.9	1519.6	1517.1	1507.6	1540.7	1532.8	1513.7	44	57	39
7	1551.7	1542.6	1548.3	1547.2	1537.9	1552.0	1555.8	1546.8	1544.2	42	38	41
8	1549.7	1557.7	1538.1	1542.2	1566.1	1535.0	1556.7	1548.9	1540.8	29	34	25
All Grades										404	505	458

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	9.46	8.00	*	31.08	34.67	*	40.54	32.00	*	18.92	25.33	*	74	75
1		1.59	0.00		50.79	33.33		34.92	43.86		12.70	22.81		63	57
2	11.36	6.67	13.11	47.73	41.67	47.54	34.09	38.33	27.87	6.82	13.33	11.48	44	60	61
3	10.67	15.07	12.73	26.67	46.58	36.36	49.33	28.77	36.36	13.33	9.59	14.55	75	73	55
4	32.86	13.33	11.67	34.29	46.67	41.67	24.29	28.33	26.67	8.57	11.67	20.00	70	60	60
5	20.00	37.78	11.11	41.67	28.89	46.67	31.67	22.22	40.00	6.67	11.11	2.22	60	45	45
6	18.18	15.79	15.38	50.00	43.86	33.33	27.27	35.09	28.21	4.55	5.26	23.08	44	57	39
7	26.19	21.05	17.07	47.62	39.47	58.54	21.43	34.21	21.95	4.76	5.26	2.44	42	38	41
8	20.69	20.59	12.00	44.83	58.82	36.00	24.14	11.76	44.00	10.34	8.82	8.00	29	34	25
All Grades	20.71	14.29	10.70	39.51	42.66	40.61	31.61	31.75	32.97	8.17	11.31	15.72	367	504	458

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	12.16	8.00	*	29.73	37.33	*	37.84	26.67	*	20.27	28.00	*	74	75
1		9.52	15.79		52.38	36.84		28.57	24.56		9.52	22.81		63	57
2	22.73	18.33	31.15	45.45	41.67	37.70	27.27	26.67	26.23	4.55	13.33	4.92	44	60	61
3	17.33	32.88	25.45	42.67	47.95	32.73	26.67	9.59	20.00	13.33	9.59	21.82	75	73	55
4	51.43	41.67	21.67	30.00	38.33	48.33	11.43	11.67	18.33	7.14	8.33	11.67	70	60	60
5	40.00	51.11	35.56	46.67	33.33	44.44	8.33	4.44	17.78	5.00	11.11	2.22	60	45	45
6	34.09	35.09	41.03	36.36	43.86	25.64	22.73	17.54	12.82	6.82	3.51	20.51	44	57	39
7	42.86	28.95	48.78	42.86	52.63	36.59	7.14	13.16	7.32	7.14	5.26	7.32	42	38	41
8	34.48	35.29	28.00	34.48	50.00	48.00	20.69	8.82	12.00	10.34	5.88	12.00	29	34	25
All Grades	34.88	27.98	26.20	39.78	42.66	38.43	17.44	19.05	19.87	7.90	10.32	15.50	367	504	458

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	6.76	2.67	*	25.68	25.33	*	48.65	54.67	*	18.92	17.33	*	74	75
1		4.76	0.00		33.33	26.32		39.68	40.35		22.22	33.33		63	57
2	6.82	5.00	11.48	34.09	30.00	26.23	45.45	45.00	42.62	13.64	20.00	19.67	44	60	61
3	8.00	6.85	9.09	22.67	34.25	34.55	45.33	38.36	40.00	24.00	20.55	16.36	75	73	55
4	17.14	3.33	6.67	31.43	26.67	26.67	25.71	48.33	45.00	25.71	21.67	21.67	70	60	60
5	8.33	15.56	6.67	25.00	17.78	24.44	48.33	51.11	64.44	18.33	15.56	4.44	60	45	45
6	6.82	3.51	2.56	36.36	24.56	20.51	50.00	59.65	41.03	6.82	12.28	35.90	44	57	39
7	11.90	7.89	4.88	40.48	26.32	36.59	42.86	52.63	43.90	4.76	13.16	14.63	42	38	41
8	6.90	0.00	8.00	34.48	38.24	8.00	44.83	50.00	68.00	13.79	11.76	16.00	29	34	25
All Grades	10.63	5.95	5.68	30.52	28.57	26.42	41.96	47.42	47.82	16.89	18.06	20.09	367	504	458

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	8.11	12.00	*	70.27	69.33	*	21.62	18.67	*	74	75
1		28.57	29.82		63.49	47.37		7.94	22.81		63	57
2	13.64	21.67	37.70	79.55	70.00	52.46	6.82	8.33	9.84	44	60	61
3	28.00	30.14	32.73	61.33	61.64	52.73	10.67	8.22	14.55	75	73	55
4	66.67	38.33	38.33	28.99	55.00	50.00	4.35	6.67	11.67	69	60	60
5	20.00	40.00	15.56	75.00	46.67	77.78	5.00	13.33	6.67	60	45	45
6	6.98	5.26	20.51	81.40	80.70	51.28	11.63	14.04	28.21	43	57	39
7	10.00	10.53	12.20	77.50	71.05	75.61	12.50	18.42	12.20	40	38	41
8	14.29	14.71	16.00	60.71	73.53	64.00	25.00	11.76	20.00	28	34	25
All Grades	27.35	22.22	24.89	63.26	65.67	59.39	9.39	12.10	15.72	362	504	458

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	20.27	10.67	*	52.70	56.00	*	27.03	33.33	*	74	75
1		9.52	12.28		73.02	66.67		17.46	21.05		63	57
2	34.09	28.33	29.51	59.09	53.33	63.93	6.82	18.33	6.56	44	60	61
3	32.88	35.62	25.93	50.68	53.42	51.85	16.44	10.96	22.22	73	73	54
4	45.59	36.67	16.95	47.06	48.33	67.80	7.35	15.00	15.25	68	60	59
5	73.33	73.33	51.11	15.00	15.56	42.22	11.67	11.11	6.67	60	45	45
6	52.27	56.14	60.53	34.09	42.11	26.32	13.64	1.75	13.16	44	57	38
7	78.05	55.26	75.61	14.63	39.47	21.95	7.32	5.26	2.44	41	38	41
8	57.14	67.65	68.00	39.29	23.53	20.00	3.57	8.82	12.00	28	34	25
All Grades	51.25	38.69	33.19	38.50	47.42	50.55	10.25	13.89	16.26	361	504	455

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	6.76	2.67	*	82.43	78.67	*	10.81	18.67	*	74	75
1		17.46	7.02		55.56	57.89		26.98	35.09		63	57
2	13.95	10.00	3.28	72.09	68.33	75.41	13.95	21.67	21.31	43	60	61
3	4.00	4.11	3.64	44.00	56.16	60.00	52.00	39.73	36.36	75	73	55
4	15.71	3.33	5.00	52.86	58.33	68.33	31.43	38.33	26.67	70	60	60
5	8.33	13.33	6.67	63.33	66.67	77.78	28.33	20.00	15.56	60	45	45
6	6.82	5.26	5.13	63.64	45.61	28.21	29.55	49.12	66.67	44	57	39
7	14.29	18.42	7.32	61.90	42.11	48.78	23.81	39.47	43.90	42	38	41
8	24.14	11.76	8.00	44.83	41.18	40.00	31.03	47.06	52.00	29	34	25
All Grades	12.02	9.33	5.02	56.28	59.33	62.88	31.69	31.35	32.10	366	504	458

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	40.54	25.33	*	36.49	56.00	*	22.97	18.67	*	74	75
1		1.59	1.75		85.71	68.42		12.70	29.82		63	57
2	15.91	11.67	24.59	72.73	71.67	60.66	11.36	16.67	14.75	44	60	61
3	22.67	42.47	16.36	66.67	42.47	72.73	10.67	15.07	10.91	75	73	55
4	28.57	13.33	25.00	58.57	65.00	61.67	12.86	21.67	13.33	70	60	60
5	21.67	17.78	31.11	68.33	75.56	64.44	10.00	6.67	4.44	60	45	45
6	13.64	24.56	12.82	84.09	71.93	76.92	2.27	3.51	10.26	44	57	39
7	9.52	18.42	19.51	90.48	78.95	78.05	0.00	2.63	2.44	42	38	41
8	0.00	8.82	4.00	96.55	91.18	92.00	3.45	0.00	4.00	29	34	25
All Grades	19.07	21.63	19.00	72.75	65.48	67.47	8.17	12.90	13.54	367	504	458

Conclusions based on this data:

Preliminary ELPAC scores indicate continued progress, with an increasing number of students achieving Level 3 and Level 4 proficiency. During the 2024–2025 school year, 31% of English Learners in grades 3–8 (N=68) were reclassified—representing a 6% increase from the previous year. This growth reflects the school's targeted emphasis on English Learners and language development, supported by focused instructional strategies and supports.

Key contributors to this improvement included ELPAC-focused after-school tutoring and the integration of English Learner strategies both in and outside of the classroom. Despite this progress, historical data continues to show that the Writing and Reading domains yield the lowest percentage of students scoring in the Well Developed band on the ELPAC. As a result, the school will prioritize writing instruction across all grade levels and content areas to address this gap.

To support this effort, Chavez will continue its partnership with the Read, Think, Write Group to implement a Writer's Workshop model. This approach will emphasize all three key genres of writing—Narrative, Expository, and Persuasive—to build students' confidence, language proficiency, and academic performance across disciplines. This

schoolwide focus on writing aims to strengthen both language development and overall achievement for English Learners.

School and Student Performance Data

California School Dashboard
Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
777	**96.9%**	**65.8%**	**0.1%**
Total Number of Students enrolled in Cesar E. Chavez TK-8 School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	511	65.8%
Foster Youth	1	0.1%
Homeless	235	30.2%
Socioeconomically Disadvantaged	753	96.9%
Students with Disabilities	95	12.2%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	2	0.3%
American Indian	0	0.0%
Asian	0	0.0%
Filipino	0	0.0%
Hispanic	765	98.5%
Two or More Races	0	0.0%
Pacific Islander	1	0.1%
White	9	1.2%

Conclusions based on this data:

If current patterns persist, it is projected that our enrollment for the current year will experience a minor decline. However, the percentages of English Learners (EL) and students with socio-economic disadvantages (SED) are expected to remain consistent with previous years. Our strategic focus on delivering robust initial instruction, implementing targeted interventions informed by data analysis, and offering comprehensive support services to address the holistic needs of EL and SED students, as well as foster youth, homeless students, and those with disabilities, will persist. Notably, the percentage of students with disabilities has consistently shown an upward trend in recent years. Given the significant presence of English Learners in our school, it is imperative that we tailor our instruction to meet their specific needs and diligently monitor their progress to ensure continual improvement in language acquisition. To achieve this objective, teachers will diligently provide both Designated and Integrated English Language Development (ELD) instruction; hold students to high expectations, and provide students with high-yield academic supports.

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	**Chronic Absenteeism**  Yellow	**Suspension Rate**  Green
Mathematics  Yellow		
English Learner Progress  Red		

Conclusions based on this data:

Our K-8 school has dedicated substantial efforts toward fostering a positive school culture both within classrooms and throughout the campus, with a keen focus on attending to the academic and socio-emotional well-being of our students. According to the California School Dashboard for Cesar Chavez School, we have achieved significant improvements in all key areas: ELA, Math, Chronic Absenteeism, and Suspension rates, except in the English Learner Progress

Indicator were we experienced a decline of 12.1% with only 37.6% of our English Learners making growth on the ELPAC; making this Indicator the most critical area for continued improvement.

A central focus moving forward is to reclassify all English Learner (EL) students by 5th grade. Dashboard data indicates that reclassified students consistently perform better on state assessments than those who have not yet reclassified. For example, in ELA, current English Learners scored 97.2 points below standard, while recently reclassified students were 30 points below, and English-only students were 42.4 points below. Similarly, in Math, English Learners were 115 points below standard, recently reclassified students were 83.5 points below, and English-only students were 81.9 points below. These gaps underscore the urgency of advancing EL students toward reclassification.

To support this goal, the school will continue strengthening its Professional Learning Communities (PLCs), enabling collaborative teacher teams to share effective practices and develop targeted instructional strategies. The school is also committed to engaging in cycles of inquiry—using data-driven analysis to identify needs, implement focused interventions, and evaluate outcomes. Lesson design support will be a key element, helping teachers craft rigorous, engaging, and standards-aligned instruction. Additionally, monitoring student progress will be prioritized to ensure timely interventions and support are in place for those who need it most.

Looking ahead, the school remains focused on fostering continuous academic and emotional growth for all students. By maintaining a holistic approach and expanding the use of proven strategies, Cesar Chavez School aims to drive sustained improvement across all subject areas—with a particular emphasis on enhancing outcomes for English Learners. The ultimate goal is to equip every student with the skills and knowledge needed for long-term success.

School and Student Performance Data

Academic Performance

English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	3	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 Orange	 Orange
60.3 points below standard	72.5 points below standard	96.9 points below standard
Increased 15.4 points	Increased 18.6 points	Increased 14.1 points
533 Students	395 Students	82 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Yellow	 Yellow
0 Students	68.3 points below standard	61.1 points below standard
	Increased 13.8 points	Increased 16.3 points
	165 Students	515 Students

Students with Disabilities	African American	American Indian
 Orange 130.2 points below standard Increased 19.6 points 79 Students	 No Performance Color Less than 11 Students 2 Students	 No Performance Color 0 Students
Asian	**Filipino**	**Hispanic**
 No Performance Color 0 Students	 No Performance Color 0 Students	 Yellow 60.3 points below standard Increased 16.3 points 522 Students
Two or More Races	**Pacific Islander**	**White**
 No Performance Color 0 Students	 No Performance Color Less than 11 Students 1 Student	 No Performance Color Less than 11 Students 8 Students

Conclusions based on this data:

The data indicates that the majority of student groups increased 15.4 points for the year and an increase in scores for every student group. However, significant gaps remain. The greatest disparity in student groups this year was LTELs (96.9 points below standard), other than Students with Disabilities (130.2 points below standard). In the previous year, it was our English Learners who had the highest disparity, but they are now 72.5 points below standard (compared to all students, at 60.3).

To continue bridging gaps and reducing deficits from the standards, comprehensive and effective first instruction with both integrated and targeted English language development (ELD) interventions across all grade levels is necessary. Focused interventions will continue to be studied and implemented with fidelity across all grade levels.

School and Student Performance Data

Academic Performance

Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	2	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 Orange	 Red
94.2 points below standard	103.4 points below standard	156.1 points below standard
Increased 10.2 points	Increased 13.6 points	Maintained 2.6 points
533 Students	395 Students	82 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Red	 Yellow
0 Students	96.7 points below standard	94.7 points below standard
	Declined 4.0 points	Increased 11.1 points
	165 Students	515 Students

Students with Disabilities	African American	American Indian
 Orange 159.5 points below standard Increased 9.9 points 79 Students	 No Performance Color Less than 11 Students 2 Students	 No Performance Color 0 Students
Asian	**Filipino**	**Hispanic**
 No Performance Color 0 Students	 No Performance Color 0 Students	 Yellow 93.8 points below standard Increased 10.4 points 522 Students
Two or More Races	**Pacific Islander**	**White**
 No Performance Color 0 Students	 No Performance Color Less than 11 Students 1 Student	 No Performance Color Less than 11 Students 8 Students

Conclusions based on this data:

The “All Students” group indicated an overall increase of 10.2 points (94.2 below standard). However, the Homeless group, which had our highest growth in the previous year, decreased by 4 points (to 96.7 below standard). LTELs are an area of concern with maintaining their level at 156.1 below standard.

To address this, we must continue to strengthen first instruction. This should involve implementing intentional, standards-based instruction, providing targeted interventions, and continuously monitoring student progress toward mastering the standards. Additional measures are crucial, such as integrating writing into the mathematics curriculum and emphasizing problem-solving skills. Furthermore, fostering collaboration and knowledge-sharing among educators through Professional Learning Communities (PLCs) is essential. This will help disseminate effective practices and support continued growth across all student groups.

School and Student Performance Data

Academic Performance

English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
Red	Green
37.3% making progress.	50% making progress.
Number Students: 375 Students	Number Students: 64 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
25.9%	36.8%	0%	37.3%

Conclusions based on this data:

According to the most recent data, the overall progress for English Learners declined 12.1% to 37.3%. LTEL students, however, are making progress, with 50% of students improving.

Throughout the year, data chats will be conducted with teachers to monitor the progress of EL students, identify areas of need, and emphasize the importance of the ELPAC Assessment and student outcomes. Both designated and integrated ELD will be implemented using district-adopted materials to support English Language Learner growth. Successful instructional practices will continue, and we are introducing Intervention Service Provider (ISP) to provide targeted interventions in small groups during MTSS time.

School and Student Performance Data

Academic Engagement

Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	4	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 Yellow	 Orange
21.3% Chronically Absent	19.3% Chronically Absent	23.9% Chronically Absent
Declined 6	Declined 3.2	Declined 7.4
814 Students	539 Students	88 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Yellow	 Yellow
Fewer than 11 students - data not displayed for privacy	18.8% Chronically Absent	21% Chronically Absent
1 Student	Declined 5.2	Declined 6.5
	256 Students	790 Students

Students with Disabilities	African American	American Indian
 Orange 30.8% Chronically Absent Declined 15.1 117 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	 No Performance Color 0 Students
Asian	**Filipino**	**Hispanic**
 No Performance Color 0 Students	 No Performance Color 0 Students	 Yellow 21.1% Chronically Absent Declined 6.1 801 Students
Two or More Races	**Pacific Islander**	**White**
 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	 No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students

Conclusions based on this data:

Our efforts to reduce chronic absenteeism saw some results, with an overall 6% decline with significant declines in all student groups. However, the overall absenteeism is still too high and efforts must continue to reduce this. Our ORC will continue implementing an attendance incentive program aimed at reducing chronic absenteeism and promoting regular student attendance. The issue of the correlation between absenteeism and student academic performance is being actively addressed through various means such as parent meetings, telephone conversations, and individual student interventions. We are currently focused on identifying the underlying causes of absences and collaborating with families to overcome barriers hindering attendance.

School and Student Performance Data

Conditions & Climate

Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	0	1	4	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 Green	 Yellow
3% suspended at least one day	2.5% suspended at least one day	5.4% suspended at least one day
Declined 0.5%	Declined 0.6%	Declined 4.5%
836 Students	554 Students	92 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Red	 Green
Fewer than 11 students - data not displayed for privacy	4.5% suspended at least one day	2.8% suspended at least one day
1 Student	Increased 2.3%	Declined 0.8%
	267 Students	810 Students

Students with Disabilities	African American	American Indian
 Green 2.5% suspended at least one day Declined 3.8% 120 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color 0 Students	 Green 2.9% suspended at least one day Declined 0.6% 823 Students

Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	 No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students

Conclusions based on this data:

The data demonstrates a decline across all student groups. Areas that were marked “red” due to increases are, in part, due to the fact that our overall suspension rate is low, meaning the addition of only one or two students gaining a suspension will affect the data. These positive results are from the combined efforts of our PBIS team, implementation of some restorative justice practices, and emphasis on fostering a positive school climate have resulted in a reduction of office referrals for offenses that traditionally warranted suspension. However, it is important to note that certain issues, which were previously addressed through alternative corrective measures, may still necessitate the use of suspension as a disciplinary action. An example of this is the escalating use of vaping among middle school students. Matters like vaping will be proactively addressed through various means, including expectation assemblies, presentations on the effects of vaping, SEL class lessons, and engagement with parent groups such as English Learner Advisory Committee. This year, our focus will be to:

- Strengthen restorative justice practices that focus on mediation and agreement rather than punishment.
- Strengthen the existing PBIS framework to promote positive behavior. Continue to recognize and reward students who demonstrate good behavior and meet SOAR expectations.
- Offer professional development for teachers on classroom management techniques, conflict resolution to help them handle disciplinary issues more effectively and reduce the need for suspensions.
- Implement early intervention programs to identify and support at-risk students before behaviors escalate to the point of suspension.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student Academic Engagement and Achievement
Dramatically accelerate student academic engagement and achievement across all Oxnard populations through coherent additive approaches, essential pedagogical principles, and high-leverage practices.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1 - Student Academic Engagement and Achievement

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Foster high intellectual performance.
Strengthen instruction and student engagement.
Develop student profile-driven lesson design.
Foster multilingualism.
Use technology to enhance instruction.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Star Early Literacy	Year of Assessment 2024-2025 Percentage of students who scored At/Above Benchmark on the Spring Assessment: Kindergarten: In English 49% In Spanish 78% Grade 1: In English 34% In Spanish 70%	Year of Assessment 2025-2026 The percentage of students who will score At/Above Benchmark on the Spring Assessment will increase by ___ in order to have 80% of students At/Above Benchmark in the next 4 years. 8% in Kindergarten in both English and in Spanish. 12% in Grade 1 in both English and in Spanish.
Star Reading	Year of Assessment 2024-2025 Percentage of students who scored At/Above Benchmark in Star Reading on the Spring Assessment:	Year of Assessment 2025-2026 The percentage of students who will score At/Above Benchmark on the Spring Assessment will increase by ___ in order to have 80% of students

	English Reading: Grade 2: 15% Grade 3: 18% Grade 4: 20% Grade 5: 29% Grade 6: 22% Grade 7: 26% Grade 8: 23% Spanish Reading Grade 2: 51% Grade 3: 53% Grade 4: 46% Grade 5: 49% Grade 6: 53% Grade 7: 70% Grade 8: 87%	At/Above Benchmark in the next 4 years. English Reading: Grade 2: 16% Grade 3: 16% Grade 4: 13% Grade 5: 13% Grade 6: 15% Grade 7: 14% Grade 8: 14% Spanish Reading: Grade 2: 7% Grade 3: 7% Grade 4: 9% Grade 5: 8% Grade 6: 7% Grade 7: 5% Grade 8: 5%
Star Mathematics	Year of Assessment 2024-2025 Percentage of students who scored At/Above Benchmark on the Spring Assessment: Grade 1: 33% Grade 2: 16% Grade 3: 29% Grade 4: 13% Grade 5: 11% Grade 6: 17% Grade 7: 8% Grade 8: 5%	Year of Assessment 2025-2026 The percentage of students who will score At/Above Benchmark on the Spring Assessment will increase by ___ in order to have 80% of students At/Above Benchmark in the next 4 years. Grade 1: 12% Grade 2: 16% Grade 3: 13% Grade 4: 17% Grade 5: 17% Grade 6: 16% Grade 7: 18% Grade 8: 19%
CAASPP ELA and Math	Year of Assessment 2024-2025 (Preliminary Scores) Percent of students who Met/Exceeded Benchmark in ELA is: 29% in Grade 3 27% in Grade 4 27% in Grade 5 29% in Grade 6 38% in Grade 7 27% in Grade 8 Percent of students who Met/Exceeded Benchmark in MATH is: 27% in Grade 3 11% in Grade 4 14% in Grade 5	Year of Assessment 2025-2026 Increase the percentage of students in Met/Exceeded Standard by _____on the 2025-2026 CAASPP Assessment in order to have 80% of students score Met/Exceeded Benchmark in the next 4 years. ELA Grade 3: 13% Grade 4: 16% Grade 5: 16% Grade 6: 13% Grade 7: 11% Grade 8: 16% Math

	16% in Grade 6 12% in Grade 7 8% in Grade 8	Grade 3: 13% Grade 4: 17% Grade 5: 17% Grade 6: 16% Grade 7: 17% Grade 8: 18%
Kindergarten -8th grade: English Learners ELPAC Assessments	Year of Assessment 2024-2025 (Preliminary Scores) Percent of students who scored in each ELPAC level: Kindergarten Level 1- 18% Level 2- 43% Level 3- 31% Level 4- 8% Grade 1 Level 1- 15% Level 2- 40% Level 3- 33% Level 4- 12% Grade 2 Level 1- 11% Level 2- 31% Level 3- 48% Level 4- 10% Grade 3 Level 1- 12% Level 2- 31% Level 3- 42% Level 4- 15% Grade 4 Level 1- 16% Level 2- 27% Level 3- 39% Level 4- 18% Grade 5 Level 1- 13% Level 2- 15% Level 3- 40% Level 4- 32% Grade 6 Level 1- 7% Level 2- 30%	Year of Assessment 2025-2026 All English Learner students in all grade levels will increase one level.

	Level 3- 50% Level 4- 13% Grade 7 Level 1- 14% Level 2- 21% Level 3- 47% Level 4- 18% Grade 8 Level 1- 0% Level 2- 13% Level 3- 52% Level 4- 35%	
Reclassification Percentage of English Learners in 3rd - 8th grade	31% (N=68) of EL students in 3rd-8th grade (N=222) were reclassified.	Increase the total percent of EL students in 3rd -8th grade who Reclassify to 40%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide appropriate operating costs to ensure full access to equipment, materials, supplies and services to support the core instructional programs and instrument repairs. Repair and/or replace instructional and office technology equipment, including services to ensure confidentiality of documentation and sensitive student information.	All Students	20000 LCFF 4000-4999: Books And Supplies Warehouse Materials 4000 LCFF 5000-5999: Services And Other Operating Expenditures Maintenance Agreement and Repairs 3000 LCFF 5700-5799: Transfers Of Direct Costs Publication and Graphic Services 15969 LCFF 4000-4999: Books And Supplies Materials and supplies, including PE uniforms
1.2	Full Implementation of systematic instruction of Language Arts, Mathematics, and English Language Development via first Instruction and using district adopted curriculum materials.	All Students English Learners Hispanic Socioeconomically Disadvantaged	District Funded 1000-1999: Certificated Personnel Salaries Curriculum materials

		Students with Disabilities	
1.3	Implement the Dual Language Immersion Program in TK-8th. In K-6, teachers will implement the Biliteracy Unit Framework roll out from the DLI units. Teachers will be released during power planning days to collaborate in order to develop standards-based lessons for instruction and analyze data with the support of the Site TOSA. Regularly conduct Dual Language Immersion (DLI) meetings to support teachers in the biliteracy program. New DLI teachers will have opportunities to observe experienced teachers.	All Students English Learners Hispanic Socioeconomically Disadvantaged Students with Disabilities	District Funded 1000-1999: Certificated Personnel Salaries Teacher and Site TOSA Salaries 11200 Title I 1000-1999: Certificated Personnel Salaries Substitute Salary (2 subs per day) 2500 Title I 3000-3999: Employee Benefits Substitute Benefits
1.4	Teachers will provide Designated and Integrated ELD instruction to increase English Language proficiency. Teachers will ensure full implementation of district adopted ELD curriculum and provide supports with use of scaffolds and strategies to make the content comprehensible to English Learners. Admin will ensure that appropriate time in ELD is provided on a daily basis through class schedules and classroom observations.	English Learners	District Funded 1000-1999: Certificated Personnel Salaries Teacher and Administrator Salaries
1.5	Provide differentiated support and accommodations to students with special needs as specified in their IEPs within their General Education classes. Monitor students' progress on goals and objectives, and make recommendations for necessary supports and services during their Initial, Annual, and Triennial IEP meetings.	Students with Disabilities	12800 LCFF 1000-1999: Certificated Personnel Salaries Substitute Salaries (32 days x 2 subs @ $200) 3127 LCFF 3000-3999: Employee Benefits Substitute benefits
1.6	Continue the implementation of the MTSS (Multi-Tiered System of Supports) framework, including Student Support Teams (SSTs), to identify and address barriers that hinder student success. This approach will provide targeted Tier I, II, and III interventions in small group settings for students performing below grade level in ELA, Math, and/or ELD. Interventions will take place during core instruction as well as through before- and after-school tutoring opportunities. Tier II supports, such as the Read Naturally Live program, will be utilized to support student progress.	All Students English Learners Socioeconomically Disadvantaged Students with Disabilities	Substitutes-see Goal 1.5 ELOP 1000-1999: Certificated Personnel Salaries Teacher extra hours for tutoring before/after school District Funded 1000-1999: Certificated Personnel Salaries Literacy Intervention teacher salary 39107 LCFF - Intervention 2000-2999: Classified Personnel Salaries

			Paraeducator Salary (2) 14400 LCFF - Intervention 3000-3999: Employee Benefits Paraeducator Benefits 1690 LCFF - Intervention 5800: Professional/Consulting Services And Operating Expenditures Read Naturally Software
1.7	Conduct Section 504 meetings to determine student eligibility for supports and/or accommodations.	All Students English Learners Socioeconomically Disadvantaged Students with Disabilities	Substitutes-see Goal 1.5
1.8	All students will be reading by third grade. The Accelerated Reader program will be implemented and monitored by teachers. Students in grades 2nd to 8th will be required to read independently to meet their trimester point goals with 85% accuracy. Students in Kinder to 1st grade will be required to read at least 8 books (independently or with support) per trimester with 85% accuracy. Teachers will set up goals for each student at the beginning of each trimester.	All Students	District Funded 5000-5999: Services And Other Operating Expenditures Accelerated Reader Program Software District Funded 1000-1999: Certificated Personnel Salaries Teacher salaries District Funded 2000-2999: Classified Personnel Salaries Library Media Tech Salary 500 LCFF 2000-2999: Classified Personnel Salaries Library/Media Tech extra hours 3000 LCFF 4000-4999: Books And Supplies Academic Incentives for students
1.9	Primary grades will hold students to high frequency word recognition at: K - First 100 Fry words per year (English) 1 - Second 100 Fry words per year (English) 2 - Third 100 Fry words per year (English) K - First 100 high frequency words (Spanish) 1 - Second 100 high frequency words (Spanish) 2 - Third 100 high frequency words (Spanish)	All Students	District Funded 1000-1999: Certificated Personnel Salaries Teacher Salaries
1.10	To increase the number of 8th grade students promoting at the standards established by Board	All Students	District Funded

	Policy, counselors will hold presentations for 8th grade students addressing the following topics: How to succeed in school, Calculating your GPA, Promotion requirements. Additionally, school counselors will identify 7th grade "at promise" students who are not meeting Board Policy criteria for 8th grade promotion eligibility to participate in "Operation Si Se Puede!" and meet at regular intervals with them and their families to develop a plan for success and monitor their work completion and grades. Students who are falling behind in work completion will be supported through the "Zeroes Aren't Permitted" (ZAP) initiative.		1000-1999: Certificated Personnel Salaries Counselor Salary
1.11	All Students will be given the opportunity to learn through technology apps, software, and subscriptions enhancing reading and writing skills through learning experiences focused on supporting intervention and enriching activities through one-to-one devices (Myon, Lexia, ST Math, AR, Read Naturally, iStation, and IXL).	All Students	District Funded 5000-5999: Services And Other Operating Expenditures Application Costs
1.12	As a component of the Prop 28 Art & Music Grant funding, a Music Teacher will provide enrichm students' understanding of music fundamentals. Music instruction will be offered to TK-5 students once to twice weekly, and in Middle School, Music will be available as an elective within the Master Schedule. Equipment, materials, and supplies will be furnished to sustain the program's operational needs. TK - Using voices and classroom instruments to explore types of sounds, echoing simple melodies, and movie bodies to the beat. K - Students maintain a steady beat, sing simple familiar songs with accurate pitch and rhythm, distinguish between vocal timbres. 1st - Read and play simple rhythm patterns, identify the four instrument familiars, and sing a short melody in tune with others. 2nd - Read and play simple rhythm patterns with rests, recognize high vs low pitches and use solfege (do re mi etc.) and perform simple rhythmic and melodic patterns using boom whackers, handbells, or xylophones. 3rd - Produce clear tone and play short melodies using basic record notes, read basic treble clef and short rhythm and melodic patters, single simple rounds and partner songs 4th - Play three common ukulele chords and strum and play in rhythm, perform rhythm patterns 5th - Play three to four basic guitar chords, compose a short song and record it using digital	All Students	107000 Prop 28 1000-1999: Certificated Personnel Salaries Music Teacher Salary 24025 Prop 28 3000-3999: Employee Benefits Music Teacher Benefits 2940 Prop 28 4000-4999: Books And Supplies Materials and equipment

	tools, listen describe and compare music from various cultures and historical periods. Middle School - Beginning Guitar Class"		
1.13	Provide enrichment opportunities for students to expand on or introduce subjects and concepts taught in the classroom (such as field trips, virtual experiences, assemblies, and/or guest speakers). Students will participate in annual enriching learning experiences tied to the BUFs or to extend understanding of grade level standards. Kindergarten - Santa Barbara Zoo 1st - Moxie, Community Garden 2nd - Museum of Agriculture Santa Paula, LA Zoo 3rd - Heritage Square, Moorpark Zoo, Natural History Museum 4th grade - Santa Barbara Mission 5th - Ronald Reagan Presidential Library 6th - Community College 7th - Griffith Observatory, La Brea Tar Pits 8th - Museum of Tolerance, CSUCI campus	All Students	District Funded 1000-1999: Certificated Personnel Salaries Teacher salaries 23800 LCFF 5000-5999: Services And Other Operating Expenditures Entrance Fees, Transportation, Contracts
1.14	Create project-based learning showcases (cross curricular middle school projects, passion projects, etc.) to have students reach collaboration, innovation, and problem solver aspects of the OSD student profile.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Teacher Salaries Materials and Supplies-see Goal 1.1
1.15	Hold academic competitions, events, and experiences for students to develop and showcase the characteristics of the Student Profile (ex. Spelling Bees, African American Speech Contest, Youth Cinema Project, Battle of the Books, Pathway Towards Biliteracy, Cesar Chavez Art and Writing Competition, Math Competition, etc.)	All Students Students with Disabilities	District Funded 1000-1999: Certificated Personnel Salaries Teacher Salaries District Funded 1000-1999: Certificated Personnel Salaries Youth Cinema Project Contract with District
1.16	Support the AVID program with tutors, materials, and field trips. Support with AVID students taking a larger leadership role at the school to develop critical social and leadership skills for academic success.	All Students	Field Trip costs-see Goal 1.13

1.17	Aligned with the school's Communication Arts focus, a group of 5th grade and a group of 8th grade students will take part in the Youth Cinema Project. This initiative, backed by the Youth Cinema Project (YCP), will enrich project-based learning by giving students the chance to write, produce, act in, and film their own projects.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Teacher Salaries
1.18	The After School Program will be offered to students in grades 1st-8th and will provide enrichment for students through opportunities for collaborative learning and hands-on academic and physical activities. McKinney Vento (Homeless), Hispanic, and SED students will be prioritized for acceptance into the After School Program.	All Students Homeless Hispanic Socioeconomically Disadvantaged	ASES 2000-2999: Classified Personnel Salaries Personnel Salaries
1.19	A Teacher Liaison will be designated for the After School Program to coordinate communication with the program and help support school needs by organizing curriculum, providing modeling, mentoring, and professional development for after school staff.	All Students	ELOP 1000-1999: Certificated Personnel Salaries Teacher Liaison Salary
1.29			

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Overall, the implementation of planned activities was largely successful, with most initiatives executed as intended. Notable progress was observed in several areas, including a rise in the student reclassification rate to 31%, reflecting a 4% increase from the previous year. Additionally, some teachers have begun adopting improved practices in instruction, intervention, grading, and maintaining high expectations, leading to measurable gains in student outcomes within those classrooms.

However, to realize schoolwide impact, these effective practices must be implemented consistently across all classrooms. The leadership team has taken a more proactive role in setting clear expectations and establishing a strong instructional culture, which will be essential in driving the sustained cultural and instructional shifts needed for continued improvement.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This year, the site was unable to hire a TOSA as planned, which resulted in limited support and guidance for grade-level teams during Power Planning Days. Despite this challenge, all budgeted items—including Read Write Think and Power Planning Days—were fully utilized. There were no significant changes to the budget or reallocation of funds.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This year, a partnership was established with Orenda Education to serve as the primary support provider for implementing Professional Learning Communities (PLCs) and ongoing improvements in instructional practices. To further strengthen collaboration, additional funding was allocated for substitute coverage to support dedicated planning days for K–6 Dual Language Immersion (DLI) teachers, enabling them to focus on high-quality lesson design. (Goal 5.1)

Additionally, the California Education Partners "On Track" program will continue into the upcoming year to further support student progress and school improvement efforts (Goal 3.4).

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Learning Environment and School Climate
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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2 - Learning Environment and School Climate

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Support a multi-tiered system of support (MTSS).
Foster access, equity and inclusion.
Utilize restorative practices.
Create affirming learning environment and relationships.
Maintain safe and inviting facilities and grounds.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rates Chronic Absenteeism	Based on the ADA report run on 5/24/25, Chavez had an overall Enrollment of 742 students with 95% Average Daily Attendance Rate. 15% (n=112) students were chronically absent.	Increase Chavez attendance rate to 98%. Decrease the amount of student chronic absenteeism by 10%.
Suspension Rates	As of report run on 5/24/25, the number of suspension incidents was 19 (n=13 students = 1>% of total number of students).	Decrease the amount of school suspension incidents by 10%.
Panorama Survey	Spring 2025 Data: Grades 3-5 Teacher Student Relationships: 71% Self-Management 59% Sense of Belonging: 58% Social Awareness: 58% Engagement 51%	Increase the percent of students in each- category by 10%.

	Growth Mindset 49% Emotional Regulation 46% Grades 6-8 Self Management 57% Awareness 43% Teacher-Student Relationships 43% Growth Mindset 41% Emotional Regulation 40% Sense of Belonging 40% Engagement 28%	

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Continue implementation of the positive behavior support model school-wide. PBIS committee will identify areas of need and opportunities to enhance the PBIS model. Staff will fully implement the SOAR (Guidelines for Success). The specific focus this year will be continuing the incentive program based on SOAR, establishing structured playground activities, and enforcing clear and common expectations on locations around school and in the classroom for all grade levels. Provide extra hours for Planning Days/Meetings for PBIS to plan during the summer, as well as events throughout the year (ex. parent workshops in evening etc.).	All Students	1000 LCFF 1000-1999: Certificated Personnel Salaries PBIS team extra hours 223 LCFF 3000-3999: Employee Benefits PBIS team Benefits 2000 LCFF 4000-4999: Books And Supplies Incentives for PBIS
2.2	Staff will follow the Multi Tiered Systems of Supports (MTSS) pyramid for behavior and social-emotional supports. Counselors/administrators will implement restorative approaches for Positive Behavior Interventions and Supports including restorative and community circles and/or small group counseling groups.	All Students English Learners Students with Disabilities Socioeconomically Disadvantaged Foster Youth	No additional cost
2.3	Implementation of "Second Step" curriculum in all classrooms across all grade levels. Teachers will receive training on its use and monitoring.	All Students English Learners Students with Disabilities Foster Youth Socioeconomically Disadvantaged	District Funded 1000-1999: Certificated Personnel Salaries Teacher Salaries
2.4	Mitigate interpersonal issues and self-regulation to decrease suspension incidents. Student discipline data will be monitored at the end of each trimester by administration and the PBIS Team to identify trends and patterns of behavior and types of incidents. This data will serve to reevaluate structures and procedures and identify additional	All Students Students with Disabilities English Learners Hispanic	District Funded 1000-1999: Certificated Personnel Salaries Administration and Teacher Salaries

	needs in supporting students with positive behavior.	Students with Disabilities Socioeconomically Disadvantaged	
2.5	The school will hold regular MTSS and Student Success Team (SST) meetings to identify students in need of more social-emotional or behavioral support. PBIS Care team will receive and respond to referrals from teachers.	All Students	Substitutes-see Goal 1.5
2.6	Kinder through eighth grade students will participate in the Panorama Social Emotional Learning Survey to identify individual student needs, identify school trends, and provide Tier II interventions.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Counselor and Teacher Salaries
2.7	School Counselors and the Mental Health Clinician will work with students and families regarding behavior and social-emotional concerns, individually and/or in small groups or the class setting. The focus for this year will be establishing consistent groups for emotional regulation and social skills. (Tier I, II, & III)	All Students English Learners Socioeconomically Disadvantaged Students with Disabilities	District Funded 1000-1999: Certificated Personnel Salaries Counselor and Mental Health Clinician Salaries
2.8	Provide Tier I social emotional sensory boxes to teachers who have students who have been identified as needing self-regulation support and tools.	All Students	Materials and Supplies- see Goal 1.1
2.9	Outreach Specialist and Staff will collaborate to identify students with needs and provide supports to families and students.	All Students	District Funded 2000-2999: Classified Personnel Salaries ORC Salary
2.10	Student attendance will be monitored on a biweekly basis by the attendance tech, ORC, and administration to identify trends and patterns of attendance in order to support students and families. Identified students will be placed on attendance contracts, incentives will be provided, parents will be conferenced with, and home visits will be conducted. Regular tardy sweeps will be implemented for middle school.	All Students English Learners Students with Disabilities Socioeconomically Disadvantaged	District Funded 1000-1999: Certificated Personnel Salaries Staff Salaries
2.11	The Wellness Center will be open for student use as well as used as a center for planned activities at lunch and other unstructured times to provide a space for students to learn social-emotional skills and build relationships with peers. It will also be open as a Homework space for students identified as needing additional support through Operation Si Se Puede.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Counselor Salaries
2.12	The Safety Committee will revise and monitor the Comprehensive School Safety Plan and provide Disaster Preparedness training to staff. All staff and students will participate in emergency preparedness drills: fire drills (monthly); earthquake drills (bi-monthly); lockdown drills (2x's yearly); and a Schoolwide Evacuation (once a year).	All Students	District Funded 1000-1999: Certificated Personnel Salaries Administrator and Teacher Salaries District Funded

			2000-2999: Classified Personnel Salaries 8 Campus Assistants salaries 2500 LCFF 2000-2999: Classified Personnel Salaries Campus Supervisor extra hours 938 LCFF 3000-3999: Employee Benefits Campus supervisor benefits
2.13	In order to ensure safety and build a positive school climate, campus supervisors will monitor students before school, at lunch, at recess, and in the hallways and passing periods.	All Students	District Funded 2000-2999: Classified Personnel Salaries Campus Supervisors-see Goal 2.12
2.14	In order to support the Core Academics of students, the Administration, ORC, and Counselor will hold regular social skills and "Guidelines for Success" assemblies once per trimester. For the first 3 weeks of school, all teachers will focus on establishing classroom expectations, setting routines and procedures, and building student relationships.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Staff Salaries
2.15	Reinforce structure on the playground to support students in making positive choices and create a safer play environment for students. Areas are color coded to correspond to the activities and equipment that can be used in certain areas, (i.e.basketball courts will be the orange area and only basketballs should be used in that area). Equipment will be replenished.	All Students	Recess equipment and signage-see Goal 1.1
2.16	To increase meaningful participation, school connectedness and build a positive school culture, spirit weeks will be implemented throughout the year following the district identified Monthly themes and a schoolwide flag salute will be conducted once weekly with positive messages and recognition of students.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Staff Salaries
2.19	Host events to build school spirit and community, including the Sports Banquet, Talent Show, Winter Showcase, 8th grade celebration activities, parent volunteer appreciation event, Dia del Niño, etc.	All Students	Campus supervisor Extra hours-see Goal 2.12

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

This year, the overall implementation of strategies and activities to achieve the articulated goal was effective and impactful. The introduction of a Student Leadership Group provided students with a platform to advise the principal on school-related issues, contribute to meaningful changes, and take an active role in leading "No Place for Hate" initiatives. These efforts, along with the introduction of new sports programs and the continued implementation of restorative practices, contributed to a significant increase in school spirit, support for positive behavior, and a noticeable decrease in suspensions and student discipline referrals.

Additionally, the school expanded its focus on student well-being and engagement by implementing more consistent counseling groups and establishing student voice advisory groups. These initiatives strengthened school connectedness and student engagement. The implementation of Positive Behavioral Interventions and Supports (PBIS) was especially successful, culminating in the school being recognized by the California PBIS Coalition as a Silver-level PBIS recipient. These outcomes reflect strong progress toward the goal and highlight the effectiveness of the strategies in creating a positive and inclusive school culture.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation of actions and the proposed expenditures. All activities for the most part were carried out as planned and remained aligned with the allocated budget.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Next year, we will maintain a strong focus on positive and proactive strategies to improve student behavior and increase engagement. Building on what we already have established, we will continue to reinforce and refine behavioral expectations across all settings. As a result of these efforts, we anticipate a continued decline in suspension rates and a reduction in office discipline referrals. Additionally, the PBIS Team plans to apply for Platinum Recognition through the California PBIS Coalition, reflecting our commitment to sustaining and deepening effective practices that support a positive school climate. (Goals 2.14-2.19)

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Guidance and support to the site.
Provide strategic direction, guidance, and support focused on improving the quality of instruction, interaction, and engagement in every classroom, so that all students reach high levels of academic excellence, multilingual achievement, global competency, and healthy identity development, agency and voice.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 3 - Guidance and Support to Sites and District Departments.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Foster a culture of empowerment.
Provide professional learning and support.
Provide recognition to staff and students.
Utilize student assessment to measure student learning.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Star Early Literacy	Year of Assessment 2024-2025 Percentage of students who scored At/Above Benchmark on the Spring Assessment: Kindergarten: In English 49% In Spanish 78% Grade 1: In English 34% In Spanish 70%	Year of Assessment 2025-2026 The percentage of students who will score At/Above Benchmark on the Spring Assessment will increase by ___ in order to have 80% of students At/Above Benchmark in the next 4 years. 8% in Kindergarten in both English and in Spanish. 12% in Grade 1 in both English and in Spanish.
Star Reading	Year of Assessment 2024-2025 Percentage of students who scored At/Above Benchmark in Star Reading on the Spring Assessment: English Reading:	Year of Assessment 2025-2026 The percentage of students who will score At/Above Benchmark on the Spring Assessment will increase by ___ in order to have 80% of students

	Grade 2: 15% Grade 3: 18% Grade 4: 20% Grade 5: 29% Grade 6: 22% Grade 7: 26% Grade 8: 23% Spanish Reading Grade 2: 51% Grade 3: 53% Grade 4: 46% Grade 5: 49% Grade 6: 53% Grade 7: 70% Grade 8: 87%	At/Above Benchmark in the next 4 years. English Reading: Grade 2: 16% Grade 3: 16% Grade 4: 13% Grade 5: 13% Grade 6: 15% Grade 7: 14% Grade 8: 14% Spanish Reading: Grade 2: 7% Grade 3: 7% Grade 4: 9% Grade 5: 8% Grade 6: 7% Grade 7: 5% Grade 8: 5%
Star Math	Year of Assessment 2024-2025 Percentage of students who scored At/Above Benchmark on the Spring Assessment: Grade 1: 33% Grade 2: 16% Grade 3: 29% Grade 4: 13% Grade 5: 11% Grade 6: 17% Grade 7: 8% Grade 8: 5%	Year of Assessment 2025-2026 The percentage of students who will score At/Above Benchmark on the Spring Assessment will increase by ___ in order to have 80% of students At/Above Benchmark in the next 4 years. Grade 1: 12% Grade 2: 16% Grade 3: 13% Grade 4: 17% Grade 5: 17% Grade 6: 16% Grade 7: 18% Grade 8: 19%
CAASPP ELA and Math	Year of Assessment 2024-2025 (Preliminary Scores) Percent of students who Met/Exceeded Benchmark in ELA is: 29% in Grade 3 27% in Grade 4 27% in Grade 5 29% in Grade 6 38% in Grade 7 27% in Grade 8 Percent of students who Met/Exceeded Benchmark in MATH is: 27% in Grade 3 11% in Grade 4 14% in Grade 5	Year of Assessment 2025-2026 Increase the percentage of students in Met/Exceeded Standard by _____on the 2025-2026 CAASPP Assessment in order to have 80% of students score Met/Exceeded Benchmark in the next 4 years. ELA Grade 3: 13% Grade 4: 16% Grade 5: 16% Grade 6: 13% Grade 7: 11% Grade 8: 16% Math

	16% in Grade 6 12% in Grade 7 8% in Grade 8	Grade 3: 13% Grade 4: 17% Grade 5: 17% Grade 6: 16% Grade 7: 17% Grade 8: 18%
Kindergarten -8th grade: English Learners ELPAC Assessments	Year of Assessment 2024-2025 Percent of students who scored in each ELPAC level: Kindergarten Level 1- 18% Level 2- 43% Level 3- 31% Level 4- 8% Grade 1 Level 1- 15% Level 2- 40% Level 3- 33% Level 4- 12% Grade 2 Level 1- 11% Level 2- 31% Level 3- 48% Level 4- 10% Grade 3 Level 1- 12% Level 2- 31% Level 3- 42% Level 4- 15% Grade 4 Level 1- 16% Level 2- 27% Level 3- 39% Level 4- 18% Grade 5 Level 1- 13% Level 2- 15% Level 3- 40% Level 4- 32% Grade 6 Level 1- 7%	Year of Assessment 2025-2026 All English Learner students in all grade levels will increase one level on the 2024-2025 ELPAC.

	Level 2- 30% Level 3- 50% Level 4- 13% Grade 7 Level 1- 14% Level 2- 21% Level 3- 47% Level 4- 18% Grade 8 Level 1- 0% Level 2- 13% Level 3- 52% Level 4- 35%	
Reclassification Percentage of English Learners in 3rd - 8th grade	31% (N=68) of EL students in 3rd-8th grade (N=222) were reclassified.	Increase the total percent of EL students in 3rd -8th grade who Reclassify in 2024-2025 to 35%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	In order to facilitate improved writing instruction, K-6 teachers and 7/8 ELA teachers will continue work with "Read, Write, Think" for targeted and sustained support for integrating Writer's Workshop into existing bi-literacy units across grades and Common Core State Standards. They will have 21 days of in-depth PD focused on writing instruction. RWT consultants will work closely with teachers through collaborative lesson studies, co-planning, modelling, and reflective practice in efforts to enhance the quality of writing instruction and improve academic achievement.	All Students	49350 Title I 5800: Professional/Consulting Services And Operating Expenditures Read Write Think Contract (12600 Title I 1000-1999: Certificated Personnel Salaries Substitute Salaries (3 for 21 days @ $200/day) 2812 Title I 3000-3999: Employee Benefits Substitute Benefits
3.2	The school will offer professional development opportunities for both teachers and administrators in key instructional areas, including PLCs, ELA, DLI, Math, and both integrated and designated ELD. These learning opportunities are aimed at enhancing instructional practices to boost student achievement and engagement. Conferences may include the CA Assessment Conference, which will provide deeper insights into state assessments and support efforts to improve student performance on standardized tests.	All Students English Learners Students with Disabilities	1800 LCFF 1000-1999: Certificated Personnel Salaries Substitute Salaries (3 for 3 days @ $200/day) 402 LCFF 3000-3999: Employee Benefits Substitute Benefits 5600 LCFF

			5700-5799: Transfers Of Direct Costs Travel and Conference costs: CAASPP Conference for 4 staff
3.3	In order to maximize use of Accelerated Reader (AR), the school will provide professional development in AR to all teachers to ensure full participation and maximize implementation. For students, the school will provide incentives for those that reach their goals at the end of each trimester. For each trimester goal, students will get a reward. Students who reach their goals for all three trimesters will participate in a special celebration.	All Students	Salaries and Materials and Supplies-see Goal 1.8
3.4	To support greater academic achievement for middle school students, we will continue our work with California Ed Partners "On Track" program. This pilot study began with 2 teachers improving teaching practices (ex. reteach/retest strategy) and the goal is to spread these practices to other teachers.	All Students English Learners Socioeconomically Disadvantaged Students with Disabilities	District Funded 5800: Professional/Consulting Services And Operating Expenditures Cal Ed Partner Contract District Funded 5000-5999: Services And Other Operating Expenditures Travel and Conference costs (2x per year)
3.5	The school will provide professional development to campus supervisors in regard to supporting students with positive behavior, discipline, and safety. Training can include CHAMPS, PBIS, and NCPI.	All Students	District Funded 2000-2999: Classified Personnel Salaries See Goal 2.12
3.6	To enhance student voice and agency, the principal will establish Student Leadership groups and hold monthly meetings with them. These groups will include students in grades 3–5, 6–8, and rotating cohorts from grades K–2, providing opportunities for students to develop confidence and gain experience in self-advocacy.	All Students	No addiitonal cost
3.7	Hold monthly awards assemblies for TK-5 and Trimester Award assemblies for middle school to recognize improvement, merit (academic achievement), overall excellence (academics and character), and traits of the OSD Student Profile. Hold an end of the year award celebration to present: "Soaring Eagle Award" (academics), "Cesar Chavez Award" (citizenship and character), "Rising Eagle Award" (improvement), "Club180" (attendance) to encourage student motivation for high achievement, character development, and attendance.	All Students	3000 LCFF 4000-4999: Books And Supplies Incentives
3.8	Once per trimester, students in middle school will be provided rewards that celebrate students who are demonstrating proficiency in academics ("ABC Fun Day").	All Students	1500 LCFF 4000-4999: Books And Supplies Rewards for Students w/ABCs

3.9	To support the AVID Elective, teachers and administrators will be given the opportunity to attend professional development, including the AVID Summer Institute. Following the training, participants will share their insights and best practices with the broader teaching staff through presentations, fostering schoolwide implementation of AVID strategies and promoting collaborative professional growth.	All Students	1800 Title I 1000-1999: Certificated Personnel Salaries Teacher extra hours 3000 Title I 1000-1999: Certificated Personnel Salaries Administrator exra hours 1072 Title I 3000-3999: Employee Benefits Teacher and Administrator Benefits 6696 Title I 5000-5999: Services And Other Operating Expenditures Travel and Conference Costs

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Based on data from the 2024–2025 school year, most students and grade levels demonstrated overall improvement, indicating that the strategies and actions outlined in last year's plan were effective in moving toward our goals. Key contributors to this progress included a strong focus on grade-level instruction, focused and intentional professional development, Power Planning Days for collaborative instructional planning, the use of standardized assessments to guide instruction, and consistent recognition of student growth and accomplishments. While these gains are encouraging, we acknowledge that there is still significant work to be done to ensure all students reach proficiency. As a result, many of the goals from last year's plan will be continued to build on this momentum and drive further progress.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no significant differences between the intended implementation and the expenditures outlined for Goal 1 last year. Most planned activities were implemented as expected and remained aligned with the allocated budget.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This is a new goal for the upcoming year. Previously, these strategies and activities were included under Goal 1; however, they are now being established as a distinct focus area. An outcome baseline will be determined during the current year to measure progress and guide future planning.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 4 - Family/Community Alliances for Student Success

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Create Student Profile Alliances.
Foster family engagement and support.
Provide parent/family resources.
Foster community partnerships and relationship building.
Promote higher education.
Strengthen family/community communications.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Participation in ELAC Meetings	An average of 15 parents attended ELAC meetings.	Increase parent attendance to ELAC Meetings by 50% this year as measured by the parent sign in sheets for each meeting.
English Learner Parent Needs Assessment Survey	39 parents responded to the survey.	Increase the parent responses by 50%.
Panorama LCAP Parent Annual Survey	According to the Winter 2025 LCAP Parent Survey there were 24 parent responses.	Increase the parents responses by 50%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Title 1 meetings will be held to inform parents of school goals, programs, and activities twice a year, at the beginning and the end of year. These will be	All Students	District Funded 1000-1999: Certificated Personnel Salaries

	the Back to School Night in the Fall and Open House in the Spring.		Staff salaries
4.2	Recruit parent representatives (one per class) and chaperones during Back to School Night and other beginning of the year events to use them as a way to further promote parent involvement and communication for our Parent Committee meetings (ELAC Meetings, SSC Meetings, PTA) and other events (Coffee with the Principal, Parent Family Events, etc.). Provide an orientation/training for parent representatives.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Staff salaries
4.3	Parent/Teacher conferences will be held in the Fall and the Spring to inform families of students' ELA, Math, and ELD progress, ensuring the availability of translation services in order to establish effective communication between home and school.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Staff salaries 500 LCFF 2000-2999: Classified Personnel Salaries Translator extra hours 189 LCFF 3000-3999: Employee Benefits Benefits for extra hours
4.4	Coordinate School Site Council (SSC) meetings and jointly develop agendas with Council member input.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Principal Salary District Funded 2000-2999: Classified Personnel Salaries ORC salary
4.5	The School-Parent Compact will be developed and revised at parent meetings.	All Students	District Funded 2000-2999: Classified Personnel Salaries Principal Salary District Funded 3000-3999: Employee Benefits ORC salary
4.6	The Parent Involvement Policy will be developed and revised in collaboration with School Site Council.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Principal Salary
4.7	Coordinate English Learner Advisory Council (ELAC) meetings and jointly develop agendas with parent input. Students of parents who attend the meeting will be provided with an incentive to encourage more participation.	Students with Disabilities	District Funded 2000-2999: Classified Personnel Salaries ORC salary

			1000 Title III 4000-4999: Books And Supplies Refreshments
4.8	Parents and guardians of English Learners in need of supports and strategies for student behavior expectations may be referred by the ORC to Parenting Workshops, such as Project2Inspire, Triple P Classes, and Loving Solutions.	English Learners	District Funded 2000-2999: Classified Personnel Salaries ORC salary Refreshments-see Goal 4.7 300 Title III 2000-2999: Classified Personnel Salaries Baby Sitting support 113 Title III 3000-3999: Employee Benefits Staff Benefits
4.9	Hold a Parent Informational Night to inform parents of the Biliteracy Program.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Administration and Teacher Salaries
4.10	Invite parents of EL students who have been reclassified to a Reclassification Celebration. Conduct outreach to parents of students who did not qualify to explain the impact and risk of becoming Long Term English Learners, identify provided supports and how families can support.	English Learners	District Funded 1000-1999: Certificated Personnel Salaries Administration and Teacher Salaries 2000 Title III 5000-5999: Services And Other Operating Expenditures Reclassification Celebration
4.11	Coffee with the Principal meetings will be held to offer training opportunities for parents to learn how they can assist their child at home in ELA, Math, and learn about school goals and happenings with our school. These meeting will have Mixteco and Spanish interpreters and will occur once per trimester.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Staff salaries 500 Title III 2000-2999: Classified Personnel Salaries Interpreter Extra hours
4.12	Parent Teacher Association (PTA) meetings will be scheduled and agendas will be developed with parent input.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Administration and Teacher Salaries
4.13	Work with PTA to offer family and community events (ex. Día Del Niño, Día De Los Muertos,	All Students	District Funded

	Lunch on the Lawn, etc.) to strengthen school culture and parent involvement.		1000-1999: Certificated Personnel Salaries Administration and Teacher Salaries PTA/PTO Materials and supplies
4.14	IEP meetings will be held to plan individual student support instructional needs and other supports.	All Students Students with Disabilities	District Funded 1000-1999: Certificated Personnel Salaries Substitute Salary and Benefits-see Goal 1.5
4.15	The school will provide opportunities for parents to attend site based and other parent trainings to help increase student success, such as District training, parent education nights, and conferences such as CABE Conferences for both teachers and parents.	All Students English Learners	Title III 4000-4999: Books And Supplies Refreshments-see Goal 4.7 6015 Title III 5000-5999: Services And Other Operating Expenditures CABE Conference Costs
4.16	The school will provide support to homeless and foster youth families through the school counselor, outreach specialist and social worker. Their needs will be communicated through the ORC to the site staff and will include home visits.	Foster Youth Homeless	District Funded 2000-2999: Classified Personnel Salaries ORC salaries District Funded 1000-1999: Certificated Personnel Salaries Counselor Salaries
4.17	The school will offer a range of parent education sessions designed to support families and strengthen home-school connections. Topics will include transitions to high school and middle school, TK/K orientation, early literacy development, and navigating the transition out of kindergarten. Additional sessions will focus on understanding A–G requirements, creating email accounts, pairing with students' CANVAS accounts, and registering for ParentSquare. These efforts aim to enhance communication and promote greater parent and family involvement in students' educational journeys.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Staff Salaries
4.18	The administration and school counselor will conduct meetings for middle school parents of students who receive Ds and/or Fs on their progress reports. These meetings will focus on setting academic expectations, outlining available school supports, and providing parents with strategies to assist their students at home. Additional topics will include the importance of consistent attendance, understanding A–G and promotion requirements, and how to calculate and monitor GPA to ensure students stay on track for success.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Administrators and Counselor Salaries

4.19	The school will hold Middle School Orientation days tailored to the needs of different grade levels. One orientation will be dedicated to incoming 6th graders and new students, providing parents with essential information on how to support their child during the middle school transition. Topics will include promotion requirements, high school preparation, and key details such as schedule pick-up, teacher introductions, and general school expectations. Additionally, PE clothes will be provided for all incoming 6th grade students. A separate orientation day will be held for 7th and 8th grade students. This will include sessions addressing grade-specific needs, with an extended session for 8th grade students focused on promotion requirements and school policies. These orientation events aim to ensure a smooth transition and foster strong partnerships between families and the school.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Staff salaries
4.20	Invite parents of 8th grade students to participate in their child's promotion to high school celebration ceremony.	All Students	500 LCFF 4000-4999: Books And Supplies Materials and Supplies
4.21	Conduct a Parent Needs Survey through Parent Square to help identify parent needs and supports for students.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Parent Square contract
4.23	Parents will be notified of upcoming events through multiple communication channels to ensure broad access and awareness. These include ParentSquare, Newsletter, the OSD mobile app, school display cases, Facebook, and regular updates to the school website. This multi-platform approach is intended to keep families well-informed and engaged in school activities and important announcements.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Personnel Salaries
4.24	The school will host Family Education Nights once per trimester, focusing on key areas such as literacy, math, social-emotional learning (SEL), and Positive Behavioral Interventions and Supports (PBIS). These events are designed to equip families with practical strategies and resources to support their children's academic and personal growth at home. By fostering collaboration between school and home, Family Education Nights aim to strengthen family engagement and promote student success.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Administrator and Counselor Salaries
4.25	After School Program Parent Nights will be offered to provide parents with nutrition education, hands-on tips, games and strategies parents can employ to assist students with healthy habits and schoolwork.	All Students	ASES

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The implementation of strategies progressed as planned; however, parent engagement continues to be a persistent challenge district wide. Encouragingly, meaningful progress was observed, especially during community events such as the Winter Program and Día del Niño, which attracted strong participation from both parents and the broader community. Additionally, the PTA has undergone a successful revitalization, with significant strides made in fundraising and membership growth. Despite these positive developments, ongoing efforts are needed to strengthen communication with families and further enhance parent involvement.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no significant discrepancies between the planned implementation and the allocated budget; all activities were carried out as intended within the approved financial parameters.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

To support student transitions and enhance family engagement, we are planning several initiatives aimed at strengthening home-school connections and preparing parents for key academic milestones. One of the primary activities includes hosting orientation days for both kindergarten (Activity 4.18) and middle school (Activity 4.20). These events will help families become familiar with school environments, routines, and expectations before the school year begins. Kindergarten orientation will focus on easing young children and their caregivers into the school experience, while middle school orientation will guide parents through the academic, behavioral, and structural changes their children may encounter as they advance in grade levels.

In addition to orientation events, we will place a stronger emphasis on recruiting and training parent representatives (Activity 4.2). These individuals serve as essential bridges between schools and families, particularly for those who may face language, cultural, or logistical barriers. By equipping parent representatives with comprehensive training and assigning them to specific school events, we aim to foster consistent, culturally responsive, and trust-based communication with all families.

To further support parent involvement and communication, a monthly newsletter will continue to be sent out (Activity 4.23). This newsletter is distributed through ParentSquare and will be posted on the school website, ensuring wide accessibility. Each edition will highlight upcoming events, provide helpful resources, and offer timely reminders to families. Through this proactive approach to communication, we seek to keep families informed and actively engaged in their children’s education throughout the school year.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Transformational leadership and infrastructure
Create a coherent and sustainable districtwide infrastructure and culture to support and communicate the district's identity and strategic work on behalf of all students; facilitate strategic plan implementation; monitor progress and assess effectiveness and sustainability; and position the district as a leader in equitable and excellent education.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 5 - Transformational leadership and infrastructure

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Ensure strategic plan implementation.
Work toward schoolwide coherence.
Provide accountability and progress monitoring of implementation.
Develop human capital.
Foster communications.
Support finance and technology infrastructure.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Star Early Literacy Year of Assessment 2024-2025 Percentage of students who scored At/Above Benchmark on the Spring Assessment: Kindergarten: In English 49% In Spanish 78% Grade 1: In English 34% In Spanish 70%	Year of Assessment 2025-2026 The percentage of students who will score At/Above Benchmark on the Spring Assessment will increase by ___ in order to have 80% of students At/Above Benchmark in the next 4 years. 8% in Kindergarten in both English and in Spanish. 12% in Grade 1 in both English and in Spanish. Star Reading Year of Assessment 2024-2025 Percentage of students who scored At/Above Benchmark in Star Reading on the Spring Assessment: English Reading: Grade 2: 15% Grade 3: 18% Grade 4: 20% Grade 5: 29% Grade 6: 22% Grade 7: 26% Grade 8: 23% Spanish Reading Grade 2: 51% Grade 3: 53% Grade 4: 46% Grade 5: 49% Grade 6: 53% Grade 7: 70% Grade 8: 87%	Year of Assessment 2025-2026 The percentage of students who will score At/Above Benchmark on the Spring Assessment will increase by ___ in order to have 80% of students At/Above Benchmark in the next 4 years. English Reading: Grade 2: 16% Grade 3: 16% Grade 4: 13% Grade 5: 13% Grade 6: 15% Grade 7: 14% Grade 8: 14% Spanish Reading: Grade 2: 7% Grade 3: 7% Grade 4: 9% Grade 5: 8% Grade 6: 7% Grade 7: 5% Grade 8: 5%
Star Mathematics	Year of Assessment 2024-2025 Percentage of students who scored At/Above Benchmark on the Spring Assessment: Grade 1: 33% Grade 2: 16% Grade 3: 29% Grade 4: 13% Grade 5: 11% Grade 6: 17% Grade 7: 8% Grade 8: 5%	Year of Assessment 2025-2026 The percentage of students who will score At/Above Benchmark on the Spring Assessment will increase by ___ in order to have 80% of students At/Above Benchmark in the next 4 years. Grade 1: 12% Grade 2: 16% Grade 3: 13% Grade 4: 17% Grade 5: 17% Grade 6: 16% Grade 7: 18%

		Grade 8: 19%
CAASPP ELA and MATH	Year of Assessment 2024-2025 (Preliminary Scores) Percent of students who Met/Exceeded Benchmark in ELA is: 29% in Grade 3 27% in Grade 4 27% in Grade 5 29% in Grade 6 38% in Grade 7 27% in Grade 8 Percent of students who Met/Exceeded Benchmark in MATH is: 27% in Grade 3 11% in Grade 4 14% in Grade 5 16% in Grade 6 12% in Grade 7 8% in Grade 8	Year of Assessment 2025-2026 Increase the percentage of students in Met/Exceeded Standard by _____on the 2025-2026 CAASPP Assessment in order to have 80% of students score Met/Exceeded Benchmark in the next 4 years. ELA Grade 3: 13% Grade 4: 16% Grade 5: 16% Grade 6: 13% Grade 7: 11% Grade 8: 16% Math Grade 3: 13% Grade 4: 17% Grade 5: 17% Grade 6: 16% Grade 7: 17% Grade 8: 18%
Kindergarten -8th grade: English Learners ELPAC Assessments	Reclassification Percentage of English Learners in 3rd - 8th grade Year of Assessment 2024-2025 (Preliminary Scores) Percent of students who scored in each ELPAC level: Kindergarten Level 1- 18% Level 2- 43% Level 3- 31% Level 4- 8% Grade 1 Level 1- 15% Level 2- 40% Level 3- 33% Level 4- 12% Grade 2 Level 1- 11% Level 2- 31% Level 3- 48% Level 4- 10% Grade 3	Year of Assessment 2025-2026 All English Learner students in all grade levels will increase one level.

	Level 1- 12% Level 2- 31% Level 3- 42% Level 4- 15% Grade 4 Level 1- 16% Level 2- 27% Level 3- 39% Level 4- 18% Grade 5 Level 1- 13% Level 2- 15% Level 3- 40% Level 4- 32% Grade 6 Level 1- 7% Level 2- 30% Level 3- 50% Level 4- 13% Grade 7 Level 1- 14% Level 2- 21% Level 3- 47% Level 4- 18% Grade 8 Level 1- 0% Level 2- 13% Level 3- 52% Level 4- 35%	
Reclassification Percentage of English Learners in 3rd - 8th grade	31% (N=68) of EL students in 3rd-8th grade (N=222) were reclassified.	Increase the total percent of EL students in 3rd -8th grade who Reclassify to 40%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Chavez will implement the Curriculum Alignment Matrix and corresponding assessments developed last year as its Guaranteed and Viable Curriculum (GVC). Grade-level teams will collaboratively plan each of the five instructional cycles, integrating high-impact teaching strategies and honoring collective commitments to accelerate learning through effective first instruction. The focus will transition to professional learning opportunities that	All Students English Learners Socioeconomically Disadvantaged Students with Disabilities	District Funded 1000-1999: Certificated Personnel Salaries Teacher Salaries and Subs for teacher release time

	include guided instructional planning, data reflection, item specification analysis, and the refinement of common formative assessments. These activities will follow a five-cycle calendar, with the final cycle concluding before state testing. As teams complete the full implementation of the cycles, they will continue to refine the Curriculum Alignment Matrix based on ongoing reflection and student performance data.		
5.2	Continue implementation of school wide systematic writing instruction (K-8) based on Common Core Writing Standards and to establish minimum expectations for writing at every grade level. Writing assessments in all genres will be administered to students 3 times a year. Writing will be analyzed and monitored by teachers during collaboration each trimester to calibrate and identify patterns of academic growth and next steps for instruction. This will be done in grade levels and in vertical collaboration teams.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Teacher Salaries
5.3	Teachers and administrators will engage in observation and feedback cycles to support with achieving collective agreements, established goals for instruction including Biliteracy Look For's and to identify areas of support or professional development needs.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Teacher and Administrator Salaries
5.4	To foster greater cohesion, the administration will send out weekly communications to staff outlining key instructional focus areas, important highlights, and upcoming events. These updates will also incorporate observation data gathered from classroom walkthroughs.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Administrator Salaries
5.5	The Leadership Team will meet monthly to create and monitor the Single Plan for Student Achievement; discuss, plan and develop support for teachers and students with implementation of the focus strand, and district-adopted curriculum and technology platforms; and analyze data and make recommendations to the school program.	All Students English Learners Socioeconomically Disadvantaged Students with Disabilities	1500 LCFF 1000-1999: Certificated Personnel Salaries Teacher Extra Hours 335 LCFF 3000-3999: Employee Benefits Teacher Extra Hours Benefits
5.6	Administration will create a year-long professional development calendar connected to the Oxnard Empowers Strategic Plan and based on identified needs. Each meeting will specifically show how the content of that meeting relates to the goals, actions, and strategies in both District and School Site plans.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Administrator Salaries
5.7	Student Monitoring Conferences will be conducted three times per year and facilitated by the administration to analyze Star assessment data. These conferences will focus on reviewing instructional practices in Reading, Mathematics, and Early Literacy, as well as other curriculum-embedded assessment data. The goal is to identify	All Students English Learners Socioeconomically Disadvantaged	1200 LCFF 1000-1999: Certificated Personnel Salaries Substitute Salaries (6) @ $200 each

	trends in academic growth, address student learning needs, and pinpoint students who are not meeting grade-level expectations in order to determine appropriate supports. K–5 teachers will participate either by being provided with substitute coverage or by meeting after school, while middle school teachers will convene during their prep periods or after school hours.	Students with Disabilities	268 LCFF 3000-3999: Employee Benefits Benefits for the subs
5.8	Progress monitoring for English Learners, Long-Term English Learners (LTELs), and recently reclassified students will be carried out through the Language Assessment Team (LAT) process. To address areas of low performance, the school will provide targeted support through an intervention teacher or an external service provider (depending on staffing availability) to deliver small group instruction and after-school tutoring for EL students not meeting academic benchmarks. Additionally, EL students will receive after-school support focused on ELPAC preparation to further strengthen their language proficiency and readiness.	English Learners	24375 Title III 1000-1999: Certificated Personnel Salaries ISP Salary 5441 Title III 3000-3999: Employee Benefits ISP Benefits
5.9	Implementation of the districtwide Learning Management System (LMS), CANVAS, to complete and upload assignments, grades, and attendance. Teachers will receive Professional Development via CANVAS modules.	All Students	District Funded 5000-5999: Services And Other Operating Expenditures Cost of CANVAS System
5.10	Conduct New Teacher meetings monthly to support new teachers with planning instruction and classroom management as well as coherence in routines, technology, and other site-specific expectations.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Teacher and Administrators Salaries

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

This year, Chavez partnered with Orenda Education to support K–8 ELA and 6–8 Math teachers in developing a Curriculum Alignment Matrix in collaboration with staff from two other schools. Structured into five instructional cycles, the matrix aligns with CCSS and state assessment item specifications. Teachers also created aligned assessments to promote accelerated learning through effective first instruction.

Grades 3–8 teachers implemented the final cycle and administered the corresponding assessment. While the results were not as strong as anticipated, the experience provided valuable insights into the demands of grade-level instruction and the importance of alignment. It also allowed grade-level teams to refine the matrix by reviewing assessment outcomes and adjusting or reprioritizing standards as needed.

Moving forward, the focus will shift to professional learning centered on high-impact instructional strategies, blueprint analysis, formative assessment development, guided planning, and data reflection. These efforts will continue to follow the five-cycle structure within the matrix, with the final cycle concluding before state testing.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This year, the administration intended to implement 3-Week Cycles within PLCs to support focused collaboration, data analysis, and instructional improvement. The plan included hiring Art Trek teachers to provide art lessons, allowing grade-level teams to be released for PLC time. However, since teachers were already subbed out several days for curriculum alignment work, we chose not to release them further for 3-Week Cycles, and therefore did not proceed with hiring Art Trek teachers. As a result, this portion of the strategy was not implemented as originally planned.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This year, all K–8 ELA teachers and 6–8 Math teachers will fully implement the Curriculum Alignment Matrix and its associated assessments. They will participate in guided data reflection sessions and make refinements to the matrix as needed, based on student performance and instructional outcomes (Goal 5.1).

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$130,774
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$429,587.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$91,030.00
Title III	$39,744.00

Subtotal of additional federal funds included for this school: $130,774.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF	$109,651.00
LCFF - Intervention	$55,197.00
Prop 28	$133,965.00

Subtotal of state or local funds included for this school: $298,813.00

Total of federal, state, and/or local funds for this school: $429,587.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	91,030	0.00
Title III	39,744	0.00
LCFF	109651	0.00
LCFF - Intervention	55197	0.00
Prop 28	133,965	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	109,651.00
LCFF - Intervention	55,197.00
Prop 28	133,965.00
Title I	91,030.00
Title III	39,744.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	178,275.00
2000-2999: Classified Personnel Salaries	43,407.00
3000-3999: Employee Benefits	55,845.00
4000-4999: Books And Supplies	49,909.00
5000-5999: Services And Other Operating Expenditures	42,511.00
5700-5799: Transfers Of Direct Costs	8,600.00
5800: Professional/Consulting Services And Operating Expenditures	51,040.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	18,300.00
2000-2999: Classified Personnel Salaries	LCFF	3,500.00
3000-3999: Employee Benefits	LCFF	5,482.00
4000-4999: Books And Supplies	LCFF	45,969.00
5000-5999: Services And Other Operating Expenditures	LCFF	27,800.00
5700-5799: Transfers Of Direct Costs	LCFF	8,600.00
2000-2999: Classified Personnel Salaries	LCFF - Intervention	39,107.00
3000-3999: Employee Benefits	LCFF - Intervention	14,400.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Intervention	1,690.00
1000-1999: Certificated Personnel Salaries	Prop 28	107,000.00
3000-3999: Employee Benefits	Prop 28	24,025.00
4000-4999: Books And Supplies	Prop 28	2,940.00
1000-1999: Certificated Personnel Salaries	Title I	28,600.00
3000-3999: Employee Benefits	Title I	6,384.00
5000-5999: Services And Other Operating Expenditures	Title I	6,696.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	49,350.00
1000-1999: Certificated Personnel Salaries	Title III	24,375.00
2000-2999: Classified Personnel Salaries	Title III	800.00
3000-3999: Employee Benefits	Title III	5,554.00
4000-4999: Books And Supplies	Title III	1,000.00
5000-5999: Services And Other Operating Expenditures	Title III	8,015.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	289,058.00
Goal 2	6,661.00
Goal 3	89,632.00
Goal 4	11,117.00
Goal 5	33,119.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Bertha Anguiano	Principal
Elsa Aguilar-Andrade	Classroom Teacher
Javier Herrera	Classroom Teacher
Maria Carmen Ayala	Classroom Teacher
Georgina Ramirez	Other School Staff
Florencia Zavala	Parent or Community Member
Zulma Espinoza	Parent or Community Member
Flor Villa	Parent or Community Member
Alicia Fabian Lopez	Parent or Community Member
Emma Valencia	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 22, 2025.

Attested:

Principal, Bertha M. Anguiano on 5-22-25

SSC Chairperson, Florencia Zavala on 5-22-25

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of

adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
Clear 	☑ English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 22, 2025 .

Attested:

Clear 	Principal, Bertha M. Anguiano on 5-22-25
Clear 	SSC Chairperson, Florencia Zavala on 5-22-25

School Year: **2025-26**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Curren School K-8	56725386055263	June 4, 2025	August 20, 2025

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Curren School K-8 for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Curren School is driven by a vision to empower every student, not only to acquire knowledge, but also to embody it. Our mission is to enable all children to take ownership of their learning, exercise their burgeoning autonomy, explore avenues for defining their own versions of success, and develop into responsible members of our global society. Our committed staff endeavors to educate students within a culturally proficient climate, fostering academic success, lifelong learning, and productive citizenship. We place a strong emphasis on developing literacy and biliteracy skills and nurturing social competence. At Curren School, we are dedicated to delivering an exceptional educational program, aiming to empower students not only to acquire knowledge but also to apply it effectively. We believe in equipping students with the tools they need to become proficient in all content areas and fostering independent acquisition of knowledge. While we spare no effort in providing comprehensive support, we recognize that empowering students is the most profound gift we can bestow as educators. The ability to take ownership of their learning is a key attribute we prioritize within our mission statement. By empowering students to exercise their growing autonomy, discover opportunities for personal success, and assume responsibility as global citizens, we are able to focus on differentiation and whole student development.

Our primary focus centers on delivering effective first instruction, demonstrated by the integration of Common Core Standards, 21st-century skills, technology utilization, differentiated instruction, social-emotional and behavioral support, professional learning communities, and community engagement. We prioritize the alignment of instructional content standards, leveraging the structure and emphases of college- and career-ready mathematics as well as ELA/literacy standards. At Curren, this entails providing a clear set of math skills and concepts geared towards real-world problem-solving, as well as literacy skills centered around reading comprehension and effective oral communication. Curren School's plan is to adopt a dynamic and deliberate approach to instruction, fostering robust professional learning communities (PLCs) to support this endeavor. We firmly believe in offering a rigorous academic curriculum by employing data-driven instructional practices that necessitate collaboration and continuous improvement. Our aim is to provide sufficient time and support for both students and staff to thoroughly explore and comprehend the standards and their practical application to learning. Through these endeavors, we strive to cultivate lifelong learners who are equipped to meet the demands of an ever-changing world. Critical thinking, creativity, communication, collaboration, and character development (the 5 Cs) will remain focal points across all subject areas.

While our main focus is on academic excellence, we also place great importance on character education and leadership development. These qualities are particularly crucial in the current political and social landscape. Our goal is to cultivate strong leaders who are empathetic, responsible, and capable of contributing to our local and national communities. Recognizing that parental involvement is a critical factor in students' educational success and reaching their full potential, we actively promote and facilitate engagement from our parent community and stakeholders. These opportunities include, but are not limited to, the English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), and School Site Council (SSC). We also encourage parents to play an active role by attending our additional Open House in the spring, Math and Literacy Nights, monthly Coffee with the Principal meetings, and other parent engagement initiatives to further support and foster meaningful and productive opportunities for parents to engage in their child's academic and socio-emotional growth.

We are also continually implementing and refining our PBIS-CHAMPS approach to ensure that all students' academic and social-emotional needs are met, fostering the achievement of high academic standards across all content areas while nurturing the social-emotional growth of our students within a safe, positive learning environment. At Curren School, our entire staff is committed to strengthening our partnerships with parents to increase parental involvement and achieve the goals outlined in our School Plan for Student Achievement.

Additionally, Oxnard School District has created a strategic plan in order to ensure that we fully develop our student profile and work toward fulfilling our Mission and Vision. The planned actions are all within the recommendations of the OSD Strategic Plan goals and disitrict Mission and Vision.
Mission: In Oxnard School District, we nurture self-confident and empowered multilingual global citizens, strong in their multiple identities and potential, who achieve inspired levels of individual, community, and social accomplishment in school and beyond in their endeavors.
Vision: Ignite, Transform, Nurture, Embrace.

Our strategies/activities support our values and principles: Equity and Excellence; Safe and Affirming Environments; Achievement/Performance, Multilingualism, Global and Socio-Cultural Competence; Relationships built on Integrity, Mutual Trust, Respect and Caring; and Professional Accountability and Service. Our goals can be realized by following a Theory of Action, which constitutes committing to a vision of success; to be relentless in clarifying and supporting classroom leadership; to build school leadership; to benefit from organized district leadership; and to engage our families and community, which will lead us to become a highly effective and equitable school.

A guiding focus for the district is on five strategic goals which form the framework for powerful and sustainable school and district transformation: Student Academic Engagement and Achievement; a Positive and Safe Learning Environment and School Climate; Guidance and Support to Sites; Family/Community Alliances for Student Success and Transformational Leadership and Infrastructure.

All of our strategies/activities are designed to further these pedagogical principals:
1. Identify, activate, and build on student strengths.
2. Affirm student identities by challenging the devaluation of minoritized students' identities.
3. Establish powerful relationships that nurture equity and success.
4. Engage students actively in the learning process. by amplifying student voice.
5. Create environments of enrichment, rather than remediation, that engage students' multilingual repertoires.
6. Situate learning in the lives of students by connecting to their lives.
7. Elicit high intellectual performances that help connect students' identities to academic engagement.
8. Address the prerequisites for learning, including incorporating pedagogical practices that challenge coercive relations of power.

Educational Partner Involvement

How, when, and with whom did Curren School K-8 consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The development of the School Plan for Student Achievement (SPSA) at Curren School involved active participation from teachers, staff, and governance Educational Partner groups. The School Leadership Team conducted a series of meetings on April 23, 24 and May 7, 8, 14 19, 2025 to address and discuss the three SPSA goals and corresponding actions. These meetings served as platforms for collaborative decision-making and strategic planning. To analyze baseline data and establish expected academic goals for the 2025-2026 school year, grade level teams met as Professional Learning Communities (PLCs) on May 7, 2025. These PLC meetings utilized data from Spring Star assessments, focusing on Early Literacy, Reading, and Math. Discussions also encompassed identifying necessary supports and resources required to meet the academic outcomes outlined in the SPSA.

On June 3, 2025, the School Principal shared the revised SPSA with all teachers and support staff. This meeting provided an opportunity to discuss the SPSA goals, review grade-level outcomes/goals, and examine the strategies and activities proposed to be implemented at the school. Additionally, the meeting addressed the allocation of the 2025-2026 budget for the identified initiatives.

The School Site Council convened on May 28, 2025, to thoroughly review the main components of the SPSA and gain a comprehensive understanding of the three SPSA goals. During this meeting, the school council members provided input and recommendations for the site's SPSA. The Spring Star data from Fall assessments (Early Literacy, Reading, and Math) were reviewed, and a completed draft of the SPSA was presented for approval.

Furthermore, the English Learner Advisory Committee held meetings on March 28 and April 25, 2025, with a focus on reviewing the SPSA and providing input. Emphasis was placed on discussing strategies to support English Learners in their efforts to enhance English language proficiency levels and achieve reclassification. Activities aimed at enhancing parent engagement were also explored and discussed.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

During the previous school year, the availability of substitute teachers posed a scheduling challenge, which limited the ability to expand opportunities for teacher collaboration during the instructional day, conduct more frequent progress monitoring, and offer additional professional development beyond the regularly scheduled Wednesday sessions, DLI training, and school-based PD. Despite this, staff remained committed to supporting students and maximizing the impact of the time available.

After-school tutoring efforts, though implemented with dedication, were impacted by staff availability. As a result, consistent tutoring across all grade levels was limited, and fewer students were able to benefit from these additional academic interventions. In particular, students from special populations were affected, with only one special education teacher available to provide after-school support. However, the experience has helped the school identify the importance of building capacity to ensure broader student access to interventions.

The school also recognizes that some students have faced traumatic circumstances outside of the classroom, which have influenced their attendance and engagement. This insight has further underscored the importance of developing a school environment that is trauma-informed, compassionate, and responsive to students' social-emotional and academic needs.

Looking ahead, the school is committed to addressing substitute shortages and enhancing staff support structures. Plans are underway to increase access to collaboration time, professional development, and student interventions—especially during the instructional day. In parallel, the school will strengthen efforts to create an inclusive and supportive environment that prioritizes student well-being, engagement, and academic success.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Language Arts: Overall, students scored in the state low performance level of Orange, at 86.7 points below standard, but they did increase by 13.7 points from the previous year. The following student group scored within the Orange level: Long Term English Learners and Hispanic, Homeless, and Socioeconomically Disadvantaged. Students with Disabilities scored within the Red performance level. To address and ensure growth in these areas, teachers will collaborate and plan with our District ELA and DLI TOSAs in effective reading instruction, lesson planning, and design. Additionally, teachers will continue working on identifying and selecting the ELA Priority Standards that each grade level will teach during the school year to support student reading proficiency.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

English learners and Students with Disabilities scored one performance level below than the all student performance in ELA. The SPSA includes actions to ensure students make progress in this area during the 2025-26 school year. Specific MTSS time has been scheduled by grade level for students to receive specific intervention support during the school day. Students identified will receive intervention through the ISP in the areas identified. Students with Disabilities are one level below the all student performance. Students will be monitored during instruction via the IEP goals to ensure they make the expected outcomes.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Spring 2025 Panorama Social-Emotional Learning Survey: Student Competency & Well-Being Measures
Grades 3–5: Sense of Belonging and Emotional Regulation
The Spring 2025 Panorama survey results indicate that 43% of students in grades 3–5 reported feeling confident in their ability to regulate their emotions. While this highlights growth potential in the area of emotional self-management, it also reinforces the importance of ongoing support structures.

To address this, the school is committed to maintaining and enhancing dedicated Community Circle time at these grade levels. This practice fosters a safe and supportive space where students can build emotional awareness, develop coping strategies, and strengthen their connection with peers and staff. Sustained implementation of Community Circles remains a planned and prioritized action for the upcoming school year.

Grades 6–8: Sense of Belonging and Student Engagement
For students in grades 6–8, 28% responded favorably to survey items measuring attentiveness and investment in class activities. This feedback reveals a valuable opportunity to further engage students by refining instructional practices and classroom culture.

As part of the school's strategic plan, educators will regularly integrate high-leverage instructional strategies that promote active student engagement during core instruction. In tandem, the continued use of Community Circles will support students' sense of connection and belonging, creating an environment where they feel seen, heard, and motivated to participate. These approaches are central to enhancing middle-grade students' academic experience and social-emotional growth.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Curren School K-8. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%		0	
African American	0.55%	0.22%	0.11%	5	2	1
Asian	0.33%	0.11%	0.11%	3	1	1
Filipino	0.22%	0.65%	0.68%	2	6	6
Hispanic/Latino	96.92%	97.07%	96.95%	881	894	857
Pacific Islander	%	0%	%		0	
White	1.76%	1.63%	1.70%	16	15	15
Multiple/No Response	0.22%	0.33%	0.45%	2	3	4
			Total Enrollment	909	921	884

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	97	98	76
Grade 1	98	100	97
Grade 2	90	100	93
Grade3	96	86	97
Grade 4	96	98	89
Grade 5	96	109	94
Grade 6	113	113	115
Grade 7	111	112	109
Grade 8	112	105	110
Total Enrollment	909	921	884

Conclusions based on this data:

Curren School Enrollment & Demographics: 2024–2025 School Year
Although there was a slight decrease in overall student enrollment this school year, Curren School has demonstrated consistency in both enrollment patterns and student demographics compared to the previous year. Notably,

approximately 97% of the student population identifies as Hispanic or Latino. This stable and vibrant demographic profile presents a meaningful opportunity to deepen engagement through culturally relevant instructional practices.

Recognizing the cultural richness of our school community, Curren School is committed to embedding culturally responsive activities and lessons into everyday classroom instruction. These efforts are designed to connect with students' lived experiences and prior knowledge, fostering stronger relationships with families and cultivating an inclusive and supportive learning environment where every student feels seen and valued.

Enrollment across grade levels remains evenly distributed, with the exception of Kindergarten, which experienced a slightly smaller cohort—though not to a degree that indicates significant imbalance. Importantly, the ongoing implementation of the Dual Language Immersion (DLI) program from Kindergarten through 6th grade continues to reflect stability in school-wide enrollment patterns, suggesting a sustained interest and confidence in the program among our community.

As we move forward, Curren School remains focused on celebrating the cultural diversity within our student body. Through culturally affirming practices and responsive teaching, we aim to strengthen students’ sense of belonging, while empowering them to thrive both academically and personally

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	540	561	529	51.60%	59.4%	59.8%
Fluent English Proficient (FEP)	171	162	172	23.70%	18.8%	19.5%
Reclassified Fluent English Proficient (RFEP)				5.6%		

Conclusions based on this data:

Supporting English Learners at Curren School: 2024–2025 Overview
Curren School has seen a notable increase in its English Learner (EL) population, with ELs now comprising approximately 60% of total enrollment. This growing demographic reflects the rich linguistic diversity of our school community and reinforces our commitment to providing high-quality, inclusive instruction that honors students' cultural and language backgrounds.

In the 2024–2025 school year, 43 students successfully met the district benchmarks for reclassification, demonstrating strong progress toward English language proficiency. This achievement is a testament to the effective supports and instructional practices currently in place across grade levels.

To continue building on this success, Curren School is prioritizing the integration of culturally relevant content and instructional strategies that allow students to connect classroom learning with their native languages. These practices promote deeper engagement and help foster a learning environment where students feel respected, valued, and included.

Focus on Middle School English Learners
A key area of ongoing focus is the support of Long-Term English Learners (LTELs) in the middle school grades. While reclassification rates in middle school have shown a slight yet promising increase—approaching those of grades 3–5—the school acknowledges the need for more targeted efforts to accelerate language development for these students.

To address this, Curren School is implementing enhanced supports for LTELs, including:

-Targeted interventions tailored to students' language development needs
-Strategic instructional approaches that integrate academic vocabulary and content learning
-Additional support structures, such as small group instruction and tutoring
-Ongoing assessment and progress monitoring to guide instruction and inform next steps
-A Commitment to Success

Through a responsive and student-centered approach, Curren School is dedicated to advancing English language proficiency and academic achievement for all ELs in grades K–8. By continually evaluating our practices and engaging families in the process, we strive to create an environment where every English Learner can thrive—linguistically, academically, and socially

School and Student Performance Data

Star Early Literacy

Curren School K-8											
		Less than Proficient				Proficient				Star Early Literacy Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade K	61	8	13%	13	21%	12	20%	28	46%	Level 3	772
Grade 1	66	25	38%	21	32%	3	5%	17	26%	Level 2	784
Grade 2	20	17	85%	2	10%	1	5%	0	0%	Level 1	769

Conclusions based on this data:

This targeted assessment approach—used to monitor students during intervention periods across trimesters—reflects the school's commitment to providing responsive support to students with identified literacy needs. Continued, strategic support will be essential to address learning gaps and ensure all students build a strong foundation in reading.

Kindergarten: Positive Growth Trends
Kindergarten scores reflect a slight improvement over the previous school year, with performance aligning closely with district-wide averages. This positive trend highlights the effectiveness of early literacy instruction at this level and reinforces the importance of sustaining and enhancing early learning practices.

First Grade: Focus on Foundational Skill Development
In first grade, 54% of students did not meet the anticipated growth targets by the end of the school year, signaling a clear need for increased focus on foundational literacy development. This data provides an important opportunity to refine instruction, strengthen tiered interventions, and ensure students receive the early support necessary for reading success.
Second Grade: Targeted Assessment Insights and Support Needs

Second grade data indicates a notable drop in Early Literacy scores; however, this result is likely influenced by the specific subset of students assessed. The Early Star Literacy assessment is administered primarily to students identified with reading support needs, while the broader second-grade population is assessed using the Star Reading test. As such, the Early Literacy data does not represent the full cohort of second-grade students.

Next Steps: Strengthening Early Literacy Across Grade Levels
To support continued progress in early literacy, the school will:

-Provide differentiated and data-informed instruction in reading
-Strengthen Tier 1 core literacy practices, while enhancing Tier 2 and Tier 3 interventions
-Utilize ongoing assessments to monitor progress and adjust support strategies
-Foster collaboration among educators to share best practices and refine instructional approaches

By addressing these needs proactively, Curren School is committed to building strong literacy foundations for all students in grades K–2, setting the stage for long-term academic success.

School and Student Performance Data

Star Reading

Curren School K-8											
		Less than Proficient				Proficient				Star Reading Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 2	86	50	58%	21	24%	10	12%	5	6%	Level 1	865
Grade 3	89	44	49%	25	28%	15	17%	5	6%	Level 1	923
Grade 4	94	57	61%	17	18%	9	10%	11	12%	Level 1	943
Grade 5	79	34	43%	20	25%	19	24%	6	8%	Level 1	1004
Grade 6	73	25	34%	26	36%	22	30%	0	0%	Level 2	1029
Grade 7	96	32	33%	25	26%	36	38%	3	3%	Level 2	1051
Grade 8	100	36	36%	23	23%	32	32%	9	9%	Level 2	1064

Conclusions based on this data:

Reading Proficiency Trends: Grades 2–8 – Spring and End-of-Year Assessment Insights
Assessment data from the end of the school year highlights a key trend: as students advance through grade levels and are exposed to increasing rigor and complexity in reading expectations, maintaining grade-level proficiency becomes more challenging. This is a common developmental pattern, but also an important area of focus for instructional planning.

Across grades 2–8, the percentage of students achieving At or Above Benchmark is consistently distributed, ranging between 19% and 43% per grade level. Similarly, the proportion of students identified in the Urgent Intervention category remains relatively stable across these grades, with one notable exception in 7th and 8th grade.

8th Grade: A Dual Trend Worth Noting
In 7thand 8th grade, the data reveals a dual trend: 42% of 7th and 43% of 8th grade students meet or exceed the benchmark, the highest level across the grades. However, 39% of 7th and 42of 8th grade students remain in the urgent intervention range, indicating persistent reading challenges.

This divergence suggests that while many students demonstrate strong reading achievement by 8th grade, a significant group continues to require intensive support to meet grade-level expectations, particularly as they prepare for high school-level demands.

School and Student Performance Data

Star Math

Curren School K-8											
		Less than Proficient				Proficient				Star Math Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 1	65	33	51%	26	40%	6	9%	0	0%	Level 1	803
Grade 2	88	53	60%	25	28%	8	9%	2	2%	Level 1	865
Grade 3	89	43	48%	26	29%	16	18%	4	4%	Level 1	936
Grade 4	89	50	56%	26	29%	7	8%	6	7%	Level 1	957
Grade 5	79	37	47%	19	24%	16	20%	7	9%	Level 1	1030
Grade 6	70	36	51%	24	34%	9	13%	1	1%	Level 1	1041
Grade 7	94	44	47%	29	31%	14	15%	7	7%	Level 1	1062
Grade 8	106	67	63%	22	21%	14	13%	3	3%	Level 1	1043

Conclusions based on this data:

Assessment data reveals a consistent pattern in mathematics performance: as students progress from one grade level to the next, there is a gradual decline in the percentage of students meeting grade-level targets. This trend highlights a critical opportunity to strengthen foundational math skills and better prepare students for the increasing complexity and rigor of upper-grade mathematics.

Across grade levels, math scores are generally lower than those observed in reading. Performance is distributed across both the less-than-proficient and proficient categories, with notable variation in student achievement from grade to grade.

Key Grade-Level Insights:
First Grade: only 16% of students met their end-of-year math goals, providing a strong foundation for early numeracy development.

Eighth Grade: The percentage drops to 16%, indicating a need for intensified support. While this figure is low, it also reflects a degree of stability across the upper grades that can serve as a baseline for targeted growth.

These figures suggest that many students are still developing the necessary skills to meet the demands of rigorous math standards, particularly in preparation for high school and beyond.

Instructional Implications and Strategic Actions:
To ensure all students are equipped for success in mathematics, Curren School is committed to a comprehensive approach focused on strengthening instruction and intervention. Key next steps include:
-Reviewing and refining first instruction practices to ensure alignment with standards, consistency in rigor, and responsiveness to diverse learning needs
-Monitoring instructional effectiveness and student progress through data-driven decision-making and collaborative teacher reflection
-Implementing targeted interventions and remediation to address specific learning gaps, especially in core math concepts
-Building vertical alignment across grade levels to ensure continuity in mathematical skill development and a smoother transition to more complex content

By taking a proactive, student-centered approach, Curren School aims to increase the percentage of students reaching proficiency in math, promote continuous academic growth, and foster confidence in mathematics across all grade levels.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	95	86	94	94	85	92	94	85	92	98.9	98.8	97.9
Grade 4	96	96	86	94	96	84	94	96	84	97.9	100.0	97.7
Grade 5	95	116	88	95	116	87	95	116	87	100.0	100.0	98.9
Grade 6	111	109	118	109	109	116	109	109	116	98.2	100.0	98.3
Grade 7	106	112	111	106	112	110	106	112	110	100.0	100.0	99.1
Grade 8	110	110	110	110	108	107	110	108	107	100.0	98.2	97.3
All Grades	613	629	607	608	626	596	608	626	596	99.2	99.5	98.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2363.	2381.	2367.	4.26	11.76	8.70	19.15	14.12	14.13	22.34	34.12	25.00	54.26	40.00	52.17
Grade 4	2418.	2391.	2416.	11.70	5.21	13.10	14.89	11.46	11.90	24.47	21.88	28.57	48.94	61.46	46.43
Grade 5	2427.	2439.	2433.	6.32	8.62	6.90	13.68	18.10	21.84	20.00	28.45	13.79	60.00	44.83	57.47
Grade 6	2476.	2448.	2471.	6.42	4.59	5.17	22.02	17.43	25.00	28.44	19.27	29.31	43.12	58.72	40.52
Grade 7	2498.	2508.	2486.	6.60	8.93	5.45	21.70	25.00	24.55	33.96	29.46	20.00	37.74	36.61	50.00
Grade 8	2497.	2536.	2541.	0.91	11.11	7.48	25.45	30.56	38.32	23.64	26.85	23.36	50.00	31.48	30.84
All Grades	N/A	N/A	N/A	5.92	8.31	7.55	19.74	19.81	23.32	25.66	26.52	23.49	48.68	45.37	45.64

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	4.26	9.41	8.70	58.51	55.29	56.52	37.23	35.29	34.78
Grade 4	8.51	5.21	10.71	62.77	52.08	53.57	28.72	42.71	35.71
Grade 5	4.21	6.90	4.60	60.00	55.17	54.02	35.79	37.93	41.38
Grade 6	7.34	3.67	8.62	55.96	37.61	47.41	36.70	58.72	43.97
Grade 7	8.49	10.71	8.18	63.21	58.93	54.55	28.30	30.36	37.27
Grade 8	5.45	15.74	13.08	50.00	53.70	54.21	44.55	30.56	32.71
All Grades	6.41	8.63	9.06	58.22	52.08	53.19	35.36	39.30	37.75

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	5.32	8.24	6.52	44.68	49.41	52.17	50.00	42.35	41.30
Grade 4	5.32	2.08	8.33	55.32	55.21	51.19	39.36	42.71	40.48
Grade 5	6.32	6.03	8.05	36.84	51.72	42.53	56.84	42.24	49.43
Grade 6	11.93	7.34	6.90	47.71	38.53	43.10	40.37	54.13	50.00
Grade 7	9.43	9.82	10.00	47.17	60.71	47.27	43.40	29.46	42.73
Grade 8	1.82	9.26	9.35	55.45	55.56	57.94	42.73	35.19	32.71
All Grades	6.74	7.19	8.22	48.03	51.92	48.99	45.23	40.89	42.79

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2.13	7.06	6.52	78.72	71.76	78.26	19.15	21.18	15.22
Grade 4	6.38	3.13	9.52	77.66	65.63	76.19	15.96	31.25	14.29
Grade 5	7.37	4.31	12.64	70.53	72.41	52.87	22.11	23.28	34.48
Grade 6	9.17	6.42	11.21	71.56	75.23	64.66	19.27	18.35	24.14
Grade 7	8.49	9.82	7.27	71.70	72.32	66.36	19.81	17.86	26.36
Grade 8	5.45	7.41	8.41	72.73	78.70	76.64	21.82	13.89	14.95
All Grades	6.58	6.39	9.23	73.68	72.84	69.13	19.74	20.77	21.64

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	5.32	7.06	7.61	60.64	64.71	56.52	34.04	28.24	35.87
Grade 4	3.19	3.13	10.71	64.89	65.63	64.29	31.91	31.25	25.00
Grade 5	8.42	12.93	3.45	54.74	59.48	65.52	36.84	27.59	31.03
Grade 6	6.42	9.17	10.34	68.81	57.80	63.79	24.77	33.03	25.86
Grade 7	8.49	7.14	7.27	69.81	70.54	60.91	21.70	22.32	31.82
Grade 8	4.55	20.37	15.89	71.82	55.56	67.29	23.64	24.07	16.82
All Grades	6.09	10.22	9.40	65.46	62.14	63.09	28.45	27.64	27.52

Conclusions based on this data:

The 2024 CA School Dashboard indicated that our CAASPP testing results remained relatively consistent compared to the years preceding the pandemic. The data and analysis of results during the pandemic and up until now have shown minimal changes when compared to previous years. Notably, there was modest progress in Language Arts. Across grades 3 to 8, we observed a 5-13% increase in the proportion of students meeting or exceeding expectations in the 2024-2025 school year, as compared to previous CAASPP results. In grades 6 and 8, the percentage of students falling within the met/exceeds category has exhibited slight to significant fluctuations from one school year to another.

Nevertheless, based on the preliminary data for 2024-2025, it is evident that two-thirds of our students continue to perform below grade level expectations. For 2024-2025, preliminary data is consistent with the previous year. Although most grade levels made growth in English Language Arts, 4th and 8th grade had a decrease of 7% and 10%, when comparing year to year data. Most other grades made a growth of 7-13% growth from previous year. The areas of greatest need continue be in written language expression and research/inquiry. Students persist in encountering challenges when it comes to analyzing and presenting information effectively. Further examination of the preliminary data has revealed that processing text and applying knowledge are additional areas requiring attention. To enhance writing and research skills, it is imperative to provide students with explicit instruction in reading comprehension skills.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	95	86	94	95	86	93	95	86	93	100.0	100.0	98.9
Grade 4	96	96	86	95	96	86	95	96	86	99.0	100.0	100
Grade 5	95	116	88	95	116	86	95	116	86	100.0	100.0	97.7
Grade 6	110	109	118	108	109	117	108	109	117	98.2	100.0	99.2
Grade 7	106	112	110	106	112	109	106	112	109	100.0	100.0	99.1
Grade 8	110	110	110	110	108	107	110	108	107	100.0	98.2	97.3
All Grades	612	629	606	609	627	598	609	627	598	99.5	99.7	98.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2362.	2388.	2376.	3.16	5.81	5.38	13.68	26.74	16.13	24.21	20.93	27.96	58.95	46.51	50.54
Grade 4	2427.	2406.	2429.	6.32	3.13	5.81	17.89	10.42	22.09	28.42	30.21	25.58	47.37	56.25	46.51
Grade 5	2405.	2438.	2435.	0.00	6.90	3.49	6.32	11.21	6.98	20.00	22.41	25.58	73.68	59.48	63.95
Grade 6	2439.	2406.	2445.	0.93	0.00	5.13	12.04	4.59	9.40	24.07	19.27	23.08	62.96	76.15	62.39
Grade 7	2436.	2466.	2454.	0.00	8.04	5.50	2.83	8.93	7.34	30.19	25.00	25.69	66.98	58.04	61.47
Grade 8	2412.	2434.	2483.	0.00	0.00	5.61	5.45	6.48	7.48	12.73	11.11	30.84	81.82	82.41	56.07
All Grades	N/A	N/A	N/A	1.64	3.99	5.18	9.52	10.85	11.20	23.15	21.37	26.42	65.68	63.80	57.19

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	4.21	19.77	6.45	32.63	37.21	48.39	63.16	43.02	45.16
Grade 4	8.42	2.08	12.79	41.05	46.88	39.53	50.53	51.04	47.67
Grade 5	2.11	6.90	4.65	36.84	33.62	41.86	61.05	59.48	53.49
Grade 6	1.85	0.92	7.69	44.44	33.03	40.17	53.70	66.06	52.14
Grade 7	0.00	7.14	5.50	48.11	40.18	42.20	51.89	52.68	52.29
Grade 8	1.82	2.78	5.61	38.18	42.59	56.07	60.00	54.63	38.32
All Grades	2.96	6.22	7.02	40.39	38.76	44.82	56.65	55.02	48.16

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	3.16	10.47	6.45	55.79	58.14	48.39	41.05	31.40	45.16
Grade 4	6.32	6.25	9.30	57.89	45.83	53.49	35.79	47.92	37.21
Grade 5	2.11	2.59	3.49	35.79	62.07	61.63	62.11	35.34	34.88
Grade 6	3.70	0.92	5.98	56.48	47.71	51.28	39.81	51.38	42.74
Grade 7	0.00	6.25	2.75	59.43	58.93	55.96	40.57	34.82	41.28
Grade 8	0.00	1.85	3.74	46.36	38.89	69.16	53.64	59.26	27.10
All Grades	2.46	4.47	5.18	52.05	51.99	56.69	45.48	43.54	38.13

Conclusions based on this data:

The following analysis is derived from the preliminary data during the 2024-2025 CAASPP administration school year and remains predominantly similar to previous years, with some growth in four of the grade levels. Based on the data, the subject of mathematics emerges as the primary area of concern. Across most grade levels, student performance exhibit significant improvement, with some in third, fifth, seventh, and eighth grade when compared to the period preceding the 2023-2024 school year. Notably, only approximately one out of every ten students met the grade-level standards in mathematics. Nevertheless, there has been a slight annual increase in scores during each CAASPP administration for select grade levels, although the percentage of students meeting or exceeding the standards has declined in fourth, and sixth grade levels when compared year-to-year. However, when data is compared to the previous year's grade level cohorts, most grade levels showed growth. This trend underscores the need for reviewing, analyzing, and further implementing the Common Core State Standards, with particular emphasis on the significance of rigorous first instruction.

For the upcoming school year, educators will prioritize targeted mathematics instruction, focusing on essential standards, to ensure students meet the standards and are adequately prepared for the 2025-2026 CAASPP administration. Teachers will require additional time to develop student-centered lessons that concentrate on the application of mathematical concepts, skills, and procedures within real-life contexts. Furthermore, students will benefit from increased exposure to Mathematics IABs (Interim Assessment Blocks) to ensure their familiarity with the test format and question types featured in the CAASPP. It is essential for students to be capable of articulating and justifying their mathematical reasoning while drawing evidence-based conclusions. Data analysis will rely on summative and interim assessments, enabling teachers to track student growth, identify areas of concern, and align classroom instruction with the key details and structure of the standards being taught.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		1413.2	1403.9		1417.3	1414.6		1403.4	1378.9	0	68	54
1		1440.0	1411.8		1452.9	1415.3		1426.6	1407.8	0	79	67
2	1517.7	1461.5	1459.4	1514.3	1467.8	1469.0	1520.6	1454.5	1449.3	71	75	79
3	1488.6	1503.7	1474.5	1491.3	1506.2	1475.2	1485.3	1500.7	1473.3	71	60	72
4	1516.0	1506.1	1504.3	1520.8	1509.1	1496.7	1510.7	1502.6	1511.4	63	65	41
5	1511.0	1514.2	1522.5	1506.3	1512.3	1524.2	1515.3	1515.6	1520.3	51	55	46
6	1539.9	1518.1	1503.7	1540.8	1510.6	1492.2	1538.8	1525.0	1514.9	39	47	41
7	1539.4	1538.9	1522.9	1533.5	1532.3	1510.7	1544.8	1544.9	1534.6	27	32	35
8	1543.2	1547.4	1569.4	1531.1	1527.7	1562.1	1554.9	1566.6	1576.3	28	26	23
All Grades										350	507	458

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		11.76	3.70		29.41	33.33		38.24	40.74		20.59	22.22		68	54
1		3.80	2.99		37.97	23.88		36.71	37.31		21.52	35.82		79	67
2	50.00	8.00	7.59	31.25	40.00	49.37	18.75	29.33	24.05	0.00	22.67	18.99	16	75	79
3	12.68	23.33	5.56	33.80	38.33	34.72	42.25	26.67	37.50	11.27	11.67	22.22	71	60	72
4	25.40	13.85	14.63	41.27	44.62	39.02	22.22	30.77	36.59	11.11	10.77	9.76	63	65	41
5	15.69	20.00	8.70	23.53	41.82	54.35	50.98	21.82	30.43	9.80	16.36	6.52	51	55	46
6	20.51	19.15	2.44	51.28	23.40	48.78	23.08	44.68	26.83	5.13	12.77	21.95	39	47	41
7	22.22	18.75	20.00	44.44	43.75	20.00	25.93	28.13	48.57	7.41	9.38	11.43	27	32	35
8	10.71	15.38	26.09	39.29	50.00	47.83	42.86	26.92	17.39	7.14	7.69	8.70	28	26	23
All Grades	19.66	13.81	8.30	37.29	38.07	38.65	34.24	31.95	33.62	8.81	16.17	19.43	295	507	458

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		16.18	12.96		30.88	29.63		26.47	31.48		26.47	25.93		68	54
1		17.72	10.45		41.77	31.34		25.32	23.88		15.19	34.33		79	67
2	56.25	18.67	29.11	25.00	36.00	39.24	18.75	28.00	17.72	0.00	17.33	13.92	16	75	79
3	28.17	36.67	26.39	39.44	43.33	25.00	23.94	11.67	33.33	8.45	8.33	15.28	71	60	72
4	49.21	36.92	29.27	33.33	38.46	39.02	11.11	13.85	24.39	6.35	10.77	7.32	63	65	41
5	27.45	43.64	45.65	54.90	27.27	39.13	7.84	10.91	6.52	9.80	18.18	8.70	51	55	46
6	53.85	29.79	17.07	30.77	27.66	48.78	10.26	34.04	14.63	5.13	8.51	19.51	39	47	41
7	25.93	31.25	22.86	48.15	53.13	37.14	22.22	12.50	25.71	3.70	3.13	14.29	27	32	35
8	14.29	11.54	26.09	50.00	53.85	56.52	28.57	23.08	13.04	7.14	11.54	4.35	28	26	23
All Grades	35.93	26.82	24.02	40.68	37.67	36.24	16.61	21.10	22.27	6.78	14.40	17.47	295	507	458

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		5.88	1.85		23.53	16.67		60.29	70.37		10.29	11.11		68	54
1		0.00	2.99		27.85	11.94		39.24	35.82		32.91	49.25		79	67
2	25.00	5.33	3.80	56.25	33.33	41.77	18.75	37.33	25.32	0.00	24.00	29.11	16	75	79
3	4.23	8.33	1.39	23.94	35.00	15.28	46.48	40.00	48.61	25.35	16.67	34.72	71	60	72
4	6.35	3.08	7.32	30.16	29.23	31.71	38.10	36.92	43.90	25.40	30.77	17.07	63	65	41
5	3.92	5.45	6.52	15.69	20.00	17.39	52.94	47.27	60.87	27.45	27.27	15.22	51	55	46
6	7.69	8.51	0.00	28.21	10.64	14.63	51.28	51.06	60.98	12.82	29.79	24.39	39	47	41
7	7.41	9.38	8.57	29.63	31.25	17.14	48.15	40.63	60.00	14.81	18.75	14.29	27	32	35
8	10.71	11.54	17.39	32.14	42.31	47.83	39.29	38.46	26.09	17.86	7.69	8.70	28	26	23
All Grades	7.12	5.52	4.37	27.46	27.61	22.93	44.41	43.59	46.94	21.02	23.27	25.76	295	507	458

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		14.71	11.11		61.76	72.22		23.53	16.67		68	54
1		39.24	28.36		53.16	47.76		7.59	23.88		79	67
2	56.25	18.67	25.32	43.75	72.00	65.82	0.00	9.33	8.86	16	75	79
3	36.62	25.00	16.67	49.30	65.00	54.17	14.08	10.00	29.17	71	60	72
4	50.79	35.38	34.15	36.51	55.38	60.98	12.70	9.23	4.88	63	65	41
5	11.76	25.45	39.13	76.47	56.36	58.70	11.76	18.18	2.17	51	55	46
6	15.38	17.02	21.95	79.49	61.70	56.10	5.13	21.28	21.95	39	47	41
7	11.11	6.25	11.43	62.96	81.25	65.71	25.93	12.50	22.86	27	32	35
8	10.71	7.69	30.43	67.86	88.46	69.57	21.43	3.85	0.00	28	26	23
All Grades	28.81	23.47	23.80	57.97	63.51	60.26	13.22	13.02	15.94	295	507	458

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		16.18	22.22		55.88	38.89		27.94	38.89		68	54
1		10.13	2.99		70.89	52.24		18.99	44.78		79	67
2	43.75	26.67	34.18	50.00	53.33	50.63	6.25	20.00	15.19	16	75	79
3	45.59	51.67	33.33	42.65	40.00	45.83	11.76	8.33	20.83	68	60	72
4	58.33	44.62	29.27	35.00	38.46	58.54	6.67	16.92	12.20	60	65	41
5	56.00	56.36	56.52	32.00	21.82	30.43	12.00	21.82	13.04	50	55	46
6	64.10	42.55	26.83	30.77	46.81	53.66	5.13	10.64	19.51	39	47	41
7	66.67	59.38	42.86	29.63	37.50	45.71	3.70	3.13	11.43	27	32	35
8	38.46	44.00	43.48	57.69	52.00	47.83	3.85	4.00	8.70	26	25	23
All Grades	53.85	35.57	30.35	38.11	47.83	47.16	8.04	16.60	22.49	286	506	458

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		8.82	0.00		77.94	85.19		13.24	14.81		68	54
1		12.66	13.43		51.90	32.84		35.44	53.73		79	67
2	18.75	12.00	0.00	81.25	61.33	73.42	0.00	26.67	26.58	16	75	79
3	2.82	8.33	2.78	46.48	55.00	50.00	50.70	36.67	47.22	71	60	72
4	6.35	3.08	7.32	66.67	55.38	70.73	26.98	41.54	21.95	63	65	41
5	7.84	12.73	4.35	54.90	60.00	65.22	37.25	27.27	30.43	51	55	46
6	10.26	12.77	2.44	46.15	29.79	34.15	43.59	57.45	63.41	39	47	41
7	7.41	12.50	2.86	62.96	59.38	42.86	29.63	28.13	54.29	27	32	35
8	21.43	34.62	34.78	32.14	46.15	39.13	46.43	19.23	26.09	28	26	23
All Grades	8.47	11.44	5.68	54.24	56.61	56.55	37.29	31.95	37.77	295	507	458

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		39.71	14.81		47.06	75.93		13.24	9.26		68	54
1		1.27	2.99		74.68	58.21		24.05	38.81		79	67
2	37.50	6.76	11.39	62.50	70.27	63.29	0.00	22.97	25.32	16	74	79
3	14.08	26.67	1.39	73.24	61.67	76.39	12.68	11.67	22.22	71	60	72
4	15.87	24.62	21.95	68.25	56.92	70.73	15.87	18.46	7.32	63	65	41
5	5.88	9.09	15.22	74.51	63.64	76.09	19.61	27.27	8.70	51	55	46
6	12.82	14.89	9.76	82.05	78.72	75.61	5.13	6.38	14.63	39	47	41
7	14.81	6.25	11.43	85.19	87.50	77.14	0.00	6.25	11.43	27	32	35
8	3.57	3.85	13.04	89.29	92.31	86.96	7.14	3.85	0.00	28	26	23
All Grades	13.22	15.81	10.26	75.59	67.39	71.40	11.19	16.80	18.34	295	506	458

Conclusions based on this data:

The ELPAC (English Language Proficiency Assessments for California) results for the 2024-2025 academic year indicate a slight overall increase in the percentage of students performing at Levels 3 and 4 in language proficiency, while there has been a decrease in the percentage of students at Levels 1 and 2. It is important to note that English Language Learners (ELLs) constitute a significant portion of our enrollment, accounting for more than 60% of our school's demographics. Although reclassification rates have increased in the previous two years with students meeting the ELPAC criteria, further analysis of the 2024-2025 data has identified three areas needing improvement: Written Language, Writing Level, and Reading Level.

In the 2025-2026 school year, the focus will be to explicitly immerse students in key vocabulary instruction, particularly for upper-grade students in grades six through eight who have been at our school for multiple years. It is crucial to provide these students with multiple exposures to key vocabulary, allowing it to become integrated into their lexicon and facilitating its transfer to written language. Additionally, the data indicates that while students can participate in the test, there is a need to offer them multiple opportunities to practice and engage with narrative and expository texts throughout the school year. These text types serve as examples of well-developed language skills essential for

interpreting and comprehending information effectively. A focus on writing across the content areas is crucial to positive student outcomes for the 2025-2026 school year.

School and Student Performance Data

California School Dashboard
Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
884	**93.7%**	**59.8%**	**0.1%**
Total Number of Students enrolled in Curren School K-8.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	529	59.8%
Foster Youth	1	0.1%
Homeless	110	12.4%
Socioeconomically Disadvantaged	828	93.7%
Students with Disabilities	142	16.1%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	0.1%
American Indian	0	0.0%
Asian	1	0.1%
Filipino	6	0.7%
Hispanic	857	96.9%
Two or More Races	4	0.5%
Pacific Islander	0	0.0%
White	15	1.7%

Conclusions based on this data:

Curren School's demographic profile has remained largely stable over recent academic years, offering a consistent foundation on which to build and refine instructional and support strategies. Our school community continues to include a significant proportion of students from special population groups, including Homeless students, Socioeconomically Disadvantaged students, English Learners, and an increasing number of Students with Disabilities. These demographics reflect the rich diversity of our school and underscore the importance of equity-driven practices in all areas of teaching and learning.

In particular, the rollout of the Dual Language Instructional Program into the middle school grades this year presents an important opportunity to further support the linguistic and academic development of our English Learners. This expansion strengthens our commitment to biliteracy, bilingualism, and cultural competence as essential elements of student success.

Additionally, the observed growth in our Students with Disabilities population emphasizes the need for focused, responsive support structures that ensure access, inclusivity, and high expectations for every learner. Aligning goals and strategies to meet the unique needs of each student group remains a priority in our planning and implementation efforts.

Cultural Relevance and Community Connection:
With the majority of students identifying as Hispanic or Latino, it is essential that our instructional practices actively reflect and affirm students' cultural backgrounds. Incorporating culturally relevant content and activities in the classroom not only supports engagement and comprehension but also deepens the connection between school, home, and community.

By drawing on students' prior knowledge and cultural experiences, educators can create more meaningful, inclusive, and empowering learning environments. These culturally responsive approaches are vital to fostering a sense of belonging and identity while promoting academic achievement across all student groups.

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	**Chronic Absenteeism**  Yellow	**Suspension Rate**  Green
Mathematics  Yellow		
English Learner Progress  Red		

Conclusions based on this data:

The 2024 release of the California School Dashboard reflects several updates in the presentation of CAASPP performance level indicators. Despite these updates, the overall analysis of student performance trends remains largely consistent with previous years. The data offers both encouraging progress and clear guidance on where continued focus and support are needed.

Academic Performance:
English Learner Progress stands out as the most significant area of academic growth. Many students made notable gains, with a substantial increase in the number of English Learners reaching Level 4, signaling strong improvement in language proficiency and access to academic content.

Mathematics remains the area with the greatest need for instructional improvement, followed by English Language Arts. Students across subgroups, particularly English Learners, continue to perform below grade-level expectations in both core subject areas, highlighting the importance of targeted supports, differentiated instruction, and intervention systems.

Chronic Absenteeism:
Chronic absenteeism rates have seen modest improvement, yet continue to present a challenge, with approximately 9% of students missing a significant portion of instructional days. This impacts academic consistency and student well-being. As such, chronic absenteeism will be a key area of focus in the 2025–2026 academic year. Efforts will center on improving attendance through family engagement, supportive school climates, and early outreach.

Suspension and Behavior Trends:
Suspension rates have slightly decreased compared to the previous school year—an encouraging trend that reflects efforts to improve behavioral supports and campus culture.

However, data shows that post-pandemic years saw a steady increase in suspensions, with a notable spike in the immediate return-to-school period. Socioeconomically disadvantaged students experienced higher-than-average suspension rates, indicating a need for deeper equity-focused behavioral supports.

In contrast, suspension rates for English Learners, McKinney-Vento students, and foster youth have declined—an encouraging sign of progress. Still, disparities remain, and disproportionate suspension rates across student subgroups require ongoing attention and systemic intervention.

Looking Ahead: Strategic Priorities for 2025–2026:
Curren School remains committed to using data to inform decision-making and drive improvement. Key priorities include:
-Strengthening math and ELA instruction, with a focus on scaffolding and culturally relevant strategies, especially for English Learners
-Expanding targeted interventions and differentiated supports for students below benchmark performance levels
-Enhancing attendance initiatives to reduce chronic absenteeism and ensure students have equitable access to learning
-Continuing to build restorative practices, positive behavior interventions, and alternatives to suspension to promote a safe, inclusive school environment for all students

These efforts reflect the school’s unwavering dedication to fostering academic success, equity, and well-being for every student.

School and Student Performance Data

Academic Performance

English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
3	2	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 Red	 Orange
53.5 points below standard	71.0 points below standard	109.3 points below standard
Maintained 0.2 points	Maintained 1.3 points	Increased 6.0 points
592 Students	419 Students	70 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Red	 Orange
Less than 11 Students	93.5 points below standard	58.1 points below standard
1 Student	Declined 22.9 points	Maintained 1.1 points
	71 Students	555 Students

Students with Disabilities	African American	American Indian
 Red 137.8 points below standard Declined 16.7 points 98 Students	 No Performance Color Less than 11 Students 1 Student	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color Less than 11 Students 1 Student	 No Performance Color Less than 11 Students 4 Students	 Orange 54.7 points below standard Maintained 0.5 points 571 Students

Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students 5 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students 10 Students

Conclusions based on this data:

Curren School's academic performance in English Language Arts (ELA) has remained relatively stable when compared to previous years, based on the 2023–2024 data. The results provide a clear view of current student outcomes and offer important insights for instructional planning and support moving forward.

Performance Across Student Groups
Hispanic students, who make up the majority of our school's population, performed below or near the standard in ELA. While this mirrors statewide trends for similar demographics, it also highlights the importance of continuing to provide responsive, high-impact instructional practices that center on student strengths and needs.

Socioeconomically Disadvantaged (SED) students demonstrated a slightly stronger performance than their non-SED peers, though both groups performed below the expected grade-level standard. This suggests that interventions aimed at supporting economically disadvantaged students are yielding some positive effects, but continued attention is needed to close achievement gaps across all student groups.

Reclassified English Learners (RFEPs) showed encouraging signs of growth, with a Distance from Met (DFM) score of -22.9, reflecting academic progress and successful transition into English-proficient instruction.

English-only students and current English Learners (ELs) faced greater challenges, with DFM scores of -43 and -71, respectively. The increase in DFM for English Learners highlights a critical area of need in ensuring these students receive targeted and effective English Language Development (ELD) instruction.

Strategic Implications and Next Steps:

The data underscores the importance of strengthening ELD practices—particularly in middle school grades—both within the Designated ELD blocks and across content areas, including the Dual Language Instruction (DLI) program.

To better support English Learners and accelerate their academic success, Curren School will prioritize:
-Enhancing ELD instruction with an emphasis on scaffolding academic language and vocabulary in both designated and integrated ELD settings
-Leveraging data to personalize instruction, identifying specific needs across student groups and grade levels
-Providing professional development for teachers to support culturally and linguistically responsive instruction
-Strengthening access to the core curriculum for all English Learners through structured supports and intentional collaboration between general education and ELD educators

By focusing on inclusive and differentiated teaching strategies, Curren School aims to ensure all students—especially English Learners—are equipped to thrive in ELA and beyond.

School and Student Performance Data

Academic Performance

Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
2	1	2	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
		
Yellow	Orange	Orange
86.7 points below standard	97.3 points below standard	153.6 points below standard
Increased 13.7 points	Increased 10.9 points	Increased 24.9 points
590 Students	417 Students	70 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	Red	Yellow
Less than 11 Students	109.5 points below standard	90.9 points below standard
1 Student	Maintained 0.2 points	Increased 14.5 points
	71 Students	553 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
157.7 points below standard	Less than 11 Students	0 Students
Maintained 2.8 points	1 Student	
98 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
Less than 11 Students	Less than 11 Students	87.6 points below standard
1 Student	4 Students	Increased 13.1 points
		569 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Less than 11 Students	0 Students	Less than 11 Students
5 Students		10 Students

Conclusions based on this data:

The 2024 academic performance data for Mathematics at Curren School reveals overall consistency with prior years, offering a stable foundation from which to assess growth opportunities. While most students continue to perform below grade-level expectations, there are early signs of positive movement, particularly among key student groups, that underscore the potential for targeted improvement through intentional instructional refinement.

Performance Trends Across Student Groups:
A closer analysis of the Distance from Met (DFM) data indicates a decline across most significant subgroups in terms of progress toward meeting grade-level standards. However, among the students who were assessed, there is evidence of incremental gains, with more students shifting from the "Standard Not Met" category to "Nearly Met"—a key indicator of progress, particularly among:

English Learners, Socioeconomically Disadvantaged (SED) students, and Homeless students who demonstrated an encouraging improvement in performance, reflecting the success of focused supports in this area.

Conversely, a decline was observed in the performance of Students with Disabilities, highlighting the urgent need for specialized interventions and support mechanisms that address the unique learning needs of this group.

These findings point to a clear and urgent need to re-evaluate and strengthen instructional practices in Mathematics, with a focus on both equity and rigor. To improve student outcomes, Curren School will prioritize:
-Enhanced focus on Priority Instructional Standards for Mathematics, ensuring these are consistently and effectively taught across all grade levels
-Improving first instruction, by integrating high-leverage strategies that develop:

-Conceptual understanding
-Critical thinking
-Problem-solving skills
-Mathematical reasoning habits of mind
-Content and grade-level collaboration, enabling teachers to share effective strategies, align expectations, and co-develop lessons that meet the needs of diverse learners
-Differentiated supports and interventions, especially for students with disabilities and those furthest from benchmark levels
-Professional learning opportunities that equip staff with tools to teach math more effectively, using data to guide and inform practices

This analysis serves as a valuable roadmap for identifying key focus areas and implementing changes that will drive improvement. With intentional collaboration among teachers, instructional leaders, and stakeholders, Curren School can foster a strong and inclusive math program that empowers all students to achieve grade-level proficiency and long-term academic success.

By remaining focused on instructional excellence, equity, and continuous progress, we can ensure that every student—regardless of background or learning profile—has the opportunity to thrive in mathematics

School and Student Performance Data

Academic Performance

English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
Red	Green
36.1% making progress.	48.1% making progress.
Number Students: 388 Students	Number Students: 54 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
27.3%	36.6%	1.5%	34.3%

Conclusions based on this data:

The most recent data from the 2023–2024 California School Dashboard highlights meaningful growth in English Learner (EL) proficiency at Curren School. Notably, students achieved a substantial increase of 48.1 points above the standard on the ELPAC (English Language Proficiency Assessments for California)—a strong indicator of progress in English language acquisition and a reflection of the school’s focused efforts in supporting EL students.

In addition, the EL population has grown by approximately 9–10%, further underscoring the importance of targeted instruction and support tailored to this expanding student group. While CAASPP performance in Math and English Language Arts (ELA) has shown steady improvement, the gains among English Learners have not yet reached the expected levels. This highlights an opportunity to align ELD strategies more closely with core content instruction to accelerate academic growth.

Instructional Focus: Addressing the Needs of Level 2 English Learners
Many of Curren’s English Learners are currently performing at Level 2 on the ELPAC, indicating that while they can meet basic communication needs, they continue to need support to engage effectively with academic content across subject areas.

To foster both language development and academic achievement, the following instructional scaffolds are essential:
-Sentence frames and starters to support structured academic discourse
-Graphic organizers to enhance comprehension and content organization
-Sensory, visual, and tactile supports to reinforce understanding and engagement
-Opportunities for collaborative learning and structured interaction, especially around academic topics
-Integrated and designated ELD instruction, strategically embedded into daily lessons
-These tools help students actively participate in both familiar and academic contexts, bridging the gap between language proficiency and content mastery.

Strategic Priorities Moving Forward:
To sustain and build upon the gains seen in ELPAC performance, Curren School will prioritize:
-Ongoing progress monitoring to identify and respond to individual student needs
-Differentiated instruction that reflects students' proficiency levels and academic goals
-Professional development for staff to strengthen strategies for scaffolding, linguistic support, and integrated ELD
-Collaborative planning across grade levels and content areas to ensure consistency and coherence in EL support

By maintaining a clear focus on scaffolding, monitoring, and inclusive instruction, Curren School is committed to ensuring every English Learner continues to progress confidently toward language proficiency and academic excellence.

School and Student Performance Data

Academic Engagement

Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	5	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 Yellow	 Yellow
19.5% Chronically Absent	16.5% Chronically Absent	16% Chronically Absent
Declined 9.4	Declined 9.6	Declined 0.9
920 Students	558 Students	75 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Orange	 Yellow
Fewer than 11 students - data not displayed for privacy	20.5% Chronically Absent	19.6% Chronically Absent
1 Student	Declined 6.4	Declined 9
	127 Students	863 Students

Students with Disabilities	African American	American Indian
 Yellow 25.3% Chronically Absent Declined 10.3 162 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	 No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	 Yellow 19.2% Chronically Absent Declined 9.3 892 Students

Two or More Races	Pacific Islander	White
 No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	 No Performance Color 0 Students	 No Performance Color 20% Chronically Absent Declined 26.7 15 Students

Conclusions based on this data:

Data from the 2023–2024 academic year reveals ongoing challenges related to chronic absenteeism, particularly among special population groups at Curren School. Students receiving Special Education services and those identified as Homeless continue to experience higher rates of chronic absenteeism when compared to their peers, including Socioeconomically Disadvantaged students and English Learners. This trend underscores the need for targeted, equity-focused interventions that address the root causes of absenteeism and promote regular, meaningful engagement with school.

Strategic Focus Areas for Reducing Absenteeism:
1. Tailored Support for At-Risk Populations
Recognizing that each group faces distinct challenges, support must be personalized and needs-driven. Whether addressing learning barriers, transportation challenges, or social-emotional needs, interventions should be flexible and responsive to the lived experiences of students and families.
2. Strengthening Relationships and School Connection
Central to improving attendance is the cultivation of positive, caring relationships between students, families, and school staff. By building trust and connection, we can create a school climate where students feel valued, supported, and motivated to attend. Consistent communication, family outreach, and a welcoming school culture are essential components of this approach.
3. Engaging and Relevant Instruction
High-quality, engaging learning experiences play a critical role in encouraging attendance. Lessons that are interactive, culturally relevant, and student-centered can foster curiosity and connection, helping students see the value in showing up and participating actively in their learning journey.
4. Addressing Barriers to Attendance

A proactive approach to absenteeism includes identifying and removing obstacles that prevent regular attendance. This may involve:
-Providing access to wraparound services such as counseling, transportation assistance, or nutritional support
-Offering individualized support plans for students with persistent absenteeism
-Collaborating with families to understand and address specific circumstances impacting attendance

Moving Forward: A Commitment to Inclusive Engagement:
Reducing chronic absenteeism—especially among our most vulnerable students—requires a whole-school approach grounded in empathy, inclusion, and high expectations. By focusing on:
-Relationship-building
-Engaging instruction
-Barrier reduction, and
-Tailored student and family support

Curren School is committed to ensuring that all students are present, supported, and prepared to succeed. Through these collective efforts, we aim to enhance not only attendance, but also the overall educational experience and long-term outcomes for every learner.

School and Student Performance Data

Conditions & Climate

Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	0	4	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 Green	 Orange
2.5% suspended at least one day	2.3% suspended at least one day	10.5% suspended at least one day
Declined 0.6%	Declined 0.7%	Declined 4.5%
930 Students	564 Students	76 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Green	 Green
Fewer than 11 students - data not displayed for privacy	0.8% suspended at least one day	2.5% suspended at least one day
1 Student	Declined 3.3%	Declined 0.7%
	130 Students	870 Students

Students with Disabilities	African American	American Indian
 Red 5.5% suspended at least one day Increased 3.7% 164 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	 No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	 Green 2.4% suspended at least one day Declined 0.7% 901 Students

Two or More Races	Pacific Islander	White
 No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	 No Performance Color 0 Students	 No Performance Color 0% suspended at least one day Maintained 0% 16 Students

Conclusions based on this data:

Suspension rates for the 2023-2024 school year, as indicated in the release of the 2024 CA school dashboard, have shown a decrease, which can be attributed to the PBIS positive school climate initiatives, SEL lessons and Mindset Academy student workshops. Analyzing the data from the previous year, it is evident that suspension rates have decreased for various special population groups. Specifically, the rates for socioeconomically disadvantaged students, English learners, McKinney-Vento students, and Foster Youth had small decreases. Disproportionality in suspension rates among these student groups is a concern that needs to be addressed. To address disparities, a tiered level of support is necessary. It is crucial to focus on implementing alternate means of correction that allow students to remain in their instructional setting while still addressing behavioral issues. This approach can help minimize disruptions to their learning and provide opportunities for students to learn from their mistakes and grow.

Furthermore, the data clearly highlights the need for culturally responsive pedagogy, trauma-informed practices, and restorative justice opportunities in schools. Culturally responsive pedagogy ensures that instructional strategies and classroom environments acknowledge and respect the cultural backgrounds and experiences of students. Trauma-informed practices recognize and address the impact of trauma on students' behavior and well-being. Restorative justice approaches focus on repairing harm, building relationships, and promoting positive behaviors within the school community. Exploring alternatives to suspensions modules and Mindset student workshops. By incorporating these approaches, our school can work towards reducing suspension rates and specifically address the disparities among special population groups.

It is essential to prioritize creating a supportive and inclusive school climate where students feel understood, supported, and engaged. By adopting these strategies and interventions, our school can strive to reduce overall suspension rates

and create a more equitable and positive learning environment for all students, including those in special population groups.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student Academic Engagement and Achievement
Dramatically accelerate student academic engagement and achievement across all Oxnard populations through coherent additive approaches, essential pedagogical principles, and high-leverage practices.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1 - Student Academic Engagement and Achievement

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Foster high intellectual performance.
Strengthen instruction and student engagement.
Develop student profile-driven lesson design.
Foster multilingualism.
Use technology to enhance instruction.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	2024-25 Percentage of students that Met or Exceeded standards: 3rd grade students - 32% 4th grade students - 18% 5th grade students - 33% 6th grade students - 38% 7th grade students - 43% 8th grade students - 34 %	2025-26 Students will show growth by moving one or two levels across the different bands in CAASPP. The number of students meeting and exceeding standards in ELA will increase by 5%.
CAASPP Math	2024-25 Percentage of students that Met or Exceeded standards: 3rd grade students - 34% 4th grade students - 11% 5th grade students - 20%	2025-26 Students will show growth by moving one or two levels across the different bands in CAASPP.

	6th grade students - 12% 7th grade students - 33% 8th grade students - 16%	The number of students meeting and exceeding standards in Math will increase by 5%.
Star Early Literacy and Reading	2024-25 The percentage of students who scored At or Above benchmark: English- Kindergarten -64% 1st grade - 28% 2nd grade - 22% 3rd grade - 22% 4th grade - 26% 5th grade - 30% 6th grade - 23% 7th grade - 42% 8th grade - 43% Spanish- Kindergarten - 54% 1st grade - 52% 2nd grade - 47% 3rd grade - 60% 4th grade - 48% 5th grade - 64% 6th grade - 56% 7th grade - 67% 8th grade - 60%	2025-26 Students will demonstrate growth by moving at least one or two levels across the different bands on end of year tests. The percentage of students who will score At or Above benchmark will increase by: English- Kindergarten and 1st grade - 10% 2nd-8th grades - 10% Spanish- Kindergarten and 1st grade - 10% 2nd-8th grades - 10%
Star Math	2024-25 The percentage of students who scored At or Above benchmark: 1st grade - 16% 2nd grade - 16% 3rd grade - 22% 4th grade - 18% 5th grade - 30% 6th grade - 15% 7th grade - 22% 8th grade - 16%	2025-26 Students will demonstrate growth by moving at least one or two levels across the different bands. The percentage of students who will score At or Above benchmark will increase by: 1st-8th grades - 10%
5th and 8th Grade Pathway to Biliteracy criteria met	2024-25 49 students in 5th and 8th grade met the established criteria demonstrating progress towards biliteracy.	2025-26 The number of students who meet Pathway to Biliteracy criteria in 5th and 8th grade will be increased by 10%.
Reclassification	2024-25 43 students met reclassification criteria	2025-26 The reclassification rate will increase by at least 10%.
Kinder-8th grade ELPAC	2024-25	2025-26

	Number of students who scored at Level 3 and 4: Kindergarten-36% 1st grade-34% 2nd grade-34% 3rd grade-53% 4th grade-51% 5th grade-59% 6th grade-58% 7th grade-72% 8th grade-50%	Students will show growth by moving one or two levels across the different bands in ELPAC. The number of students meeting and exceeding standards in ELPAC will increase by 10%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Teachers and administrator(s) will support delivery of best first instructional practices to increase student achievement in Literacy, Writing, ELD and Math by collaborating; discussing and analyzing data; using best first instruction practices and lesson delivery; and implementing on-line practice of SBAC sample questions.	All Students Students with Disabilities English Learners Foster Youth	District Funded 5000-5999: Services And Other Operating Expenditures Curriculum, Star, CAASPP Interim Assessments
1.2	AVID electives will be available for grades 7-8 to promote college readiness and implementation of AVID strategies: binder checks, Cornell Notes and WICOR Strategies. AVID Tutors will support AVID strategies in the elective classes. AVID Elementary strategies will be provided in grades 4 and 5. Field trips (virtually or in person) to local colleges and universities will support college readiness and promote a college atmosphere on campus. An after-school AVID Club will be offered for students in grades 6-8.	All Students English Learners Foster Youth Socioeconomically Disadvantaged	1000 LCFF 4000-4999: Books And Supplies Materials and Supplies - Cost of binders and AVID Supplies and Fieldtrips 1000 LCFF 5000-5999: Services And Other Operating Expenditures Field Trip Fees and Transportation District Funded 2000-2999: Classified Personnel Salaries AVID Tutors
1.3	Provide art enrichment opportunities for students during school and after school, including SEL activities through contract providers to supplement instruction (such as, but not limited to: Art Trek, Hip Hop, Mindset Academy, dance, Ballet Folklorico and focus on supporting the Strand Focus).	All Students	6500 LCFF 5000-5999: Services And Other Operating Expenditures Service and Contracts 10000 Title I 5000-5999: Services And Other Operating Expenditures Contracts

1.6	An Intervention Support Provider (ISP) will provide Tier 2 interventions to K-5th Grade ELs/DLI students in small groups in a push-in model support/tutoring in ELA, Math, and ELD.	All Students English Learners	27156 Title III 1000-1999: Certificated Personnel Salaries ISP Salary 6062 Title III 3000-3999: Employee Benefits ISP Benefits
1.7	Materials and supplies will be purchased to support the instructional program in all areas (including, but not limited to: books, furniture, computer/iPad supplies, copies. Print materials and supplemental curricular materials will be provided to support and enrich core Language Arts, and Math instruction. Materials and supplies will be used to support and enrich the PBIS action Plan and the Wellness Center(s).	All Students	36000 LCFF 4000-4999: Books And Supplies Materials and Supplies 20128 LCFF 4000-4999: Books And Supplies Warehouse Charges 3000 LCFF 5000-5999: Services And Other Operating Expenditures Maintenance Agreements--laminator, duplo, copy machines District Funded 4000-4999: Books And Supplies Curriculum materials and supplemental materials
1.11	Provide tutoring and enrichment opportunities based on results from IABs, previous CAASPP data, ELPAC data and Star assessment results. Data will be used to monitor students' progress towards mastery of ELA, Math and ELD standards. Teachers will provide training for parents on how to support students at home with academics.	All Students English Learners	ELOP 1000 LCFF 1000-1999: Certificated Personnel Salaries Teacher extra hours
1.13	Monitor designated English Language Development instruction in Middle School 6-8 grades to ensure it is provided daily for English Learners as observed by classroom walk-throughs, schedules and ongoing progress monitoring conferences with admin/teachers.	All Students English Learners	No additional cost
1.16	Site and District Technology Team will support implementation of the learning management system (Canvas) and other learning applications used to support a technology-based classroom.	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures LMS-Canvas other Apps District Funded 2000-2999: Classified Personnel Salaries District provided Tech Support

			4000 LCFF 4000-4999: Books And Supplies Headphones, charger ports and Keyboards, computer equipment
1.17	Provide DLI Classrooms with class library books to support reading in Spanish to improve oracy and literacy skills,including Intervention.	All Students	LCFF 5800: Professional/Consulting Services And Operating Expenditures Renaissance AR Program 2000 LCFF 4000-4999: Books And Supplies Books other than Textbooks - Spanish Books 2000 Title I 4000-4999: Books And Supplies Books other than Textbooks
1.18	Technology online subscriptions, licenses and applications will be use to support state standards, intervention programs, enrichment activities and strand focus. (i.e. ESGI, IXL, Scholastics News, Newsela, Brain Pop, Read Naturally Live!, iStation).	All Students	20000 Title I 5000-5999: Services And Other Operating Expenditures Applications/software and licenses
1.21	Three Instructional Assistants will support students: two (8 hour) district- funded to support Kindera nd First grades, with foundational skills in ELA, Math, and ELD, and one (4 hour) school- funded instructional assistant to support LTELs and Newcomers in Grades 6-8 in Middle School during core academics.	All Students English Learners Foster Youth	District Funded 2000-2999: Classified Personnel Salaries 2 Instructional Assistants for K-1 classes. 18435 LCFF - Intervention 2000-2999: Classified Personnel Salaries Instructional Assistant Salary (gr 6-8) 6709 LCFF - Intervention 2000-2999: Classified Personnel Salaries Instructional Assistant Benefits (gr 6-8)
1.22	Teachers in the Biliteracy program in grades Kinder-8th will implement DLI first instruction supported through Admin via DLI Walkthroughs feedback.	All Students English Learners Foster Youth Students with Disabilities Socioeconomically Disadvantaged	No additional cost
1.24	Provide incentives for academics, following school wide expectations, student achievement and	All Students	5000 LCFF

	engagement through the PBIS Cougar Store, and AR rewards. The PBIS Team, Library/Media Tech (LMT) and ORC will support the incentive program.		4000-4999: Books And Supplies Materials and Supplies - Incentives 1000 LCFF 2000-2999: Classified Personnel Salaries Classified extra help
1.26	Students in SST, IEP and 504 Plans meetings will be monitored via meetings with teachers, the Support Team and administrators.	All Students Students with Disabilities Foster Youth	28000 LCFF 1000-1999: Certificated Personnel Salaries Substitute Salaries 8929 LCFF 3000-3999: Employee Benefits Substitute Benefits
1.29	Ongoing student progress monitoring in ELA and Math will include the use of LLI, ST Math, Lexia, STAR Assessments, Accelerated Reader (AR), and STAR Curriculum-Based Measures (CBMs). In addition, site-based, teacher-led professional support will be provided in designated curricula and educational applications. This support will include one-on-one and group assistance focused on tools such as Lexia, ST Math, Canvas, IXL, MyOn, Renaissance, DLI, Read Naturally Live, and DreamBox.	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures Software and applications
1.34	Conduct Student Reclassification Conferences with students in grades 3-8, after each progress monitoring period to ensure students understand the reclassification process and importance of reclassification in middle school and before high school.	All Students	No additional cost
1.35	Provide field trips, assemblies and enrichment opportunities to support DLI, language arts, science, social studies, music, arts, math and Strand Focus (Environmental Studies).	All Students	18000 Title I 5000-5999: Services And Other Operating Expenditures Field trip-Transportation 18000 Title I 5000-5999: Services And Other Operating Expenditures Field trip-Entrance and fees for students
1.36	Literacy Intervention Teacher will provide Tier 2 reading intervention using the LLI program - (K-5 Grades)	All Students	District Funded 1000-1999: Certificated Personnel Salaries Literacy Teacher
1.39	A full-time Arts teacher will teach K-5 students using a rotating schedule and a year-long Arts elective class offered to students in 7th-8th Grade.	All Students	190,665 Prop 28 1000-1999: Certificated Personnel Salaries

			Teacher salaries 42559 Prop 28 3000-3999: Employee Benefits Certificated Benefits 31098 Prop 28 4000-4999: Books And Supplies Art Supplies 16416 Prop 28 3000-3999: Employee Benefits Health and Welfare 1229 Prop 28 5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Greater focus and dedication are needed in implementing the Common Core State Standards (CCSS) curriculum and delivering high-quality first instruction. The 2024–2025 school year continues to present both opportunities and challenges, especially in addressing the lingering social-emotional impact of the post-pandemic period.

Data from the Distance Learning period revealed that only one-third to one-fourth of students were reading at grade level. This highlighted the urgent need to reassess both how we deliver instruction during in-person learning and what students are being asked to do. Encouragingly, data from the current school year shows a steady increase in student performance on district benchmarks—an indication that focused efforts are yielding early results.

To continue this upward trend, it is essential that each grade level prioritizes clear, intentional instruction aligned to standards. Rich, engaging, and grade-level appropriate instruction is critical for promoting student mastery and sustained engagement.

Most importantly, the consistent use of differentiation, Tier I, and Tier II supports must be embedded across all grade levels to meet diverse learning needs. In addition, the implementation of vertical planning and grade-level collaboration—particularly in Language Arts and Math—will foster consistency and ensure that students build on concepts year after year.

To support equitable instruction for all students, teachers must place strong emphasis on the Priority Standards in ELA and Math. Integrating Social-Emotional Learning (SEL) into the instructional framework remains vital, as students' emotional readiness is directly tied to their ability to focus and learn effectively.

Finally, based on recent CAASPP and STAR assessment data, reading—especially reading comprehension—must be a continued area of focus. Strategies that incorporate real-life applications, open-ended questions, and higher Depth of Knowledge (DOK) tasks will support deeper understanding and help students make meaningful connections to the standards

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The most significant gap between the intent of the goal and its actual implementation was influenced by the high social-emotional needs of students. Many planned actions were scheduled to take place in the spring; as a result, some initiatives and corresponding data collection were not fully completed before the end of the school year.

While overall attendance showed improvement, many students continued to experience difficulties with adjusting to the school environment and faced ongoing challenges in building meaningful connections and relationships with peers and staff. These social-emotional barriers had a direct impact on students' readiness to engage and benefit from academic supports.

Additionally, several of the initiatives budgeted for the current school year faced delays in implementation due to limited availability of personnel aligned with the planned actions. Staffing shortages continued to be a barrier to fully realizing the intended strategies and supports.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Many of the updates to the strategies under this goal are directly aligned with the evolving academic and social-emotional needs of our students. These changes were informed by a careful analysis of metric indicators, ensuring that the planned outcomes are data-driven and responsive to current student performance.

To support ongoing monitoring of academic progress, Star proficiency levels in both ELA and Math will be reviewed consistently throughout the school year—in the fall, winter, spring (for grades K-8), and end-of-year (for grades TK-2). This regular cycle of assessment will enable continuous analysis of student growth and timely adjustments to instructional strategies.

While the overall metric for English Learners (ELs) showed a slight increase, it is important to note that this outcome may be impacted by incomplete or inconsistent data from prior years, limiting direct year-over-year comparisons.

To address academic gaps in reading and math, Tier 1 and Tier 2 interventions have been embedded into the strategy framework. However, only one intervention provider was hired due to a limited pool of qualified candidates, particularly to support reading development and work with Long-Term English Learners (LTELs).

To bolster instructional support:
-Paraeducators will be hired to assist in primary grades, increasing capacity for differentiated instruction and small group or one-on-one support.
-An additional paraprofessional will be brought on to assist grades 6–8 ELs and LTELs, focusing on language development within content areas.

In support of students' social-emotional growth, Mindset Academy will provide targeted workshops focused on self-esteem, goal setting, and fostering a positive mindset. These sessions are designed to help students build resilience and confidence, which are essential for academic and personal success.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Learning Environment and School Climate
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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2 - Learning Environment and School Climate

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Support a multi-tiered system of support (MTSS).
Foster access, equity and inclusion.
Utilize restorative practices.
Create affirming learning environment and relationships.
Maintain safe and inviting facilities and grounds.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Data	2024-2025 End of school year suspension rate was 1.96%.	2025-26 Suspension rates will decrease to 1% or lower.
Panorama SEL Survey	2024-2025 The percentage of students who can regulate their emotions well: 43% of students in the 3rd-5th grade 38% of students in the 6th-8th grade	2025-26 The percentage of students feeling a sense of belonging will increase by: 3rd-5th grade -10% 6th-8th grade -10%
School Attendance Rate	2024-2025 93% for the school year. This is within the state's average attendance rate.	2025-26 Regular school attendance will be increased by 3%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Site counselors (2) will assist parents and students with crisis, trauma, student behavior, conflict resolution strategies, social skills, restorative circles, and support teachers with SEL lessons.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Counselor salaries
2.2	The Wellness Center will provide a safe space for students during school time, lunch and recess to be supported by school counselors and provide alternative activities for social and emotional support.	All Students	See Goal 1.7 Materials and Supplies
2.3	The PBIS Committee will meet monthly to provide recommendations, strategies, and support to teachers regarding student behavior. Survey feedback will be used to guide the committee to address the school's culture and climate needs and create a service plan and steps for improvement. The Committee will monitor student discipline data throughout the year and identify supports for students and will share during staff/grade level meetings to plan and provide student intervention and supports. Professional development will be provided to all staff in PBIS/CHAMPS to ensure students receive positive behavior support. PBIS Committee members will attend the PBIS conference to learn more about strategies and recognition for 2024-2025 PBIS implementation. A positive school culture will be built for all students and staff.	All Students	See Goal 1.7 Materials and Supplies District Funded 1000-1999: Certificated Personnel Salaries Certificated extra hours See Goal 1.26 Subs for PBIS Conferences
2.4	The Safety Team will revise and implement the Comprehensive School Safety Plan. Students and staff will participate in at least one monthly drill such as: • Fire drills • Lockdown drills; Priority 1 & 2 • Earthquake drills • Annual evacuation drill	All Students	See Goal 1.7 Materials and Supplies
2.5	A mental health clinician will provide counseling support to general education students based on Tier III referral needs.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Provided by District Grant
2.6	The ORC and School Counselor will maintain the Student Attendance Incentives Program to	All Students	1000 LCFF

	motivate, encourage daily attendance and to reduce tardiness and chronic absenteeism. The ORC will follow up with students who are experiencing absenteeism, provide individual student attendance contracts, and check in regularly with students and families to reduce absenteeism. The ORC, Attendance Tech and Admin will meet regularly to review chronic absenteeism and make SARB referrals as needed.		5000-5999: Services And Other Operating Expenditures Student incentives Initiative to Prevent Chronic Absenteeism
2.7	Campus Assistants will monitor safety on campus throughout the day and support with crosswalks during arrival and dismissal times. An additional campus assistant to provide additional student supervision in the girl's locker room at PE, lunch, recess, and during passing periods in grades 6-8.	All Students	District Funded 2000-2999: Classified Personnel Salaries 7 Campus Supervisors 2500 LCFF 2000-2999: Classified Personnel Salaries Extra hours 1500 LCFF 2000-2999: Classified Personnel Salaries Classified Benefits
2.8			
2.10	Wellness Peers will lead student peer to peer support in grades 6-8 for mental health activities.	All Students	See goal 1.7 Materials and Supplies
2.11	Counseling Psychologists will provide on-site counseling for students in need or as identified through IEPs.	Students with Disabilities	District Funded 1000-1999: Certificated Personnel Salaries Counselor salaries See Goal 1.7 Materials and Supplies
2.12	Support transition meetings between Pre-K to Kindergarten, 5th grade to Middle School, and 8th to High School.	All Students	See Goal 1.26 Substitutes See Goal 1.7 Materials and Supplies
2.14	Staff will receive training on seizures, EpiPen use, health needs, mandated reporter guidelines, disaster preparedness and practice of healthy guidelines.	All Students	No additional cost
2.15	The AVID elective class will be offered for 7th-8th Grade students to participate in developing	All Students	

	leadership skills. AVID activities can include awareness of tobacco usage, drugs use, and alcohol use. AVID students will promote school spirit, plan Red Ribbon Week, Kindness Week and other schoolwide activities.)		See Goal 1.7 Materials and Supplies
2.16	Big Brother, Big Sister clinician will support students with chronic absenteeism who need mentoring support. Students will be referred by the school counselors and/or ORC.	All Students	District Funded 1000-1999: Certificated Personnel Salaries District Special Grant Funded
2.17	The SPED team will meet to plan student supports, IEP accommodations, and review IABs and CAASPP practice questions to ensure students have practice and familiarity with the test format and use of accommodations.	Students with Disabilities	See Goal 1.26 Substitutes
2.18	Students in grades 3-8 will complete the Panorama Survey. Curren will provide opportunities for students to participate in enrichment activities during lunch, organized by the ORC and School Counselors.	All Students	See Goal 1.7 Materials and Supplies
2.19	Teachers and School Counselors will provide SEL lessons to address student social emotional needs during the morning check-in for K-5 and during Advisory for Middle School students. Research-based programs and assemblies will be provided which tie into the social-emotional well-being of students to create a learning environment that is safe, drug-free and conducive to learn.	All Students	See Goal 1.3 Services, Entrance Fees, Operations
2.20	In order to improve the overall school culture and climate, staff and students will participate in a Mindful Academy through a kickoff assembly and follow-up workshops. The focus of these sessions will be in mindset development, student social emotional learning, behavior, motivation and engagement in elementary grades K-5.	All Students	Title I 5800: Professional/Consulting Services And Operating Expenditures See Goal 1, strategy 1.3

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The overall effectiveness of this goal was assessed using specific metrics from the 2024–2025 school year, including California School Dashboard suspension data and school-level behavior records. Additionally, the school successfully administered the Panorama Survey to all students in the 2024–2025 school year, providing valuable insights into student well-being, engagement, and school climate.

The strategies outlined under this goal continue to emphasize the importance of improving school attendance and reducing chronic absenteeism. A key approach involves consistent adherence to attendance guidelines, paired with positive, intrinsic incentives to encourage and reinforce regular student attendance.

To address students' social-emotional needs, particularly in light of ongoing post-pandemic challenges, the school will make adjustments to the implementation of PBIS/CHAMPS frameworks and Mindset Workshop initiatives. These adjustments will ensure that the supports provided are both developmentally appropriate and aligned with students' current emotional and academic needs.

Suspension data and perceptions of school safety further underscore the importance of cultivating a positive school culture, enhancing student connectedness, and expanding social-emotional learning supports. These elements are essential to creating a safe, inclusive, and engaging learning environment.
Moving forward, the school recognizes the need to:
-Provide multiple opportunities for social interaction and student collaboration
-Offer enrichment opportunities both during the school day and beyond
-Implement strategies that foster stronger school connectedness for all students

By addressing these areas holistically, Curren School aims to build a supportive, safe, and motivating environment where every student can thrive both socially and academically

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major discrepancies between the intended implementation and the budgeted expenditures for the 2024–2025 school year. The school successfully hired an additional campus supervisor to enhance school safety and culture. This role has supported improved supervision throughout the day, including increased visibility in the girls' locker room, and has helped manage traffic flow during arrival and dismissal times, addressing ongoing safety concerns.

While most planned activities proceeded as expected, some in-person assemblies, including spring events and the end-of-year promotion, were modified to align with the ongoing vendor and service provider approval processes. These adjustments ensured that events met all required procedural guidelines while still supporting student engagement and celebration.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on student data from the past academic year, we have identified both areas of improvement and continued need to guide our priorities for the 2025–2026 school year. Many of the strategies and initiatives from last year will be sustained and enhanced, with a continued emphasis on addressing the social-emotional needs of students.

Supports will include programs such as Mindset Academy, Restorative Practices, and expanded enrichment initiatives, all aimed at fostering student well-being, resilience, and connection to the school community.

Instructional practices will be intentionally modified and refined to better meet the diverse needs of all learners. This includes a commitment to differentiated instruction and a more targeted, student-centered approach that promotes engagement and achievement.

The school will also continue to explore and implement purposeful strategies to strengthen school connectedness, ensuring that every student feels seen, supported, and valued. To further promote inclusion and participation, enrichment opportunities will be offered both during the school day and after school, creating multiple access points for student involvement.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Guidance and support to the site.
Provide strategic direction, guidance, and support focused on improving the quality of instruction, interaction, and engagement in every classroom, so that all students reach high levels of academic excellence, multilingual achievement, global competency, and healthy identity development, agency and voice.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 3 - Guidance and Support to Sites and District Departments.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Foster a culture of empowerment.
Provide professional learning and support.
Provide recognition to staff and students.
Utilize student assessment to measure student learning.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	2024-2025 Percentage of students that Met or Exceeded standards: 3rd grade students - 32% 4th grade students - 18% 5th grade students - 33% 6th grade students - 38% 7th grade students - 43% 8th grade students - 34 %	2025-2026 Students will show growth by moving one or two levels across the different bands in CAASPP. The number of students meeting and exceeding standards in ELA will increase by 5%.
CAASPP MATH	2024-25 Percentage of students that Met or Exceeded standards: 3rd grade students - 34% 4th grade students - 11% 5th grade students - 20% 6th grade students - 12% 7th grade students - 33% 8th grade students - 16%	2025-26 Students will show growth by moving one or two levels across the different bands in CAASPP. The number of students meeting and exceeding standards in Math will increase by 5%.

5th and 8th Grade Pathway to Biliteracy criteria met	2024-2025 49 students in 5th and 8th grade met the established criteria demonstrating progress towards biliteracy and participated in Awards Gala Ceremony.	2025-26 The number of students who meet Pathway to Biliteracy criteria in 5th and 8th grade will be increased by 10%.
ELPAC/Reclassification	2024-2025 43 students met reclassification criteria were given certificates and medals	2025-26 The reclassification rate will increase by at least 10%.
Student Trimester Awards	2024-2025 School Year: 100% of classes gave out Trimester Awards for students in TK-8..	2025-2026 Maintain 100% Trimester Awards Participation in TK-8
Staff Recognition	2024-2025 School Year 4 Staff Members were recognized with the Shinning Star Award given by the Superintendent	2025-2026 Increase the umber of Shining Star Award Recipients to a least 8

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	California Assessment Conference-Three teachers and one Administrator will attend and bring back pertinent information to support positive SBAC student outcomes.	All Students	See goal 1.9 Conference registration
3.2	Staff Appreciation Week-Recognize all staff during staff appreciation week.	All Students	See goal 1.7 Materials and Supplies
3.3	Weekly Bulletin Staff Shout Out-Provide shout out by recognizing staff that is excelling in responding and providing supports to students, staff and educational partners.	All Students	See goal 1.7 Materials and Supplies
3.4	End of the Trimester Student Assemblies-Recognize students who have excelled and grown in academics, behavioral expectations, and attendance at the end of each trimester.	All Students	See goal 1.7 Materials and Supplies
3.5	Shining Star Recognition Program-Celebrate staff members who have been referred to the Shining Star Program during the weekly staff meeting and weekly morning school announcement.	All Students	No additional cost
3.6	Pathway to Biliteracy Gala Recognition-Recognize all 5th and 8th grade students who meet Biliteracy Pathway criteria.	All Students	

			No additional cost
3.7	Student Reclassification Awards-Recognize all 3rd-8th grade students who meet criteria for reclassification at Reclassification Awards Night.	All Students	See goal 1.7 Materials and Supplies
3.8	Recognize students' positive outcomes in academics, sports, and school activities/events during the weekly morning announcement.	All Students	PTA/PTO 4000-4999: Books And Supplies Materials and Supplies
3.9	Conduct monthly Principal's Fellows advisory meetings to support school wide initiatives, feed back, and recommendations.	All Students	See goal 1.7 Materials and Supplies
3.10	The school counselor will identify student leaders for the Wellness Peers Group and provide them with training to equip them to offer peer-to-peer support.	All Students	See goal 1.7 Materials and Supplies
3.11	Students will lead the No Place for Hate campaign assemblies and school-wide activities.	All Students	See goal 1.7 Materials and Supplies
3.12	Student leaders will lead a PBIS student welcoming committee to promite a sense of belonging with students new to campus.	All Students	See goal 1.7 Materials and Supplies
3.13	Families will be invited to attend the Kindergarten End-of-Year Family and Community Celebration.	All Students	4000-4999: Books And Supplies See goal 1.7 Materials and Supplies
3.14	Teachers will meet during PLCs every other Tuesday to monitor student progress and develop instructional plans for DLI BUF Unit Implementation, ELD Curriculum to enhance ELD instruction and attend professional development to enhance classroom instructional strategies.	All Students	5000 LCFF 1000-1999: Certificated Personnel Salaries Teacher extra hours, Substitutes
3.15	Teachers will administer on-line Interim Assessment Blocks (IABs) at least three times a year for third through eight grade. Star Early Literacy, Reading and Math assessments will be administered four times per year. Teachers and administrators will analyze the data following each administration during PLCs every other Tuesday to monitor student growth toward benchmark, evaluate student mastery of skills, plan instruction and create intervention groups.	All Students English Learners Foster Youth Students with Disabilities	District Funded 5000-5999: Services And Other Operating Expenditures Curriculum, Star, CAASPP Interim Assessments

	Use of Star CBMs (Curriculum Based Measurements) in K-5 will be as needed to monitor interventions and progress.		
3.16	Provide specific professional training and resource instructional materials to support the BUF Units in our 50/50 DLI program Middle School DLI and ELD Classes. Professional development opportunities offered via district TOSAs for all teachers in ELA, Math, ELD, and DLI to fully implement the curriculum throughout the school year.	All Students English Learners Foster Youth Homeless Students with Disabilities	District Funded 1000-1999: Certificated Personnel Salaries TOSAS LCFF 4000-4999: Books And Supplies See Goal 1.7 Materials and Supplies
3.17	Professional development opportunities will be offered to teachers, school counselors, and administrators to support site strand focus, DLI, Special Education, content areas, Positive Behavior Intervention Supports (PBIS/CHAMPS), AVID (Summer Institute), CABE, PLCs, Carnegie Summit, Every Child Counts Symposium, CUE and other conferences, SEL Wellness Summit, ACSA, California Assessment Conference. Parents will be included in conferences as appropriate.	All Students	8000 LCFF 5000-5999: Services And Other Operating Expenditures Travel and Conference costs. Professional Development costs, including SIP Days. District Funded 1000-1999: Certificated Personnel Salaries Professional Development - After School Opportunities 16000 Title I 5000-5999: Services And Other Operating Expenditures Travel and Conference costs, Professional Development costs (includes additional team members to AVID Summer Institute - 3 employees (2 Teachers and 2 Admin)), Contracts 7185 Title III 5000-5999: Services And Other Operating Expenditures Travel and Conference costs-CABE (local and State Conference) 3000 LCFF 1000-1999: Certificated Personnel Salaries Pay Admin and 2 teachers for attending non-work days at AVID Summer Institute
3.18	Professional Learning Communities (PLC) professional development will focus on SMART Goals, standards alignment, and interventions, with an emphasis on First Instruction as well as Tier I and Tier II interventions. This support will be delivered through consulting services (Orenda) and school-based sessions facilitated by site administrators and District TOSAs.	All Students	District Funded 5000-5999: Services And Other Operating Expenditures Orenda contract and District TOSAS

3.19	Reclassification celebration to provide recognition to students who have met reclassification criteria.	English Learners	LCFF 5000-5999: Services And Other Operating Expenditures See goal 1, Strategy 1.7 Materials and Supplies
3.20	All special education, support staff and administrators working with students with special needs will receive NCPI training.	Students with Disabilities	District Funded 1000-1999: Certificated Personnel Salaries Extra Hours for Classified Personnel Salaries
3.21	Provide ongoing, targeted professional development to support school wide focused on standard curriculum alignment implementation	All Students	No additional cost

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Some of these strategies and activities have been newly implemented for the current school year. We will collect baseline data throughout the year to effectively measure progress and articulate outcomes for the following school year. Notably, the number of students receiving the Pathway to Biliteracy Recognition in 5th and 8th grades—those who meet the Biliteracy Pathway criteria—has been increasing over the past two years. Additionally, students who were reclassified this school year were honored in a celebration recognizing their accomplishments, reflecting continued growth in reclassification rates.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The budget expenditures for this year may not fully reflect the amounts required for the following school year, as this serves as a baseline year for the implementation of several newly introduced strategies and activities. However, for strategies that were already implemented during the previous school year, the associated funding is clearly indicated and resources have been appropriately allocated

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Changes to the goal will be considered for the next school year, as this current year serves as the baseline. Results will be analyzed at the end of the school year to determine any necessary adjustments.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 4 - Family/Community Alliances for Student Success

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Create Student Profile Alliances.
Foster family engagement and support.
Provide parent/family resources.
Foster community partnerships and relationship building.
Promote higher education.
Strengthen family/community communications.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Parent Needs Survey	60 parents responded (50 electronically and 10 on the paper/pencil form).	Parent responses will be increased by 15%.
Attendance at ELAC Meetings	An average of 15 to 20 parents attended in-person and through simultaneous virtual Zoom meetings.	Attendance will increase by 15%.
Attendance at Coffee Chats with the Principal	An average of 15 to 25 people attended.	Attendance will increase by 15%.
Attendance at Back to School Night	325 parents attended, in person.	Attendance will increase by 5-10%.
Attendance at Open House	270 parents attended.	Attendance will increase by 5-10%.
Panorama Family Engagement and LCAP Annual Survey 2	Winter 2025, 37 parents responded	Parent responses will be increased by 15%.
Kindergarten Parent Orientation(s)	Number of parents attending-Baseline year	Parent engagement participation will increase by (Baseline year)

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	The school site will provide parent informational meetings/trainings including: Disciplina Positiva, Technology/Internet Safety, LMS Canvas, ST Math, Lexia, MyOn, second grade orientation and DLI informational meetings and Mindset Academy Workshops, Promotion Policy Parent Presentation.	All Students	1000 LCFF 2000-2999: Classified Personnel Salaries Counselor Extra hours 9617 Title I 5800: Professional/Consulting Services And Operating Expenditures Contract for parent workshops-Mindset Academy or Disciplina Positiva 1500 LCFF 2000-2999: Classified Personnel Salaries ORC Extra hours 1044 LCFF 3000-3999: Employee Benefits ORC and Counselors Extra hours Benefits LCFF 4000-4999: Books And Supplies See Goal 1.7 Materials and Supplies
4.2	Host parents for culturally relevant events, Reading and Math nights, AVID Parent Night, Talent Show, Winter Program, Día de Los Muertos, school carnival, family movie nights, parent workshops, Biliteracy parent information Meeting, Elementary Hero Dance.	All Students	See Goal 1.7 Materials and Supplies See Goal 2.7 Campus Assistant Extra Help
4.3	Back to School Informational meeting will be held at the start of the school year to inform parents about the instructional program, classroom expectations, grading policies, etc.	All Students	See Goal 2.7 Campus Assistant Extra Help
4.4	Parent Orientation will be provided for incoming Kinder students and 5th grade students transitioning to middle school. Parents learn about student expectations and parent involvement opportunities.	All Students	See Goal 1.26 Teacher Extra Help
4.5	Update Parent / Student Compact and Parent Engagement Policy. Share documents with all	All Students	

	parent committees and educational partners from the community at start of school year.		No additional cost
4.6	Invite parents to Fall Parent Conferences, for all students, and Spring Parent Conferences, for students needing extra support to meet grade level standards. Translators will be provided for parents as needed.	All Students	3400 LCFF 2000-2999: Classified Personnel Salaries Classified translators Extra hours and employee benefits. Office Staff to provide extra support for parents during conferences and throughout the school year.
4.7	ORC will coordinate community resources to distribute to families in need during the school year.	All Students	No additional cost
4.8	Hold two Title I Meetings to discuss the purpose of Title I funding and how it is used to close the achievement gap for students.	All Students	See Goal 1.7 Materials and Supplies
4.9	Provide parent involvement opportunities via school committees: School Site Council, Parent Teacher Association, English Learners Advisory Committee, Coffee with Principal, Family Nights, attendance at the CABE local and state conferences.	All Students	See Goal 1.7 Materials and Supplies - Refreshments for ELAC See Goal 1.19 CABE Confernce costs (2 parents) See Goal 1.7 Materials and Supplies
4.10	Hold monthly ELAC meetings to provide training and present information related to English Language Learners, and LTELs. Provide strategies and resources for parents to support their children with academics at home.	All Students	See Goal 1.7 Materials and Supplies
4.11	School counselor will provide parent workshops for high school transition supporting A-G Requirements (including 5th Grade students transitioning to middle school).	All Students	1000 LCFF 1000-1999: Certificated Personnel Salaries Counselor Extra hours See Goal 1.7 Materials and Supplies
4.12	Invite and encourage parents to participate in the IEP process for students with special needs by scheduling meetings at the times when parents can attend, and by providing in-person or virtual meetings.	Students with Disabilities	See Goal 1.26 Substitutes
4.13	Parents will provide feedback on school climate and academic programs through the "Panorama	All Students	District Funded

	School Survey" and the "EL Parent Needs Assessment."		5800: Professional/Consulting Services And Operating Expenditures Panorama Platform
4.14	Invite parents to participate in Student Success Team meetings to discuss strategies for students' academic and social emotional concerns by scheduling meetings when parents can attend, by providing in-person and virtual meetings.	All Students	No additional cost
4.15	School communication will be provided both in written and oral forms via Parent Square, Social Media, Monthly School Newsletter and the School Website.	All Students	District Funded 5000-5999: Services And Other Operating Expenditures Parent Square contract
4.16	Send Monthly Family Newsletter with school information and scheduled events to develop schoolwide and community communication to build a culture of transparency through regular updates and open feedback with all educational partners.	All Students	See goal 1.7 Materials and Supplies
4.17	Staff and students will promote higher education by wearing their college gear on School-wide Tuesday College Day.	All Students	No additional ost
4.18	Inform parents when High School Counselors will come to register 8th grade students for high school. Provide parents with the information to attend high school transition meetings and orientations.	All Students	No additional cost
4.19	Middle School College and Career Day – A variety of professionals will be invited to present on their respective careers to help inform middle school students about potential future career paths.	All Students	See goal 1.7 Materials and Supplies
4.20	After-school AVID club to provide an opportunity for students who did not choose AVID as an elective.	All Students	See goal 1.7 Materials and Supplies
4.21	Encourage families to attend the Oxnard Creates! district event supporting development of the OSD student profile.	All Students	No additional cost

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Parents were provided with a range of meaningful opportunities to engage in their children's academic and social-emotional development. Throughout the year, families participated in various school events, including Parent-Teacher Conferences, Back to School Night, Open House, the talent show, cultural celebrations, and the Spring Carnival. Additionally, select grade levels hosted teacher-led parent workshops to support learning at home, further strengthening the school-to-home connection.

To accommodate diverse family schedules and preferences, meeting times were adjusted and offered both in person and via Zoom. As a result, parent participation increased compared to previous years. For example, attendance at Coffee Chats with the Principal and ELAC (English Learner Advisory Committee) meetings improved, with ELAC participation growing from an average of 15–17 parents in 2023–2024 to 22–26 parents in 2024–2025.

While this growth is encouraging, it is important to note that these meetings are often attended by the same core group of parents, suggesting a need for continued outreach to engage a broader and more diverse representation of families. Expanding on-campus volunteer opportunities could further strengthen parent involvement in students' academic journeys and help build a stronger, more connected school community.
Although virtual meetings increased accessibility for some families, in-person gatherings generally saw higher participation rates, highlighting the value of face-to-face engagement in fostering meaningful school-family relationships.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

To enhance parent engagement in student support processes, additional funding should be allocated to support parent participation in both the IEP (Individualized Education Program) process for students with special needs and the SST (Student Study Team) process for students being monitored for academic growth.

With the shift back to primarily in-person meetings, budget expenditures for the current year may differ from those of the previous year. However, to ensure accessibility and flexibility for families, parents are still offered the option to attend IEP and SST meetings either in person or virtually.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This year, the school has made strategic updates to its parent engagement goal to further strengthen family-school partnerships. The focus will be on increasing opportunities for parents to be actively involved throughout the academic year.

Planned engagement opportunities include:
-Two "Welcome to Kindergarten" orientation meetings
-Back to School Night
-A Spring Open House
-Parent-teacher conferences

In addition, the school will host culturally relevant events and Dual Language Instruction (DLI) parent workshops, offered in either in-person or virtual formats, depending on family and staff requests.
Coffee Chats with the Principal and ELAC (English Learner Advisory Committee) meetings will continue to be offered in both in-person and virtual formats to promote accessibility. Meeting times will be adjusted as needed to accommodate family schedules and encourage broader participation across the school community.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Transformational leadership and infrastructure
Create a coherent and sustainable districtwide infrastructure and culture to support and communicate the district's identity and strategic work on behalf of all students; facilitate strategic plan implementation; monitor progress and assess effectiveness and sustainability; and position the district as a leader in equitable and excellent education.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 5 - Transformational leadership and infrastructure

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Ensure strategic plan implementation.
Work toward schoolwide coherence.
Provide accountability and progress monitoring of implementation.
Develop human capital.
Foster communications.
Support finance and technology infrastructure.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Star Early Literacy and Reading	2024-25 The percentage of students who scored At or Above benchmark: English- Kindergarten -29% 1st grade - 14% 2nd grade - 19% 3rd grade - 23% 4th grade - 36% 5th grade - 21% 6th grade - 36% 7th grade - 29% 8th grade - 48% Spanish- Kindergarten - 67% 1st grade - 43% 2nd grade - 46% 3rd grade - 43% 4th grade - 64% 5th grade - 46% 6th grade - 66% 7th grade - 62% 8th grade - 79%	2025-26 Students will demonstrate growth by moving at least one or two levels across the different bands on end of year tests. The percentage of students who will score At or Above benchmark will increase by: English- Kindergarten and 1st grade - 15% 2nd-8th grades - 10% Spanish- Kindergarten and 1st grade - 15% 2nd-8th grades - 10%
STAR Math	2024-25 The percentage of students who scored At or Above benchmark: 1st grade - 25% 2nd grade - 17% 3rd grade - 23% 4th grade - 25% 5th grade - 18% 6th grade - 18% 7th grade - 16% 8th grade - 18%	2025-26 Students will demonstrate growth by moving at least one or two levels across the different bands. The percentage of students who will score At or Above benchmark will increase by: 1st-8th grades - 10%
CAASPP ELA	2024-25 Percentage of students that Met or Exceeded standards: 3rd grade students - 32% 4th grade students - 18% 5th grade students - 33% 6th grade students - 38% 7th grade students - 43% 8th grade students - 34 %	2025-26 Students will show growth by moving one or two levels across the different bands in CAASPP. The number of students meeting and exceeding standards in ELA will increase by 5%.
CAASPP Math	2024-25 Percentage of students that Met or Exceeded standards:	2025-26 Students will show growth by moving one or two levels across the different bands in CAASPP.

	3rd grade students - 34% 4th grade students - 11% 5th grade students - 20% 6th grade students - 12% 7th grade students - 33% 8th grade students - 16%	The number of students meeting and exceeding standards in Math will increase by 5%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Hold site-based strategic leadership team meetings to monitor the school wide goals: -Ensure school-wide coherence and implementation of initiatives and systems -Review embedded strategic priorities in the school-level improvement plans for progress -Conduct ongoing instructional rounds or walkthroughs aligned with school initiatives to monitor student progress and growth	All Students English Learners Foster Youth Students with Disabilities Homeless	See goal 1.7 Materials and Supplies
5.2	AVID School Site Plan Goals: 1. Teachers will use common AVID terminology schoolwide. 2. Increase formal speaking opportunities for all students. 3. Implement focused note-taking strategies schoolwide.	All Students English Learners	See goal 1.7 Materials and Supplies
5.3	School Weekly Wide Bulletin-Distribute staff weekly bulletin with school-wide daily pertinent information, schedules, weekly PBIS school wide expectations and staff shout outs.	All Students	See goal 1.7 Materials and Supplies
5.4	Provide important school information for all educational partners as they come into the office using the "Welcoming Monitor" found in the lobby in the office.	All Students	See goal 1.7 Materials and Supplies
5.5	Conduct regular data dives after assessments have been administered to analyze student group performance, assess progress toward goals and review subgroup performance and adjust instruction.	All Students	See Goal 1.26 Substitutes
5.7	Foster future leader mindsets within our school community to build capacity for career advancement in various school roles through professional book readings.	All Students	See goal 1.7 Materials and Supplies
5.8	Ensure that the school's mission and vision are being implemented by all staff through collective input.	All Students	

			See goal 1.7 Materials and Supplies
5.9	Create New Staff/Visitor welcoming packet and/or brochure to inform them of the structures and systems put in place.	All Students	6559 LCFF 4000-4999: Books And Supplies Graphics, Materials and Supplies
5.10	Teachers will collaborate every Wednesday as part of the District's banking of minutes agreement.	All Students English Learners	No additional cost
5.11	Designated grade level MTSS schedules will be implemented to support Tier I and Tier II interventions.	All Students Socioeconomically Disadvantaged English Learners Students with Disabilities	See Goal 1.7 Materials and Supplies
5.12	Conduct progress monitoring meetings once every trimester after district benchmark assessment are administered.	All Students	LCFF 1000-1999: Certificated Personnel Salaries See goal One, Strategy 1.26 Substitutes

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Some of the strategies and activities have been newly implemented for the current school year. Baseline data will be collected throughout the year to effectively measure progress and inform outcomes for the following school year.

Despite being a baseline year, monthly site-based Strategic Leadership Team meetings were held to monitor school-wide goals, ensure coherence, and support the implementation of key initiatives and systems. The leadership team also reviewed the strategic priorities embedded in the school-level improvement plans to guide student progress.

While there were plans in place to conduct ongoing instructional rounds or walkthroughs aligned with school initiatives to monitor student growth, these plans were not fully executed during the school year. However, regular data analysis sessions—“data dives”—were conducted following each assessment period. These sessions allowed staff to analyze student group performance, evaluate progress toward established goals, and review subgroup outcomes in order to adjust instruction accordingly

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The budget expenditures for this year may not fully reflect the amounts required for the following school year, as this serves as a baseline year for the implementation of several newly introduced strategies and activities. However, for strategies that were already implemented during the previous school year, the associated funding is clearly indicated and resources have been appropriately allocated.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Changes to the goal will be considered for the next school year, as the current year serves as a baseline. Results will be analyzed at the end of the year to determine any necessary adjustments to previously implemented actions. This analysis will help ensure that the appropriate resources are in place to effectively execute those actions moving forward.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$134,020
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$594,191.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$93,617.00
Title III	$40,403.00

Subtotal of additional federal funds included for this school: $134,020.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF	$153,060.00
LCFF - Intervention	$25,144.00
Prop 28	$281,967.00

Subtotal of state or local funds included for this school: $460,171.00

Total of federal, state, and/or local funds for this school: $594,191.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	93,617	0.00
Title III	40,403	0.00
LCFF - Intervention	25,144	0.00
LCFF	153,060	0.00
Prop 28	281,967	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	153,060.00
LCFF - Intervention	25,144.00
Prop 28	281,967.00
Title I	93,617.00
Title III	40,403.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	255,821.00
2000-2999: Classified Personnel Salaries	36,044.00
3000-3999: Employee Benefits	75,010.00
4000-4999: Books And Supplies	107,785.00
5000-5999: Services And Other Operating Expenditures	109,914.00
5800: Professional/Consulting Services And Operating Expenditures	9,617.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	38,000.00
2000-2999: Classified Personnel Salaries	LCFF	10,900.00
3000-3999: Employee Benefits	LCFF	9,973.00
4000-4999: Books And Supplies	LCFF	74,687.00
5000-5999: Services And Other Operating Expenditures	LCFF	19,500.00
2000-2999: Classified Personnel Salaries	LCFF - Intervention	25,144.00
1000-1999: Certificated Personnel Salaries	Prop 28	190,665.00
3000-3999: Employee Benefits	Prop 28	58,975.00
4000-4999: Books And Supplies	Prop 28	31,098.00
5000-5999: Services And Other Operating Expenditures	Prop 28	1,229.00
4000-4999: Books And Supplies	Title I	2,000.00
5000-5999: Services And Other Operating Expenditures	Title I	82,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	9,617.00
1000-1999: Certificated Personnel Salaries	Title III	27,156.00
3000-3999: Employee Benefits	Title III	6,062.00
5000-5999: Services And Other Operating Expenditures	Title III	7,185.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	525,886.00
Goal 2	5,000.00
Goal 3	39,185.00
Goal 4	17,561.00
Goal 5	6,559.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Pablo Ordaz	Principal
Rochelle Ford	Classroom Teacher
Anne Marie Newman	Classroom Teacher
Brasilia Perez	Classroom Teacher
Maria Mata	Other School Staff
Miriam Aquino	Parent or Community Member
Jacqueline Carmona	Parent or Community Member
Claudia Garduno	Parent or Community Member
Raquel Gomez	Parent or Community Member
Aracely Madrigal	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on June 4, 2025.

Attested:

	Principal, Pablo Ordaz on June 4, 2025
	SSC Chairperson, Dr. Rochelle Ford on June 4, 2025

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of

adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023

School Year: **2025-26**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
James Driffill Elementary School	56725386055271	June 2, 2025	August 20, 2025

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by James Driffill Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

☒ Schoolwide Program

Oxnard School District has created a strategic plan in order to ensure that we fully develop our student profile and work toward fulfilling our Mission and Vision.
Mission: In Oxnard School District, we nurture self-confident and empowered multilingual global citizens, strong in their multiple identities and potential, who achieve inspired levels of individual, community, and social accomplishment in school and beyond in their endeavors.
Vision: Ignite, Transform, Nurture, Embrace.

Our strategies/activities support our values and principles: Equity and Excellence; Safe and Affirming Environments; Achievement/Performance, Multilingualism, Global and Socio-Cultural Competence; Relationships built on Integrity, Mutual Trust, Respect and Caring; and Professional Accountability and Service.

Our goals at Driffill can be realized by following a Theory of Action, which constitutes committing to a vision of success; to be relentless in clarifying and supporting classroom leadership; to build school leadership; and to engage our families and community, which will lead us to become a highly effective and equitable school.

A guiding focus for the district is on five strategic goals which form the framework for powerful and sustainable school and district transformation: Student Academic Engagement and Achievement; a Positive and Safe Learning Environment and School Climate; Guidance and Support to Sites; Family/Community Alliances for Student Success and Transformational Leadership and Infrastructure.

All of our strategies/activities are designed to further these pedagogical principals:
1. Identify, activate, and build on student strengths.
2. Affirm student identities by challenging the devaluation of minoritized students' identities.
3. Establish powerful relationships that nurture equity and success.
4. Engage students actively in the learning process, by amplifying student voice.
5. Create environments of enrichment, rather than remediation, that engage students' multilingual repertoires.
6. Situate learning in the lives of students by connecting to their lives.
7. Elicit high intellectual performances that help connect students' identities to academic engagement.
8. Address the prerequisites for learning, including incorporating pedagogical practices that challenge coercive relations of power.

Based on the OSD profile, Driffill analyzed past priorities and aligned expectations to ensure all students achieve success. Our previous successes at Driffill have been addressing the academic, social, and emotional needs of students aligning with the OSD Student Profile Trait, "Students will be confident and solution-oriented; able to demonstrate a growth mindset and advocate for themselves and others." These will continue to be areas of focus for the 2025-2026 school year. Additionally, our Biliteracy focus, and our Autism Program support our students to become compassionate, multilingual, multicultural, and global thinkers. Working together our OSD profile and our Oxnard Strategic Plan Oxnard Empowers, we will ensure that all students reach their full potential.

As in previous years, we continue to integrate the Common Core State Standards (CCSS) for Language Arts and Math, and NGSS for science; however with an emphasis on acceleration to prioritize learning leaps. As we continue to analyze the areas of teaching, learning, interventions, professional development, parent involvement, and the after-school program, a Tier 1 instructional focus continues to prioritize student-centered learning, collaborative engagement structures, and rigor through an inquiry-based integrated balanced literacy model grounded in research-based pedagogy and California standardized assessment performance expectations.

The instructional leadership team supports quality-content instruction through professional learning opportunities, PLCs, grade-level collaboration, and professional peer support. Additionally, the team ensures quality instructional implementation with student-monitoring conferences with grade-level teachers once every six weeks.

A thorough examination of our goals at Driffill School has led to focused and motivated professional development for our highly-qualified, certificated staff. Training in the areas of PBIS, Language Arts, Math, ELD, AVID, the Growth Mindset,

Science, and Biliteracy, has further empowered our staff to become precise and effective when creating culturally responsive learning opportunities to ensure all students simultaneously develop and demonstrate the traits of the Oxnard School District Student Profile and fulfill the promise of Oxnard Empowers.

Driffill continues to strengthen our Professional Learning Communities (PLC) to improve quality Tier 1 instruction, by using multiple measures of formal and informal student data to guide Tier 1 teaching and learning objectives. During PLCs, DLI, grade-level, and vertical and content teams use student data and prioritized state standards to determine a Cycle of Inquiry focus. When identified by the grade level team, students who are not meeting grade level objectives are referred to the Student Success Team (SST). The team, consisting of grade-level teachers, administrators, school counselor, ORC and family, uses OSD's universal screening assessments and classroom data to determine appropriate Tier 1 interventions as well as determine if Tier 2 interventions are needed.

The faculty has committed to 6 week progress monitoring cycles in order to rapidly monitor and analyze student needs based on data from interim assessments from Renaissance Star Reading and Math, IAB assessments from CAASPP, STMath, and Lexia as well as Panorama. Teachers share grade-level data to plan lessons, unpack standards, and identify instructional strategies, in order to determine student-centered goals both in academics and social-emotional growth.

In addition, data allows teachers to plan for differentiated and rigorous instruction in Tier 1 to increase student achievement. To further improve student achievement, Intervention Services Providers (ISP) and a Literacy Intervention Teacher, will directly serve students in grades TK-8 to support instruction in Language Arts. A Literacy TOSA will support literacy professional development in all DLI classrooms. AVID tutors in the middle school setting help support the college and career-ready mindset.

The acquisition of academic English language skills continues to be an important goal for Driffill School students, especially for our Emergent Multilingual Learners (EMLs). Tier 1 programs such as DLI, Designated ELD, and Integrated ELD are specifically designed to help students develop and master academic English Language Skills. To identify the areas of challenge Emergent Multilingual Learners are facing, we review the English Language Proficiency Assessment (ELPAC) along with other assessments; teachers deliver focused lessons that support students' progress toward reclassification and or Meeting/Exceeding State Standards in English Language Arts. Middle school Emergent Multilingual Learner students receive one period of designated ELD.

Our after-school enrichment activities include: Art Trek, Hip Hop Mindset, Gardening Club, 5K community races, music, sports, and other community-sponsored events. This year, enrichment opportunities will continue to be offered to students during the school day and after school including: Leadership Opportunities, Careers, AVID, Robotics, Gardening Club, Math Club, Athletic Mindset. The after-school program has and will continue to offer extracurricular opportunities while providing a safe and nurturing environment to socialize and connect with positive role models.

Both during the regular school day as an elective, as well as an after-school club, Driffill adheres to the AVID philosophy that all students can succeed in the most rigorous curriculum. Most of our Driffill's Middle School teachers are AVID trained ensuring the fidelity of implementation of AVID strategies creating the mindset that all students will be college and career ready upon graduation. Driffill continues to train and support all staff in AVID strategies.

Family involvement and communication with teachers, the administrative team, and support staff is a key element for the continued academic success at Driffill School. Student progress is communicated to parents through various platforms such as Parent Square, conferences, and regular ongoing communication with teachers and administration. Additionally, teachers regularly communicate with families in-person, by phone, through written notes, email, CANVAS, and google Classroom.

Teachers use standards-based progress reports and assessment data at parent/teacher conferences to inform parents of their children's progress. Driffill staff also presents parent education nights in the content areas of Language Arts, Math, and Learning Management Systems (LMS) i.e. Canvas and Google Classroom, to help parents support their students' success. Driffill teachers and support staff host transition presentations and parent orientations for students entering TK/Kinder and sixth, seventh, and 8th grade as well as conduct High School Transition Meetings for all outgoing 8th-grade students. The Principal communicates with parents via Parent Square with regular calls to all parents. Weekly digital bulletins are pushed out to parents via Canvas, and Parent Square as well as being uploaded to our School Websites and social media accounts. Regular updates are made to Driffill's web page and social media accounts, with pictures of school activities, meeting information, and our school site calendar. Parents are welcomed to Driffill School through a variety of general parent meetings, monthly ELAC meetings, Café Con Padres, School Site Council, parent nights, and individual classroom parent meetings/programs. Other supports to parents include home visits and outreach to connect families to community-based services. Our school counselor and Outreach Consultant (ORC) conduct home

visits and schedule parenting classes. Parenting classes are offered in English and in Spanish to further encourage families' participation in the education of their children and to support positive interaction with their children.

Educational Partner Involvement

How, when, and with whom did James Driffill Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

This School Plan for Student Achievement (SPSA) is the result of a collaborative writing process. School leadership, staff, and the ELAC worked together to review and provide essential input, ensuring a comprehensive and inclusive plan was presented to the School Site Council for annual approval. The School Site Council's ongoing monthly meetings to monitor progress further underscore our commitment to shared accountability. Recognizing the value of collective wisdom, any amendments to the SPSA are shared with all educational partners for their recommendations, with their insights informing revisions before final School Site Council approval. The leadership team's contributions are integral to this plan, which embodies the joint commitment of all educational partners to the ambitious goals of Oxnard Empowers.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Driffill recognizes that we have challenges that require the continued support for our students with social emotional needs, supervision of students to ensure safety, and parent workshops that support literacy and the use of technology. At Driffill we have identified these needs via a needs assessment that was collected from various educational partner input including our leadership team, parents and community, and our staff. Next year we will continue to operate and expand our wellness room (The Mountain Peak) to support student social emotional growth and development. We will teach Second Step lessons to strengthen peer to peer relationships as well. Next year, we will continue to ensure that we have adequate supervision to ensure the safety of our students. Finally, we will continue to provide parents with literacy parent workshops to build a stronger partnership between the home and school.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Driffill is in the "Red" for English Learners. 62% percent of our students are English Learners. Driffill declined by 18% in the number of English Learners making progress from 54% the year before. We have taken steps in addressing this area by ensuring that all classrooms are teaching both designated and integrated ELD through out the day. We have also committed to hiring an Intervention Support Provider (ISP) that will focus on teaching ELD strategies and language development standards to students identified as not making ELD progress according to the ELPAC and formative assessments.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Students with disabilities (99 students) , homeless population (83 students), and English Learners (444 students) are in the orange or red category for 1 or more areas of the Dashboard. Although our English learners and homeless population made some gains in 2023, the gains were not substantial enough to move them to the next performance band. Our Driffill students in these student groups continue to need more support to ensure that they improve.

In particular, our students with disabilities need support in the areas of language arts and mathematics. At Driffill we continue to use PLC's to give teachers an opportunity to analyze student data from Star/Renaissance assessments to plan and implement new strategies to target all of our student populations. Our students with disabilities are provided with interventions beyond the services they receive via their IEP goals. Our teachers offer Tier 2 intervention before and after school to our students with disabilities in the area of mathematics and language arts to support their growth in these to subject areas.

Our other student group that performed 2 levels below all other students is our homeless population in the areas of language arts, mathematics, and chronic absenteeism. At Driffill we have over 10% of our student population living in homelessness as defined by the state of California. Driffill recognizes the challenges and vulnerabilities of our homeless population. We have taken steps to support our homeless population by working closely with our ORC. She monitors our students' attendance and conducts home visits with our counselors and sometimes teachers. During the home visits, we offer our parents resources to support them, such as help with finding community based organizations that support our homeless families. We provide monthly/weekly food supplies donated by our community to our families. We offer students an opportunity to stay in our extended after-school program so that our students continue to learn after hours.

Lastly, our English learners were identified in the dashboard as being two performance levels below the " all student" performance group in language arts. At Driffill we continue to support the growth of our DLI program. Our students are learning two languages concurrently and are becoming bilingual and biliterate. Our Emergent Multilingual Leaners are being supported with visual supports, scaffolds, and other effective strategies through our rigorous curriculum written with support and collaboration of the Teaching for Biliteracy consultant group. As our teachers receive more professional development and more time to effectively plan and implement the DLI units of study our Emergent Multilingual Learners will continue to improve.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

At Driffill we also use Panorama Data to plan and develop SEL lessons to teach in the Wellness Center and in the classrooms. One of our strategies that we found very successful this year and will continue to use next year, is our Restorative Justice circles in every classroom. Our Panorama data also serves as one of the metrics for planning and creating an action plan for our PBIS team. This year, our PBIS team will be attending the PBIS conference in Sacramento to receive training in best practices for Positive Behavior Intervention.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for James Driffill Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%		0	
African American	0.19%	0.3%	0.22%	2	3	2
Asian	%	0%	%		0	
Filipino	0.38%	0.3%	0.33%	4	3	3
Hispanic/Latino	97.69%	97.61%	97.60%	1015	979	894
Pacific Islander	0.10%	0.2%	0.22%	1	2	2
White	1.35%	1.4%	1.31%	14	14	12
Multiple/No Response	0.29%	0.2%	0.33%	3	2	3
			Total Enrollment	1039	1003	916

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	144	143	75
Grade 1	95	90	95
Grade 2	96	94	91
Grade3	107	96	90
Grade 4	114	107	99
Grade 5	113	108	101
Grade 6	124	116	109
Grade 7	125	121	110
Grade 8	121	128	123
Total Enrollment	1,039	1,003	916

Conclusions based on this data:

After examining student enrollment data, it's evident that our total enrollment has experienced a decline. This downward trend aligns with the long-standing projections of declining enrollment by the state of California. One significant contributing factor to this decline has been families relocating.

Nevertheless, it's important to highlight that our school maintains its commitment to serving students from Transitional Kindergarten (TK) through 8th grade, with a notable Hispanic/Latino demographic. We diligently allocate resources to each grade level, ensuring that every student has access to the necessary opportunities and support services vital for their academic success.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	617	610	572	56.10%	59.4%	62.4%
Fluent English Proficient (FEP)	208	185	166	24.20%	20.0%	18.1%
Reclassified Fluent English Proficient (RFEP)		59		6.8%		

Conclusions based on this data:

Driffill recognizes the high number of Multilingual Learners at our school and therefore, we ensure that we provide a variety of training for our parents of multilingual learners via parent workshops presented not only during ELAC, but throughout the year by various staff. We cover important topics for our families in the area of reclassification, ELPAC testing strategies, etc. With these trainings, we aim to meet our objective of providing safe, affirming, and equitable multilingual learning environments that promote high intellectual performance and multilingual achievement. Driffill acknowledges the urgency to increase English language acquisition at every grade level to ensure our students develop the necessary grammatical and vocabulary skills, fostering their potential as multilingual global citizens.

By incorporating these targeted ELD strategies, we aim to create a more inclusive and effective educational environment, consistent with the "Oxnard Empowers" initiative's goal to nurture self-confident and empowered multilingual students who achieve inspired levels of individual, community, and social accomplishment in school and beyond.

School and Student Performance Data

Star Early Literacy

James Driffill Elementary School											
		Less than Proficient				Proficient				Star Early Literacy Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade K	65	19	29%	16	25%	5	8%	25	38%	Level 2	743
Grade 1	69	27	39%	16	23%	13	19%	13	19%	Level 2	782
Grade 2	87	41	47%	15	17%	13	15%	18	21%	Level 1	847

Conclusions based on this data:

Drawing from the latest Star Early Literacy data, it's evident that a significant proportion of Driffill's Kindergarten students have demonstrated proficiency in literacy skills. Driffill remains steadfast in its commitment to prioritizing the teaching of biliteracy units, while concurrently reinforcing foundational skills. This approach is integral to nurturing well-rounded students who possess the ability to read, write, listen and speak proficiently.

Moreover, our Transitional Kindergarten (TK) program is dedicated to fostering early literacy skills, ensuring that students commence Kindergarten equipped with a robust foundation in literacy.

School and Student Performance Data

Star Reading

James Driffill Elementary School											
		Less than Proficient				Proficient				Star Reading Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 2	89	54	61%	21	24%	11	12%	3	3%	Level 1	857
Grade 3	56	32	57%	15	27%	6	11%	3	5%	Level 1	921
Grade 4	78	37	47%	20	26%	13	17%	8	10%	Level 1	977
Grade 5	91	45	49%	22	24%	18	20%	6	7%	Level 1	991
Grade 6	95	50	53%	25	26%	19	20%	1	1%	Level 1	998
Grade 7	80	33	41%	26	33%	19	24%	2	3%	Level 2	1037
Grade 8	22	15	68%	3	14%	3	14%	1	5%	Level 1	998

Conclusions based on this data:

Based on the Star data, it is evident that a school-wide goal is needed to target literacy across all content areas and grade levels. In alignment with the "Oxnard Empowers" strategic plan, which emphasizes creating and maintaining safe, affirming, and equitable learning environments, intentional scaffolding, differentiated instruction, a variety of instructional strategies, and ongoing teacher professional development to support student literacy gains. Driffill recognizes the need to have shared accountability across grade levels and all content areas.

Furthermore, Driffill will continue to need a strong progress monitoring system that aligns with the "Oxnard Empowers" goal of improving instructional quality and student engagement. This system will analyze student progress at least every six weeks to identify student needs and plan instruction and differentiated target SMART goals for individualized small groups of students. By integrating these strategies, we are committed to fostering an environment where all students can thrive academically, consistent with the "Oxnard Empowers" initiative's objectives of nurturing self-confident and empowered multilingual students who achieve inspired levels of individual, community, and social accomplishment in school and beyond.

School and Student Performance Data

Star Math

James Driffill Elementary School											
		Less than Proficient				Proficient				Star Math Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 1	70	27	39%	30	43%	11	16%	2	3%	Level 2	822
Grade 2	89	49	55%	24	27%	14	16%	2	2%	Level 1	870
Grade 3	86	33	38%	29	34%	18	21%	6	7%	Level 2	949
Grade 4	80	24	30%	29	36%	19	24%	8	10%	Level 2	1001
Grade 5	86	52	60%	20	23%	8	9%	6	7%	Level 1	1006
Grade 6	96	62	65%	25	26%	6	6%	3	3%	Level 1	1010
Grade 7	90	55	61%	23	26%	11	12%	1	1%	Level 1	1039
Grade 8	16	15	94%	1	6%	0	0%	0	0%	Level 1	974

Conclusions based on this data:

Based on the Star Math data, it is evident that a school-wide goal is needed to target mathematics from 2nd-8th grade. In alignment with the "Oxnard Empowers" strategic plan, which emphasizes accelerating student academic engagement and achievement, intentional scaffolding, differentiated instruction, a variety of instructional strategies, as well as ongoing teacher professional development and support from the Math Manager to support student gains. Driffill recognizes the need to have shared accountability across all grade levels, particularly in our middle school.

To enhance our students' mathematical skills, our middle school students will continue using ST Math and will also incorporate Dream Box, ensuring a comprehensive approach to mathematics instruction. We will also add a math elective course that supports students needing further support in mathematics. By integrating these strategies, we are committed to fostering an environment where all students can thrive academically, consistent with the "Oxnard Empowers" initiative's objectives of nurturing self-confident and empowered students who achieve inspired levels of individual, community, and social accomplishment in school and beyond.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	106	94	90	103	93	90	103	93	90	97.2	98.9	100
Grade 4	110	99	97	106	99	97	106	99	97	96.4	100.0	100
Grade 5	106	103	96	104	103	94	104	103	94	98.1	100.0	97.9
Grade 6	121	107	109	120	104	108	119	103	108	99.2	97.2	99.1
Grade 7	122	118	108	119	115	107	118	115	107	97.5	97.5	99.1
Grade 8	116	123	121	115	123	119	114	123	119	99.1	100.0	98.3
All Grades	681	644	621	667	637	615	664	636	615	97.9	98.9	99

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2361.	2394.	2398.	5.83	17.20	14.44	18.45	23.66	23.33	24.27	22.58	31.11	51.46	36.56	31.11
Grade 4	2405.	2392.	2395.	4.72	6.06	8.25	16.98	16.16	12.37	25.47	21.21	21.65	52.83	56.57	57.73
Grade 5	2435.	2462.	2436.	7.69	10.68	9.57	16.35	24.27	20.21	25.96	20.39	18.09	50.00	44.66	52.13
Grade 6	2458.	2449.	2480.	6.72	5.83	3.70	12.61	14.56	24.07	26.05	24.27	36.11	54.62	55.34	36.11
Grade 7	2486.	2475.	2480.	3.39	2.61	5.61	22.88	20.00	19.63	29.66	31.30	27.10	44.07	46.09	47.66
Grade 8	2485.	2503.	2512.	3.51	4.88	5.04	17.54	20.33	21.85	29.82	36.59	36.97	49.12	38.21	36.13
All Grades	N/A	N/A	N/A	5.27	7.55	7.48	17.47	19.81	20.33	26.96	26.57	28.94	50.30	46.07	43.25

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	8.74	11.83	12.22	59.22	64.52	60.00	32.04	23.66	27.78
Grade 4	8.49	4.04	4.12	62.26	60.61	61.86	29.25	35.35	34.02
Grade 5	5.77	8.74	7.45	65.38	55.34	55.32	28.85	35.92	37.23
Grade 6	6.78	3.88	5.56	44.07	33.98	52.78	49.15	62.14	41.67
Grade 7	2.54	2.61	6.54	61.02	53.91	48.60	36.44	43.48	44.86
Grade 8	7.02	5.69	5.04	48.25	45.53	58.82	44.74	48.78	36.13
All Grades	6.49	5.97	6.67	56.41	51.89	56.10	37.10	42.14	37.24

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	3.88	13.98	11.11	43.69	46.24	61.11	52.43	39.78	27.78
Grade 4	1.89	3.03	5.15	49.06	46.46	42.27	49.06	50.51	52.58
Grade 5	6.86	8.74	4.26	50.98	65.05	58.51	42.16	26.21	37.23
Grade 6	5.04	9.71	7.41	42.02	45.63	54.63	52.94	44.66	37.96
Grade 7	10.17	6.09	8.41	50.85	49.57	47.66	38.98	44.35	43.93
Grade 8	4.46	7.32	5.08	50.89	58.54	57.63	44.64	34.15	37.29
All Grades	5.45	8.02	6.84	47.88	52.20	53.58	46.67	39.78	39.58

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	5.83	5.38	5.56	66.99	79.57	71.11	27.18	15.05	23.33
Grade 4	5.66	8.08	3.09	65.09	69.70	76.29	29.25	22.22	20.62
Grade 5	4.90	9.71	15.96	69.61	71.84	54.26	25.49	18.45	29.79
Grade 6	5.08	4.85	9.26	70.34	69.90	64.81	24.58	25.24	25.93
Grade 7	10.17	7.83	3.74	61.86	70.43	73.83	27.97	21.74	22.43
Grade 8	8.77	8.13	10.92	67.54	65.04	63.03	23.68	26.83	26.05
All Grades	6.81	7.39	8.13	66.87	70.75	67.15	26.32	21.86	24.72

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	4.85	16.13	11.11	60.19	52.69	67.78	34.95	31.18	21.11
Grade 4	7.55	3.03	4.12	68.87	63.64	62.89	23.58	33.33	32.99
Grade 5	8.65	10.68	5.32	49.04	60.19	63.83	42.31	29.13	30.85
Grade 6	8.40	3.88	8.33	59.66	52.43	69.44	31.93	43.69	22.22
Grade 7	6.78	6.96	9.35	58.47	56.52	52.34	34.75	36.52	38.32
Grade 8	7.02	8.94	13.45	60.53	63.41	63.87	32.46	27.64	22.69
All Grades	7.23	8.18	8.78	59.49	58.33	63.25	33.28	33.49	27.97

Conclusions based on this data:

In order to continue making progress towards a larger percentage of students meeting or exceeding standards, our focus is geared at providing quality Tier 1 instruction in Language Arts. Writing across subject areas will be targeted since that was our weakest area based on CAASPP. Driffill will continue to need the full implementation of the BUF's Biliteracy units which are standards based to support growth in the area of language arts. Our literacy coach will support strengthening our standard-based Tier 1 instruction with planned teacher grade level planning of the BUF units every month. We will continue to work on strengthening our tier 1 instruction via the PLC process.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	106	94	90	105	93	90	105	93	90	99.1	98.9	100
Grade 4	110	99	97	107	99	97	107	99	97	97.3	100.0	100
Grade 5	106	103	96	103	103	95	102	103	95	97.2	100.0	99
Grade 6	121	107	109	120	106	108	120	106	108	99.2	99.1	99.1
Grade 7	122	118	108	117	116	107	117	116	107	95.9	98.3	99.1
Grade 8	116	123	121	115	122	119	115	122	119	99.1	99.2	98.3
All Grades	681	644	621	667	639	616	666	639	616	97.9	99.2	99.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2397.	2428.	2416.	4.76	19.35	14.44	31.43	33.33	24.44	26.67	18.28	25.56	37.14	29.03	35.56
Grade 4	2418.	2413.	2425.	3.74	1.01	5.15	14.95	18.18	19.59	36.45	34.34	36.08	44.86	46.46	39.18
Grade 5	2435.	2454.	2442.	3.92	6.80	3.16	8.82	14.56	12.63	27.45	26.21	32.63	59.80	52.43	51.58
Grade 6	2424.	2439.	2457.	0.83	6.60	1.85	5.83	3.77	11.11	25.83	27.36	32.41	67.50	62.26	54.63
Grade 7	2452.	2446.	2462.	2.56	2.59	6.54	5.98	9.48	10.28	32.48	18.97	21.50	58.97	68.97	61.68
Grade 8	2446.	2471.	2479.	5.22	4.10	6.72	6.96	10.66	10.92	20.87	22.95	28.57	66.96	62.30	53.78
All Grades	N/A	N/A	N/A	3.45	6.42	6.17	12.01	14.40	14.45	28.23	24.57	29.38	56.31	54.62	50.00

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.67	21.51	12.22	56.19	47.31	56.67	37.14	31.18	31.11
Grade 4	4.67	3.03	2.06	47.66	47.47	50.52	47.66	49.49	47.42
Grade 5	1.96	4.85	4.21	44.12	53.40	46.32	53.92	41.75	49.47
Grade 6	1.67	5.66	1.85	37.50	35.85	47.22	60.83	58.49	50.93
Grade 7	3.42	2.59	5.61	53.85	49.14	45.79	42.74	48.28	48.60
Grade 8	4.35	4.10	4.20	42.61	40.16	57.14	53.04	55.74	38.66
All Grades	3.75	6.57	4.87	46.85	45.38	50.65	49.40	48.04	44.48

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	11.43	22.58	12.22	63.81	59.14	67.78	24.76	18.28	20.00
Grade 4	5.61	3.03	7.22	58.88	55.56	49.48	35.51	41.41	43.30
Grade 5	2.94	7.77	4.21	60.78	53.40	56.84	36.27	38.83	38.95
Grade 6	0.83	5.66	5.56	55.83	41.51	57.41	43.33	52.83	37.04
Grade 7	3.42	2.59	4.67	59.83	60.34	55.14	36.75	37.07	40.19
Grade 8	3.48	4.92	2.52	48.70	57.38	63.03	47.83	37.70	34.45
All Grades	4.50	7.36	5.84	57.81	54.62	58.28	37.69	38.03	35.88

Conclusions based on this data:

To address these performance trends, our focus will be on strengthening Tier 1 math instruction, with targeted support in fractions and geometry—areas identified as weaknesses in the CAASPP assessment. In addition to the core My Math curriculum, supplemental programs such as ST Math, Touch Math, Zearn, and Engage New York will be integrated to provide differentiated support. Teachers will engage in ongoing cycles of progress monitoring every 4–6 weeks to guide instruction and respond to student needs, ensuring continuous improvement in math outcomes across all grade levels.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		1405.5	1389.4		1418.2	1402.3		1375.7	1359.5	0	99	72
1		1453.7	1421.3		1460.2	1431.0		1446.7	1410.9	0	72	65
2	1480.0	1483.9	1452.2	1483.8	1489.2	1454.8	1475.6	1478.1	1449.2	78	78	80
3	1475.1	1491.0	1480.3	1473.3	1495.3	1473.1	1476.3	1486.3	1487.0	76	72	66
4	1512.5	1512.6	1504.4	1503.5	1518.5	1504.9	1520.9	1506.2	1503.4	76	68	61
5	1537.7	1552.2	1525.9	1534.0	1552.7	1521.4	1540.9	1551.2	1529.7	55	60	47
6	1533.0	1522.6	1511.3	1528.2	1514.3	1509.6	1537.2	1530.6	1512.4	38	49	40
7	1555.8	1548.5	1538.3	1550.4	1541.9	1536.4	1560.7	1554.7	1539.7	36	33	40
8	1555.8	1564.6	1552.7	1548.1	1567.0	1549.7	1563.2	1561.5	1555.3	30	28	27
All Grades										389	559	498

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		15.15	8.33		22.22	25.00		34.34	36.11		28.28	30.56		99	72
1		8.33	4.62		48.61	35.38		23.61	27.69		19.44	32.31		72	65
2	11.43	12.99	3.75	51.43	53.25	43.75	25.71	24.68	35.00	11.43	9.09	17.50	70	77	80
3	6.67	15.28	7.58	33.33	40.28	34.85	34.67	29.17	39.39	25.33	15.28	18.18	75	72	66
4	18.67	20.59	9.84	44.00	39.71	47.54	28.00	23.53	32.79	9.33	16.18	9.84	75	68	61
5	23.64	38.33	19.15	47.27	40.00	51.06	27.27	18.33	23.40	1.82	3.33	6.38	55	60	47
6	18.92	12.24	15.00	51.35	48.98	35.00	27.03	28.57	40.00	2.70	10.20	10.00	37	49	40
7	33.33	24.24	17.50	38.89	51.52	40.00	22.22	18.18	37.50	5.56	6.06	5.00	36	33	40
8	16.67	28.57	22.22	56.67	50.00	44.44	23.33	17.86	22.22	3.33	3.57	11.11	30	28	27
All Grades	16.93	18.10	10.24	44.97	41.76	38.96	27.78	25.63	33.33	10.32	14.52	17.47	378	558	498

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		19.19	13.89		22.22	22.22		26.26	34.72		32.32	29.17		99	72
1		18.06	21.54		51.39	32.31		18.06	16.92		12.50	29.23		72	65
2	30.00	24.68	15.00	38.57	53.25	42.50	24.29	16.88	30.00	7.14	5.19	12.50	70	77	80
3	14.67	33.33	19.70	49.33	38.89	43.94	16.00	18.06	16.67	20.00	9.72	19.70	75	72	66
4	28.00	55.88	32.79	52.00	25.00	45.90	12.00	5.88	11.48	8.00	13.24	9.84	75	68	61
5	41.82	55.00	38.30	50.91	36.67	44.68	7.27	5.00	12.77	0.00	3.33	4.26	55	60	47
6	35.14	30.61	27.50	45.95	53.06	47.50	16.22	6.12	10.00	2.70	10.20	15.00	37	49	40
7	36.11	30.30	27.50	50.00	57.58	52.50	11.11	6.06	17.50	2.78	6.06	2.50	36	33	40
8	16.67	60.71	48.15	63.33	25.00	25.93	20.00	14.29	14.81	0.00	0.00	11.11	30	28	27
All Grades	28.31	33.69	24.50	48.94	39.25	39.36	15.34	14.52	19.88	7.41	12.54	16.27	378	558	498

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		4.04	4.17		18.18	9.72		49.49	61.11		28.28	25.00		99	72
1		6.94	0.00		29.17	27.69		36.11	32.31		27.78	40.00		72	65
2	5.71	9.09	3.75	45.71	45.45	40.00	24.29	25.97	30.00	24.29	19.48	26.25	70	77	80
3	6.67	6.94	6.06	12.00	26.39	16.67	46.67	40.28	50.00	34.67	26.39	27.27	75	72	66
4	13.33	5.88	3.28	29.33	32.35	27.87	41.33	27.94	40.98	16.00	33.82	27.87	75	68	61
5	14.55	21.67	10.64	27.27	23.33	19.15	43.64	46.67	61.70	14.55	8.33	8.51	55	60	47
6	5.41	8.16	0.00	29.73	24.49	27.50	51.35	40.82	45.00	13.51	26.53	27.50	37	49	40
7	16.67	24.24	12.50	41.67	30.30	20.00	27.78	30.30	40.00	13.89	15.15	27.50	36	33	40
8	16.67	7.14	14.81	33.33	42.86	33.33	40.00	35.71	37.04	10.00	14.29	14.81	30	28	27
All Grades	10.58	9.32	5.22	30.16	29.21	24.50	39.15	37.81	44.18	20.11	23.66	26.10	378	558	498

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		19.19	8.33		53.54	66.67		27.27	25.00		99	72
1		40.28	23.08		52.78	49.23		6.94	27.69		72	65
2	24.29	27.27	20.00	70.00	68.83	67.50	5.71	3.90	12.50	70	77	80
3	20.00	25.00	21.21	64.00	66.67	62.12	16.00	8.33	16.67	75	72	66
4	51.35	42.65	45.90	43.24	50.00	50.82	5.41	7.35	3.28	74	68	61
5	34.55	43.33	14.89	63.64	53.33	78.72	1.82	3.33	6.38	55	60	47
6	16.22	12.24	22.50	67.57	77.55	57.50	16.22	10.20	20.00	37	49	40
7	17.14	12.12	17.50	71.43	69.70	70.00	11.43	18.18	12.50	35	33	40
8	23.33	25.00	33.33	66.67	64.29	51.85	10.00	10.71	14.81	30	28	27
All Grades	28.72	28.49	22.29	62.23	60.39	61.85	9.04	11.11	15.86	376	558	498

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		19.19	25.00		43.43	37.50		37.37	37.50		99	72
1		18.06	16.92		63.89	55.38		18.06	27.69		72	65
2	33.33	41.56	15.00	57.97	50.65	72.50	8.70	7.79	12.50	69	77	80
3	33.78	45.83	21.21	43.24	41.67	51.52	22.97	12.50	27.27	74	72	66
4	20.00	58.82	36.07	69.33	26.47	47.54	10.67	14.71	16.39	75	68	61
5	70.91	81.67	61.70	23.64	15.00	34.04	5.45	3.33	4.26	55	60	47
6	51.35	53.06	50.00	45.95	38.78	30.00	2.70	8.16	20.00	37	49	40
7	66.67	75.76	60.00	33.33	21.21	32.50	0.00	3.03	7.50	36	33	40
8	40.00	75.00	70.37	60.00	25.00	18.52	0.00	0.00	11.11	30	28	27
All Grades	41.76	46.24	33.94	48.94	39.07	46.18	9.31	14.70	19.88	376	558	498

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		4.04	2.78		67.68	68.06		28.28	29.17		99	72
1		20.83	12.31		48.61	49.23		30.56	38.46		72	65
2	11.43	15.58	1.25	68.57	67.53	73.75	20.00	16.88	25.00	70	77	80
3	6.67	2.78	4.55	38.67	51.39	46.97	54.67	45.83	48.48	75	72	66
4	9.46	8.82	0.00	70.27	51.47	62.30	20.27	39.71	37.70	74	68	61
5	14.55	21.67	6.38	65.45	60.00	65.96	20.00	18.33	27.66	55	60	47
6	2.70	10.20	0.00	64.86	34.69	40.00	32.43	55.10	60.00	37	49	40
7	22.22	24.24	10.00	55.56	48.48	45.00	22.22	27.27	45.00	36	33	40
8	20.00	17.86	14.81	53.33	42.86	51.85	26.67	39.29	33.33	30	28	27
All Grades	11.41	12.54	5.02	59.68	55.02	57.83	28.91	32.44	37.15	377	558	498

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		25.25	19.44		49.49	51.39		25.25	29.17		99	72
1		11.11	0.00		65.28	66.15		23.61	33.85		72	65
2	25.71	22.08	22.50	50.00	58.44	52.50	24.29	19.48	25.00	70	77	80
3	9.46	26.39	18.18	71.62	52.78	71.21	18.92	20.83	10.61	74	72	66
4	18.67	20.59	21.31	70.67	54.41	65.57	10.67	25.00	13.11	75	68	61
5	23.64	41.67	34.04	69.09	51.67	59.57	7.27	6.67	6.38	55	60	47
6	16.22	33.33	10.00	81.08	58.33	82.50	2.70	8.33	7.50	37	48	40
7	25.00	24.24	20.00	72.22	69.70	75.00	2.78	6.06	5.00	36	33	40
8	0.00	10.71	7.41	96.67	85.71	85.19	3.33	3.57	7.41	30	28	27
All Grades	17.77	24.24	17.47	70.03	57.81	64.86	12.20	17.95	17.67	377	557	498

Conclusions based on this data:

Each year, Driffill continues to reclassify students who meet district metrics for reclassification. We still have a large population of EL students due to the fact that every year we have newly enrolled TK and Kinder students. Driffill will continue to provide additional supports such as scaffolding, vocabulary development, and exposure to academic English language. Driffill continues to target interventions in the areas of reading and writing for our English Learners. We will hire an ISP (Intervention Support Provider) who will be focusing on working with students needing vocabulary development and other academic English language supports.

School and Student Performance Data

California School Dashboard
Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
916	**93.7%**	**62.4%**	**0.1%**
Total Number of Students enrolled in James Driffill Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	572	62.4%
Foster Youth	1	0.1%
Homeless	138	15.1%
Socioeconomically Disadvantaged	858	93.7%
Students with Disabilities	138	15.1%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	2	0.2%
American Indian	0	0.0%
Asian	0	0.0%
Filipino	3	0.3%
Hispanic	894	97.6%
Two or More Races	3	0.3%
Pacific Islander	2	0.2%
White	12	1.3%

Conclusions based on this data:

Driffill serves a large population of socioeconomically disadvantaged students, and meeting their academic needs begins with ensuring their basic needs are met. The school remains committed to supporting the whole child by continuing to provide free breakfast and lunch to all students. Additionally, Driffill will distribute “Friday bags” filled with food to homeless and foster youth—many of whom are English Learners (ELs)—and will maintain a winter closet stocked with clothing for students in need of appropriate attire.

To support academic growth, particularly for English Language Learners, Driffill will strengthen both designated and integrated English Language Development (ELD) instruction. The school also provides inclusive support for students with disabilities, including five Autism-specific classrooms and services from four Resource Specialist Program (RSP) teachers. Students with disabilities will continue to receive individualized support through their IEPs, as well as targeted Tier 2 small-group instruction within their general education classrooms.

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Yellow	**Suspension Rate** Green
Mathematics Yellow		
English Learner Progress Red		

Conclusions based on this data:

Driffill remains committed to improving student achievement in both English Language Arts (ELA) and Mathematics, recognizing that a significant portion of our student population continues to perform below proficiency levels. This year, the school has engaged in reflective analysis of instructional practices—identifying strategies that were effective and adjusting those that did not yield desired results. These adjustments are aimed at increasing the percentage of students who meet or exceed standards on the CAASPP assessment.

To accelerate learning, Driffill will continue to prioritize high-quality Tier 1 instruction through a strong first-teach approach. This includes the full implementation of the Biliteracy Unit Frameworks (BUF) and the formative assessment process to drive instruction and student engagement. In addition, the school will leverage effective Professional Learning Community (PLC) cycles of inquiry to analyze student data, collaboratively plan instruction, monitor academic growth, and design responsive intervention and universal access opportunities that support all learners..

School and Student Performance Data

Academic Performance

English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	1	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 Orange	 Orange
56.6 points below standard	69.1 points below standard	102.1 points below standard
Increased 4.3 points	Maintained 2.2 points	Increased 3.7 points
614 Students	436 Students	86 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Orange	 Orange
0 Students	77.7 points below standard	58.7 points below standard
	Increased 12.5 points	Maintained 2.9 points
	97 Students	586 Students

Students with Disabilities	African American	American Indian
 Orange 113.8 points below standard Increased 6.3 points 101 Students	 No Performance Color Less than 11 Students 1 Student	 No Performance Color 0 Students
Asian	**Filipino**	**Hispanic**
 No Performance Color 0 Students	 No Performance Color Less than 11 Students 3 Students	 Yellow 57.4 points below standard Increased 4.3 points 602 Students
Two or More Races	**Pacific Islander**	**White**
 No Performance Color Less than 11 Students 1 Student	 No Performance Color 0 Students	 No Performance Color Less than 11 Students 7 Students

Conclusions based on this data:

Driffill is committed to continued improvement in both English Language Arts (ELA) and Mathematics. During the 2024–25 school year, English Learners, Reclassified Fluent English Proficient (RFEP) students, and English-only students have shown measurable gains in Language Arts. However, a significant percentage of students are still not meeting grade-level standards. To address this, the school is strategically targeting specific areas of weakness identified through CAASPP data, with a particular emphasis on strengthening writing across all content areas.

Driffill will continue to implement the Professional Learning Community (PLC) model to drive instructional decisions and improve outcomes. PLC teams will focus on identifying subgroups of students—especially those flagged in the "red" and "yellow" performance bands—who are not making adequate progress. These students will receive targeted small-group instruction during Tier 1 classroom instruction, followed by Tier 2 interventions through the Student Support Team (SST) process. This layered approach ensures that struggling students receive timely, data-informed support to accelerate their learning and close achievement gaps.

School and Student Performance Data

Academic Performance

Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	3	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 Orange	 Orange
77.8 points below standard	85.7 points below standard	141.7 points below standard
Increased 6.1 points	Maintained 2.7 points	Increased 5.6 points
615 Students	436 Students	86 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Yellow	 Yellow
0 Students	91.5 points below standard	80.1 points below standard
	Increased 16.3 points	Increased 5.1 points
	97 Students	587 Students

Students with Disabilities	African American	American Indian
 Orange 122.8 points below standard Increased 12.4 points 101 Students	 No Performance Color Less than 11 Students 1 Student	 No Performance Color 0 Students
Asian	**Filipino**	**Hispanic**
 No Performance Color 0 Students	 No Performance Color Less than 11 Students 3 Students	 Yellow 78.6 points below standard Increased 6.2 points 603 Students
Two or More Races	**Pacific Islander**	**White**
 No Performance Color Less than 11 Students 1 Student	 No Performance Color 0 Students	 No Performance Color Less than 11 Students 7 Students

Conclusions based on this data:

Driffill recognizes the continued need for improvement in Mathematics and is committed to supporting all students in meeting grade-level expectations. Positive growth was observed among students with disabilities and English Learners—two significant student groups identified for targeted support. While this progress is encouraging, further work is needed to ensure consistent achievement across all student populations.

To address these needs, Driffill is proactively preparing students for the rigor and format of the CAASPP, which includes complex item types and technology-enhanced questions. Students are regularly exposed to Interim Assessment Blocks (IABs) and Focused IABs (FIABs) as part of a structured test preparation strategy. In addition, students are engaging in math writing tasks across content areas to articulate their reasoning and explain the procedures used in solving problems. This emphasis on mathematical communication is designed to deepen conceptual understanding and improve performance on standards-aligned assessments.

School and Student Performance Data

Academic Performance

English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
Red	Orange
36.4% making progress.	47.8% making progress.
Number Students: 415 Students	Number Students: 67 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
31.3%	32.3%	1.2%	34.5%

Conclusions based on this data:

While progress in both Language Arts and Math has been gradual, Driffill continues to see steady growth across student groups. To sustain and accelerate this improvement, the school will maintain a strong focus on academic math vocabulary and writing across the curriculum—key areas identified as essential for student success. Driffill is committed to employing evidence-based strategies to support the academic development of English Language Learners.

Both designated and integrated English Language Development (ELD) will be implemented with fidelity using district-adopted instructional materials, with a clear emphasis on advancing English proficiency. Building on instructional practices that have demonstrated success, Driffill will further enhance student learning by integrating Individualized Support Plans (ISPs) and implementing AVID strategies. These efforts aim to support the growth of our Emergent Multilingual Learners and increase the number of students meeting or exceeding grade-level expectations.

School and Student Performance Data

Academic Engagement

Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	6	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 Yellow	 Yellow
18.7% Chronically Absent	17% Chronically Absent	17.8% Chronically Absent
Declined 6.2	Declined 6.1	Declined 6.7
950 Students	600 Students	90 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Yellow	 Yellow
Fewer than 11 students - data not displayed for privacy	15.7% Chronically Absent	19.1% Chronically Absent
1 Student	Declined 5	Declined 5.8
	166 Students	897 Students

Students with Disabilities	African American	American Indian
 Yellow 23.1% Chronically Absent Declined 13.2 156 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	 Yellow 18.9% Chronically Absent Declined 6 928 Students

Two or More Races	Pacific Islander	White
 No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	 No Performance Color 9.1% Chronically Absent Declined 19.5 11 Students

Conclusions based on this data:

Driffill must continue working for improvement in the area of Chronic Absenteeism, which significantly affects student progress due to inconsistent access to instruction. This issue is particularly impactful for our homeless student population, who often miss the sustained academic support necessary to close achievement gaps.

To combat this challenge, the Outreach Consultant (ORC), in collaboration with the attendance clerk and site administration, will closely monitor student attendance data and implement targeted interventions. An incentive-based system will be developed to encourage regular attendance, with the goal of reducing chronic absenteeism and increasing student engagement. These efforts will be aligned with schoolwide initiatives to promote a positive school climate and ensure that every student has the opportunity to succeed academically.

School and Student Performance Data

Conditions & Climate

Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	2	4	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 Green	 Yellow
2.7% suspended at least one day	1.3% suspended at least one day	3.3% suspended at least one day
Declined 1.8%	Declined 0.9%	Declined 6.7%
966 Students	612 Students	92 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Green	 Green
Fewer than 11 students - data not displayed for privacy	1.2% suspended at least one day	2.6% suspended at least one day
1 Student	Declined 3.6%	Declined 2%
	170 Students	911 Students

Students with Disabilities	African American	American Indian
 Yellow 5% suspended at least one day Declined 2.4% 161 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	 Green 2.6% suspended at least one day Declined 2% 944 Students

Two or More Races	Pacific Islander	White
 No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	 No Performance Color 0% suspended at least one day Maintained 0% 11 Students

Conclusions based on this data:

Driffill continues to implement the PBIS Program and a new district-wide formal progressive referral process which will help with the reduction of our suspension rate. We anticipate within the next year, while continuing to prioritize social emotional needs of students, suspensions will continue to reduce. Utilizing the PBIS model, our PBIS committee will continue to implement CHAMPS, reduce behavioral referrals, and ingrain a culture of growth mindset strategies. Driffill will continue to move away from a punitive system to a restorative justice philosophy. The opening of our Wellness Center and addition of counseling services will continue to affect change and decline suspension rates across all student groups. We will use more restorative justice approaches and alternatives to suspension to ensure students remain in school and learning.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student Academic Engagement and Achievement
Dramatically accelerate student academic engagement and achievement across all Oxnard populations through coherent additive approaches, essential pedagogical principles, and high-leverage practices.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1 - Student Academic Engagement and Achievement

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Foster high intellectual performance.
Strengthen instruction and student engagement.
Develop student profile-driven lesson design.
Foster multilingualism.
Use technology to enhance instruction.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	2024-2025 The percentage of students who Met/Exceeded standards: 3rd grade - 21% 4th grade - 25% 5th grade - 33% 6th grade - 16% 7th grade - 38% 8th grade - 25%	2025-2026 Students will grow by moving one or two levels across the different bands. The percentage of students who will score at Met/Exceeded will increase by: 3rd grade - 31% 4th grade - 35% 5th grade - 43% 6th grade - 26% 7th grade - 48% 8th grade - 35% The percentage of students who scored Not Met will be decreased by 10% in all grade levels.
CAASPP Math	2024-2025 The percentage of students who Met/Exceeded standards: 3rd grade - 21%	2025-2026 Students will grow by moving one or two levels across the different bands. The percentage of students who will

	4th grade - 28% 5th grade - 17% 6th grade - 12% 7th grade - 18% 8th grade - 18%	score at Met/Exceeded will increase by: 3rd grade - 31% 4th grade - 38% 5th grade - 27% 6th grade - 22% 7th grade - 28% 8th grade - 28% The percentage of students who scored Not met will be decreased by 10% for all grade levels.
Star Early Literacy	2024-2025 The percentage of students who scored At/Above benchmark: Kindergarten - 34% 1st grade - 15% 2nd grade - 23%	2025-2026 The percentage of students who will score At/Above benchmark: TK-1st grades - 30% 2nd grade - 30%
Star Reading	2024-2025 The percentage of students who scored At/Above benchmark: 3rd grade - 21% 4th grade - 32% 5th grade - 34% 6th grade - 21% 7th grade - 29% 8th grade - 19%	2025-2026 The percentage of students who will score At/Above benchmark: 3rd-5th grades - 38% 6th-8th grades - 35%
Star Math	2024-2025 The percentage of students who scored At/Above benchmark: 1st grade - 21% 2nd grade - 24% 3rd grade - 38% 4th grade - 50% 5th grade - 26% 6th grade - 26% 7th grade - 33% 8th grade - 0%	2025-2026 The percentage of students who will score At/Above benchmark: 1st-2nd grades: 28% 3rd-5th grades - 38% or above 6th-8th grades - 38%
Reclassification Rate	72 English Learners were reclassified, which is 18% of our EL population.	2025-2026 The number of English Learners reclassified to R-FEP will be a minimum of 25% of our total EL population.
Summative ELPAC	2024-2025 The percentage of English Learners who scored at each performance level. Kindergarten - Level 4: 2% Level 3: 19% Level 2: 67%	2025-2026 The percent of students improving at least one level or higher on ELPAC across all grades will increase by 10%.

	Level 1: 12% 1st grade - Level 4: 2% Level 3: 19% Level 2: 52% Level 1: 27% 2nd grade - Level 4: 5% Level 3: 46% Level 2: 28% Level 1: 21% 3rd grade - Level 4: 6% Level 3: 36% Level 2: 37% Level 1: 21% 4th grade - Level 4: 17% Level 3: 46% Level 2: 32% Level 1: 5% 5th grade - Level 4: 24% Level 3: 53% Level 2: 17% Level 1: 6% 6th grade - Level 4: 13% Level 3: 30% Level 2: 50% Level 1: 7% 7th grade - Level 4: 19% Level 3: 39% Level 2: 36% Level 1: 6% 8th grade - Level 4: 35% Level 3: 35% Level 2: 30% Level 1: 0%	

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.3	Extra Support Driffill will hire 3 Intervention Support Providers to offer targeted, intentional instruction based on	All Students English Learners	46,692 Title I

	interim assessment data, ELPAC data for English Learners, and common formative assessment data, using small group models during school hours. One ISP will focus on language arts intervention, one will focus on mathematics, and one will work with multilingual learners focused on ELD standards and ELPAC results.	Foster Youth Students with Disabilities	1000-1999: Certificated Personnel Salaries Intervention Support Provider Salary 11,873 Title I 3000-3999: Employee Benefits Certificated Benefits 23,346 Title III 1000-1999: Certificated Personnel Salaries Intervention Support Provider Salary 5,212 Title III 3000-3999: Employee Benefits Certificated Benefits 5,000 LCFF 4000-4999: Books And Supplies Materials and supplies for intervention 2,000 LCFF 4000-4999: Books And Supplies Warehouse Charges for materials
1.4			
1.6	Incentive Programs to support academic achievement Incentive Programs: Develop programs to support, encourage, and celebrate students who show gains in their scale scores on Star Reading and Math tests and meet goals in ST Math and Lexia. Purchase incentives. Academic Support/Social Emotional Camps: Offer camps during school breaks (e.g., Winter Break) to target academic needs, support test-taking strategies, reduce D and Fs among middle school students, and build social and emotional learning competencies. Enrichment Clubs and Athletic Clubs: Provide clubs focusing on AVID, Growth Mindset, Environmental Science, STEM/STEAM, and other SEL strategies designed for all students, particularly struggling students. Offer before and after school intervention to students not making academic progress based on progress monitoring data. Purchase materials and	All Students Students with Disabilities English Learners Homeless Foster Youth	2,000 LCFF 2000-2999: Classified Personnel Salaries Clerical extra help 3,428 LCFF 4000-4999: Books And Supplies Materials and supplies for intervention and incentive programs. 4,000 LCFF 4000-4999: Books And Supplies Warehouse Materials 6,323 Title I 5000-5999: Services And Other Operating Expenditures Field Trip Transportation 2,000 LCFF 5000-5999: Services And Other Operating Expenditures

	supplies (including from the warehouse) to support interventions. Field Trips and Guest Speakers: Organize field trips, guest speaker presentations, and enrichment activities that support both academic achievement and social emotional learning competencies, particularly for middle school students.		Field trip Entrance Fees 2,000 LCFF 1000-1999: Certificated Personnel Salaries Teacher Extra Hours for intervention
1.7	Resources in support of Academic Achievement Instructional materials and supplies: Purchase all necessary materials and supplies to supplement the instructional program in all academic areas. Supplemental Materials: Purchase supplemental books, supplies, materials, and technology for instructional staff and students to enhance the adopted curriculum, DLI program, ELD instruction, and Tier 1 instruction in the classroom. Library Resources: Purchase classroom and school library Spanish-language and bilingual books, magazines, and apps for student and teacher use.	English Learners All Students Foster Youth Homeless Students with Disabilities	12,000 LCFF 4000-4999: Books And Supplies Materials and Supplies 2,169 Title III 4000-4999: Books And Supplies Library books 4,000 Title I 4000-4999: Books And Supplies Books Other than Textbooks
1.8	State Standards and Curriculum Implementation Board-Adopted Materials: Utilize board-adopted materials to implement State Standards (CCSS) in ELA, Math, Science, and ELD in all grade levels. DLI Planning and Implementation: Provide additional planning time for implementation and breaking down of DLI units and standards for TK-8th grade. Purchase materials to supplement the unit implementation. ELD reclassification efforts will be made by monitoring and planning effective ELD strategies for English Learners. Materials and supplies will be purchased in support of ELD instruction. Environmental Science and Global Awareness Units: Analyze and examine site-created environmental science and global awareness units to ensure alignment with OSD Student Profile, NGSS Standards, and other content area standards. Offer an elective course in Robotics to develop technology skills.	All Students	6,000 LCFF 4000-4999: Books And Supplies Materials and Supplies 5000 LCFF 5000-5999: Services And Other Operating Expenditures Graphics for reproduction of supplemental material 814 Title III 4000-4999: Books And Supplies ELD materials and supplies
1.9	Supporting School Transitions Meet and Greet Events: Host orientation and Meet and Greet events for smooth transitions into TK/Kindergarten and middle school, including	All Students Foster Youth English Learners	No additional cost

	support from high school representatives and translation services for parents.	Homeless Hispanic	
1.10	Operational Efficiency Efficient Operating Costs: Ensure the efficiency of operating costs to provide full access to required equipment, materials, supplies, and services. Repair and replace outdated instructional and office technology to support the goals of the plan. Clerical Support: Provide extra clerical help to support all aspects of the instructional program for students, staff, and the community, including preparing incentives/certificates to celebrate student performance.	All Students	2,500 LCFF 5000-5999: Services And Other Operating Expenditures Maintenance Agreements 3,000 LCFF 2000-2999: Classified Personnel Salaries Clerical Overtime 1,500 Title I 3000-3999: Employee Benefits classified benefits
1.13			
1.14			
1.24	Visual Arts Education Driffill will provide students opportunities to learn visual arts skills by integrating content standards with art. An Art teacher and an instructional aide will support the Art program on a rotational basis for all TK - 5th grade students. The students will develop visual performing arts skills while connecting them to grade level content standards being taught in DLI, ELA, and Mathematics.	All Students Hispanic Foster Youth	85,000.00 Prop 28 1000-1999: Certificated Personnel Salaries Art Teacher Salary & Benefits 30,000.00 Prop 28 2000-2999: Classified Personnel Salaries Classified Salary 11,047 Prop 28 3000-3999: Employee Benefits Classified Benefits 19,243.00 Prop 28 4000-4999: Books And Supplies Art Supplies 10,000 Prop 28 4000-4999: Books And Supplies Warehouse Charges
1.29			
1.37			

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The implementation of these strategies had a profound impact on program outcomes. Professional development and collaborative planning enhanced teachers' instructional capabilities, leading to improved student engagement and performance. Comprehensive assessment and progress monitoring facilitated data-driven instruction and timely interventions. Incentive programs and enrichment activities motivated students and supported their social emotional learning. The provision of technology and resources enabled differentiated instruction, the use of effective strategies, while curriculum enhancements ensured alignment with state standards. Family engagement initiatives strengthened the school-community relationship, and operational efficiency measures supported the overall instructional program. Together, these strategies created a supportive and effective educational environment that addressed the diverse needs of students and fostered academic success.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

At Driffill we implemented the use of PLC to work on collaborative approaches to planning instruction, assessing learning outcomes, and determining next steps. While the intended implementation was met, we will continue to need further practice and support to become more effective in these areas. Progress monitoring was also an area of growth for us. The intended implementation is that we would be able to progress monitor every student to provide the supports necessary to increase academic achievement. We partially met this goal and will continue to solidify our systems to engage in progress monitoring of all students via MTSS processes.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

At Driffill we are developing a goal that targets all students by providing a tiered approach that ensures that every student is monitored through a variety of systems. We will use a variety of metrics such as Star, CAASPP interim assessments, common formative classroom assessments and running records to measure ongoing progress via a structured MTSS system, progress monitoring meetings with each grade level and effective PLC planning that uses the 4 essential questions to guide our day to day work (What do we want all students to know and be able to do? How will we know if they learn it? How will we respond when some students do not learn? How will we extend the learning for students who are already proficient?). At Driffill the effectiveness of our goals will be measured in 6 week cycles of progress inquiry to reassess student learning. If students are not mastering state standards, we will continue to analyze and plan high leverage strategies to ensure that we meet every student's academic needs. We will have Tier 1 programs that accelerate student learning while sustaining growth with strategic intervention for our students who need the extra support in every classroom.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Learning Environment and School Climate
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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2 - Learning Environment and School Climate

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Support a multi-tiered system of support (MTSS).
Foster access, equity and inclusion.
Utilize restorative practices.
Create affirming learning environment and relationships.
Maintain safe and inviting facilities and grounds.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Data	2024-2025 Number of suspensions - 18	2025-2026 Suspension Rates will decrease by 2%.
Attendance Data	2024-2025 Chronic Absenteeism rate - 24%	2025-2026 Chronic Absenteeism rates will decrease by 5%.
Behavioral Referrals to the office	2024-2025 Number of office Referrals - 163	2025-2026 Referral Rates will decrease by 10%.
Panorama Survey Data-Emotional Regulation	2024-2025 3rd-5th grade students: 41% responded that they are able to regulate their emotions. 6th-8th grade students: 44% responded that they are able to regulate their emotions.	2025-2026 Increase percentage of favorable responses by 10%.

Panorama Survey Data-Self Management	2024-2025 3rd-5th grade students: 58% responded that they are able to manage their emotions, thoughts and behaviors in different situations. 6th-8th grade students: 61% responded that they are able to manage their emotions, thoughts and behaviors in different situations.	2025-2026 Increase percentage of favorable responses by 10%.
Panorama Survey Data-Social Awareness	2024-2025 3rd-5th grade students: 52% responded that they are able to consider perspectives of others and empathize with them. 6th-8th grade students: 47% responded that they are able to consider perspectives of others and empathize with them.	2025-2026 Increase percentage of favorable responses by 10%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Driffill will have campus supervisors working varied schedules throughout the day to cover before and after school arrival and dismissal, hallways, locker room, recess, lunch, and extra activities in support of parent engagement. One additional campus supervisor will be hired to increase safety and student wellness.	All Students	18,962.00 LCFF 2000-2999: Classified Personnel Salaries Campus Supervisor Salaries 5,000 LCFF 2000-2999: Classified Personnel Salaries Campus Supervisors Extra Hours 11,401 LCFF 3000-3999: Employee Benefits Classified Benefits
2.2	Driffill will utilize a youth development approach and respond to student voice, creating after-school engagement activities and clubs, including, but not limited to: homework club, book club, gardening club, art club, math club, and fitness/sports. Social-emotional health activities will be provided by our counselors. Provide incentives and or rewards for participation in activities. Activities and clubs will promote healthy, social-emotional habits, and support development of positive peer relationships.	All Students	4,000.00 LCFF 4000-4999: Books And Supplies Awards and certificates 3,000.00 LCFF 4000-4999: Books And Supplies Calming kits - Social emotional Support 2,500

			Title I 2000-2999: Classified Personnel Salaries Counselor Extra Hours
2.3	Our PBIS Team will support CHAMPS, positive attendance, engagement, and behaviors in classrooms and in all school activities in support of the whole child in a culturally responsive approach. The team will develop and implement strategies that support academically productive student behaviors and that build individual and collective social awareness, and social skills/strategies among students.	All Students	No additional cost
2.4	Using a PBIS approach, Driffill will aim to not only increase positive behaviors with students but also foster strong staff relationships. Teachers will have opportunities to collaborate during PBIS Meetings to plan and create a positive behavior plan and strategies. Supplemental materials and release time for PBIS team to develop student behavior plans will be provided.	All Students	1,000.00 LCFF 1000-1999: Certificated Personnel Salaries Teacher Extra Hours
2.5	Attendance and Engagement Incentives will be awarded to students who demonstrate positive attendance. Incentives, celebrations, assemblies will be provided. The ORC will support family and student engagement opportunities to welcome parent volunteers to Driffill. Clerical staff will help support incentive programs by providing support in creating, organizing incentive programs/awards and creating communications for parents of all students, including English Learners in their home language.	English Learners All Students	3,000.00 LCFF 4000-4999: Books And Supplies Incentives and materials District Funded 2000-2999: Classified Personnel Salaries Outreach Consultant salary 2,000 Title I 2000-2999: Classified Personnel Salaries Clerical Extra help 1,198 Title I 3000-3999: Employee Benefits Classified Benefits
2.6	A Wellness Center will operate during the school day at various times to support identified social emotional needs.	Foster Youth Homeless Students with Disabilities All Students	4,000.00 LCFF 4000-4999: Books And Supplies Materials District Funded 1000-1999: Certificated Personnel Salaries Counselor District Funded 1000-1999: Certificated Personnel Salaries Psychologist
2.9	Comprehensive and Preventative Health, and an Anti-Vaping program from the Ventura County	All Students	3000.00 LCFF

	Office of Education will be utilized along with the Friday Night Live program to ensure students are aware of healthy choices. Parent training will be provided to support students at home in making safe choices when presented with these challenges from peers.		4000-4999: Books And Supplies Materials and supplies
2.10	AVID Enrichment Activities will be provided such as field trips to universities, guest speakers, engagement incentives, and student workshops to encourage a positive college going culture. Provide materials and supplies that support the college-and-career-ready mindset and organizational strategies.	All Students	2000.00 Title I 5800: Professional/Consulting Services And Operating Expenditures Admission and Fees 1500.00 Title I 5800: Professional/Consulting Services And Operating Expenditures Transportation 2,000.00 LCFF 4000-4999: Books And Supplies Materials
2.13	Site Administrators, with input from various committees (SSC, ELAC, Leadership etc.), will develop the School Safety Plan to be implemented by all teachers and staff.	All Students	No additional cost
2.16	All students, staff, and parents (if on site) will participate in monthly safety drills.	All Students	No additional cost
2.17	Staff will follow the MTSS pyramid to address the behavior and socio-emotional needs of students. Driffill will continue to implement bimonthly MTSS meetings with site personnel to review and monitor students that may need Tier 2 interventions for social emotional support, counseling, and or academics. Teachers will support students after hours engaging them in social emotional activities to increase student connections to school in middle school.	All Students	No additional cost 839 LCFF - Intervention 1000-1999: Certificated Personnel Salaries Teacher Extra Pay
2.18	Reinforce the PBIS model that is well structured with clear CHAMPS expectations. Therefore, Driffill will continue to provide structured activities and equipment during recess and lunch to support positive student interaction and healthy decision making, which will result in decrease in office discipline.	All Students	2,500.00 LCFF 4000-4999: Books And Supplies Materials and supplies

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Driffill's strategic implementation of PBIS practices, the establishment of a Wellness Center, and comprehensive stakeholder training significantly contributed to the successful implementation of our program. These efforts not only improved student attendance but also created a safer and more welcoming school environment, ultimately fostering a stronger sense of community and engagement among students.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Even though we implemented a strong and effective PBIS program and wellness center, Driffill has had a high number of students that have experienced homelessness and the challenges of reaching them to come to school need to continue to be addressed are a continued priority. At Driffill, we are providing strategies/and activities that will motivate students to come to school every day. We want to create an environment where all students feel safe, validated, and cared for. The intended implementation of these strategies need to continue to remain consistent and prioritized.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This year we are going to continue the great work that was started in 24-25 school year with our PBIS team. Our PBIS team, comprised of various staff, teacher and administrators, have worked hard to identify barriers to student success in the area of social emotional health, positive behavior, attendance, and referral reduction. In 25-26 we will continue with that work and we will continue to see growth as we see attendance increase and referrals and suspension rates decrease. Driffill will be an environment where all students and staff feel safe.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Guidance and support to the site.
Provide strategic direction, guidance, and support focused on improving the quality of instruction, interaction, and engagement in every classroom, so that all students reach high levels of academic excellence, multilingual achievement, global competency, and healthy identity development, agency and voice.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 3 - Guidance and Support to Sites and District Departments.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Foster a culture of empowerment.
Provide professional learning and support.
Provide recognition to staff and students.
Utilize student assessment to measure student learning.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	2024-2025 The percentage of students who Met/Exceeded standards: 3rd grade - 21% 4th grade - 25% 5th grade - 33% 6th grade - 16% 7th grade - 38% 8th grade - 25%	2025-2026 Students will grow by moving one or two levels across the different bands. The percentage of students who will score at Met/Exceeded will increase by: 3rd grade - 31% 4th grade - 35% 5th grade - 43% 6th grade - 26% 7th grade - 48% 8th grade - 35% The percentage of students who scored Not Met will be decreased by 10% in all grade levels.
CAASPP MATH	2024-2025 The percentage of students who Met/Exceeded standards: 3rd grade - 21%	2025-2026 Students will grow by moving one or two levels across the different bands. The percentage of students who will

	4th grade - 28% 5th grade - 17% 6th grade - 12% 7th grade - 18% 8th grade - 18%	score at Met/Exceeded will increase by: 3rd grade - 31% 4th grade - 38% 5th grade - 27% 6th grade - 22% 7th grade - 28% 8th grade - 28% The percentage of students who scored Not met will be decreased by 10% for all grade levels.
Professional Development for Teachers	2024-25 The TOSA worked with Teachers twice a month after school in planning BUF Units Sequence Charts on voluntary basis.	2025-2026 The TOSA has a professional development calendar that will facilitate PD for all teachers in grades TK-6 every 6 weeks to sequence units and align them to priority standards.
Staff Recognitions	2024-25 Shining Star awards - Driffill had 4 Shining Star recipients this school year.	2025-2026 Shining Star Awards- Driffill will increase by 100% the number of staff being recognized by the superintendent Shining Star awards.
Student Recognitions for Academic Achievement	2024-2025 Reclassification Awards - Driffill reclassified 61 students this school year.	2025-26 Driffill will increase the number of reclassified students by 10% in the 2025-26 school year.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Assessment Programs to Improve Achievement Star Assessments: Administer Star Reading, Early Literacy, and Math assessments at least four times a year. Upload results to the appropriate data systems and share with families to keep them informed of student progress. Assessment Calendar: Grade levels will create an assessment calendar to regularly monitor students, evaluate and analyze results, and use this information to inform instructional decisions during Effective PLC work. Teachers will meet in PLC's to analyze the assessments results. Teachers will use programs such as, Renaissance Star, Lexia, STMath, and Accelerated Reader to support the assessment and academic program for all students, allowing teachers to individualize and	All Students English Learners Students with Disabilities	District Funded 5800: Professional/Consulting Services And Operating Expenditures Software and Assessment Programs 5,000 LCFF 4000-4999: Books And Supplies Warehouse Charges for Materials

	differentiate Tier 1 support and target student achievement gaps.		
3.2	TOSA Support District TOSAs will provide professional development to teachers in Tier 1 instruction. Math TOSA will provide training in high-leverage strategies and practices such as "Thinking Classrooms." The DLI TOSA will provide support and training and collaborate with our Literacy TOSA to support first instruction in our DLI program. The Behavior Support TOSA will provide professional development to support students in need of intensive behavior intervention.	All Students Students with Disabilities Hispanic English Learners	District Funded 5,000 LCFF 1000-1999: Certificated Personnel Salaries Substitutes
3.3	Awards and Recognitions Trimester awards and bimonthly awards assemblies are held to celebrate academic achievement, character development, and academic improvement. Students and parents are invited to celebrate their student's achievement. Staff recognition awards Our Wellness Peers have a monthly "Kindness Award" recognizing staff that exemplify what it means to show kindness to others in our Driffill community. Driffill will foster a culture of recognizing staff commitment to excellence and earn "Shining Star" awards to recognize their commitment to student success.	All Students	500 LCFF 4000-4999: Books And Supplies Materials and Supplies for Awards 2,000 LCFF 4000-4999: Books And Supplies Warehouse Charges for Materials
3.4	Professional Development Offer professional development regarding AVID, Math, comprehensive literacy, DLI-ELA and SLA, and STEM/STEAM strategies to enhance student engagement, collaboration, inquiry-based pedagogy, and higher-level thinking skills. Offer DLI professional development opportunities within the district and county, provide resources and materials to enhance instruction and implementation of bi-literacy units, and allocate additional planning days for DLI teachers. Peer Observation of BEST Practices: Encourage teachers to observe peers to gain insights into effective instructional strategies and classroom management techniques. The Leadership Team will receive professional development in Effective PLC work via the CAPS Network training.	English Learners All Students Hispanic	3,000 LCFF 1000-1999: Certificated Personnel Salaries Teacher Extra Hours 10,000 LCFF 1000-1999: Certificated Personnel Salaries Substitutes 5,134 LCFF 3000-3999: Employee Benefits certificated benefits 6,000 LCFF 5800: Professional/Consulting Services And Operating Expenditures CAPS Network Professional Development for Leadership Team

			5,000 LCFF 4000-4999: Books And Supplies Warehouse Charges for Materials
3.5	Conference Attendance Conferences and Training for Staff: Staff will attend conferences and training to support the curriculum, academy strands, and social emotional needs of students, sharing best practices and strategies with the community. Conferences such as AVID, CABE, and other similar conferences.	All Students Foster Youth Homeless Hispanic	12,000 Title I 5000-5999: Services And Other Operating Expenditures Travel and Conferences 7,497 Title III 5000-5999: Services And Other Operating Expenditures Travel and Conferences 6,097 LCFF 5000-5999: Services And Other Operating Expenditures Travel and Conferences
3.6	Professional Development Driffill will update the Year at a Glance professional development calendar to reflect the identified areas of need to support student achievement and a focus on priority standards and curriculum alignment to strengthen Tier 1 first instruction.	All Students	No additional Cost

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Driffill staff has been effectively implementing the professional development strategies in their classrooms. Our Literacy TOSA has been supporting students in the effective day to day planning and implementation of the BUF units in the classroom and aligning the instruction to standards. Some of our staff have participated in the first year of effective PLC processes that have transformed the way they plan instruction in their classroom. Driffill will continue to support professional development in the area of dual language instruction, highly effective PLC strategies, and other initiatives that drive and prioritize effective first Tier 1 instruction.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The effectiveness of this goal will be measured in the 2025-26 school year. Nevertheless, we are continuing in the implementation of highly effective PLC work in each of our grade levels TK - 8.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The effectiveness of this goal will be measured in the 2025-26 school year. Nevertheless, we are continuing in the implementation of highly effective PLC work in each of our grade levels TK - 8.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 4 - Family/Community Alliances for Student Success

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Create Student Profile Alliances.
Foster family engagement and support.
Provide parent/family resources.
Foster community partnerships and relationship building.
Promote higher education.
Strengthen family/community communications.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent attendance at workshops	2024-2025 Numbers of parents who attended the following events: Drug use Workshop - 9 Literacy Workshop - 21	2025-2026 Parent participation at workshops will increase by 10 %.
Average Attendance at ELAC meetings	2024-2025 The average number of attendees at ELAC meetings was 6.	2025-2026 Increase the number of attendees at ELAC meetings by 10%.
Parent Attendance at Back to School Night	2024-2025 415 Parents attended Back to School Night.	2025-2026 The number of parents attending Back to School Night will increase by 10%.
Comprehensive Needs Assessment	2024-2025 23 parents responded to our comprehensive needs assessment Survey	2025-2026 Increase the number of parent responses to the comprehensive needs assessment survey by 50%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Provide parents with the school's weekly activities and information for all parent meetings. Modes of communication include Canvas, Parent Square our website, and in-person meetings.	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures Parent Square contract
4.2	Parent Education workshops will be developed and offered at least once a trimester. Parents will be trained in using and understanding technology, Literacy, Math, CHAMPS, PBIS, College Readiness, Cultural Proficiency, Growth Mindset, AVID Strategies, and/or other topics relevant to student success. We will provide families of English Learners strategies to support English Learners at home. Family Nights will be offered for parents, students, and staff to collaborate on various content/topics relating to Social Emotional, academics, and family connections/relationship. We will use visual presentations and technology to enhance the presentations and provide hands on opportunities for parents to engage with students like devices.	All Students	5,000.00 LCFF 1000-1999: Certificated Personnel Salaries Teacher Extra Hours 1,500 Title I 3000-3999: Employee Benefits Classified Benefits 2,000 LCFF 2000-2999: Classified Personnel Salaries Custodial OT 1300 LCFF 2000-2999: Classified Personnel Salaries Library Media/Tech Extra Hours for Library Night 500.00 LCFF 2000-2999: Classified Personnel Salaries Babysitting 1,700 Title I 2000-2999: Classified Personnel Salaries Custodial OT 1,700 Title I 2000-2999: Classified Personnel Salaries Library Extra Help - Literacy Night 2,000 Title I 2000-2999: Classified Personnel Salaries Clerical OT
4.3	The Student Parent Compact and Parent Involvement Policy will be updated, with feedback from educational partners and distributed to parents.	All Students	No additional cost

4.4	Parents will be invited to review 8th grade promotion criteria for all middle school families to ensure clear understanding and partnership. Translators will be provided in parents' language, including Mixteco.	All Students	700.00 Title III 2000-2999: Classified Personnel Salaries Interpretation Services
4.5	ELAC, Title I/Cafe con Padres and SSC virtual and in-person meetings are scheduled for the year and are posted on our website, through Parent Square messages, and digital bulletins and paper notices will go home with students.	All Students	1167.00 LCFF 4000-4999: Books And Supplies Materials and Supplies 2,000.00 LCFF 4000-4999: Books And Supplies Refreshments
4.6	Parent Conferences are held in the Fall for all students to review behavior and academic goals. Spring conferences are held for students who are not meeting academic and/or behavioral expectations.	All Students	Interpretation Services-see Goal 1.5
4.7	SST and 504 Meetings are held with parents and the team to review student progress and determine Tier 1 and Tier 2 interventions as needed. Provide materials, resources, and/or equipment for delivery of of information on how we will support all students in a way that parents can understand and support.	All Students English Learners	2,000.00 LCFF 4000-4999: Books And Supplies Materials, resources, apps, and/or equipment 500.00 Title III 2000-2999: Classified Personnel Salaries Interpretation Services
4.8	Comprehensive Needs Assessment Driffill will survey parent needs through the comprehensive needs assessment to collect meaningful feedback that will enable us to strengthen our collaboration with ALL educational partners and our Oxnard community.	All Students Students with Disabilities English Learners	no additional cost
4.9	IEP's will be held to support our students who receive special education services at a time and location most convenient for parents.	Students with Disabilities	5,000 LCFF 1000-1999: Certificated Personnel Salaries Substitutes 1000 LCFF 2000-2999: Classified Personnel Salaries Interpretation Services
4.10	Parents will be invited to attend celebrations held throughout the year to recognize student accomplishments: Monthly Student Awards, Sports Banquet, End of Year and Reclassification.	All Students	2000.00 LCFF 4000-4999: Books And Supplies Materials and Supplies 2,000.00 LCFF 4000-4999: Books And Supplies Warehouse charges

			1,000 LCFF 2000-2999: Classified Personnel Salaries Custodial support 5,000 LCFF 4000-4999: Books And Supplies Certificates and Awards

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The previous implementation of strategies at Driffill aimed to incorporate parents as a fundamental component of students' academic, social-emotional, and overall well-being. The strategies focused on fostering strong partnerships with parents and community members. By providing opportunities for volunteering, attending workshops, and developing home and school support strategies, Driffill sought to create a cohesive support system for students.

The commitment to these strategies was reflected in the active engagement of parents in various school activities and their increased involvement in the educational process. This approach was designed to ensure that parents were well-informed about their children's academic and social experiences, thereby enhancing their ability to support their children effectively at home.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Driffill continues to be challenged by low parent engagement for various events. Some activities are well attended such as dances, Back to School Night and Open House while others are not. Workshops and parent engagement activities were planned throughout the year, but the low number of parents attending continues to be a challenge.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will be making changes to our parent involvement plan by providing different ways for parents to engage with our school community. We are going to offer more virtual meetings in the evenings to meet our goal of increasing parent involvement.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Transformational leadership and infrastructure
Create a coherent and sustainable districtwide infrastructure and culture to support and communicate the district's identity and strategic work on behalf of all students; facilitate strategic plan implementation; monitor progress and assess effectiveness and sustainability; and position the district as a leader in equitable and excellent education.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 5 - Transformational leadership and infrastructure

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Ensure strategic plan implementation.
Work toward schoolwide coherence.
Provide accountability and progress monitoring of implementation.
Develop human capital.
Foster communications.
Support finance and technology infrastructure.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Leadership Meeting participation	2024-2025 About 30% of Leadership Team agenda items are in regard to Oxnard Empowers and Student profile.	2025-2026 Increase to 80%.
Progress Monitoring Meetings every 6 weeks	2024-2025 Driffill had progress monitoring cycles every 6 weeks with TK- 5 teachers for half day. Driffill had progress monitoring cycles every 6 weeks with 6-8 teachers during their advisory.	2025-2026 Driffill will continue to meet with 100% teachers during Progress Monitoring cycles every 6 weeks to support student achievement.
CAASPP ELA	2024-2025 The percentage of students who Met/Exceeded standards: 3rd grade - 21% 4th grade - 25%	2025-2026 Students will grow by moving one or two levels across the different bands. The percentage of students who will score at Met/Exceeded will increase by:

	5th grade - 33% 6th grade - 16% 7th grade - 38% 8th grade - 25%	3rd grade - 31% 4th grade - 35% 5th grade - 43% 6th grade - 26% 7th grade - 48% 8th grade - 35% The percentage of students who scored Not Met will be decreased by 10% in all grade levels.
CAASPP Math	2024-2025 The percentage of students who Met/Exceeded standards: 3rd grade - 21% 4th grade - 28% 5th grade - 17% 6th grade - 12% 7th grade - 18% 8th grade - 18%	2025-2026 Students will grow by moving one or two levels across the different bands. The percentage of students who will score at Met/Exceeded will increase by: 3rd grade - 31% 4th grade - 38% 5th grade - 27% 6th grade - 22% 7th grade - 28% 8th grade - 28% The percentage of students who scored Not met will be decreased by 10% for all grade levels.
Early Literacy Star	2024-2025 The percentage of students who scored At/Above benchmark: Kindergarten - 34% 1st grade - 15% 2nd grade - 23%	2025-2026 The percentage of students who will score At/Above benchmark: TK-1st grades - 30% 2nd grade - 30%
Star Reading	2024-2025 The percentage of students who scored At/Above benchmark: 3rd grade - 21% 4th grade - 32% 5th grade - 34% 6th grade - 21% 7th grade - 29% 8th grade - 19%	2025-2026 The percentage of students who will score At/Above benchmark: 3rd-5th grades - 38% 6th-8th grades - 35%
Star Math	2024-2025 The percentage of students who scored At/Above benchmark: 1st grade - 21% 2nd grade - 24% 3rd grade - 38% 4th grade - 50% 5th grade - 26% 6th grade - 26% 7th grade - 33% 8th grade - 0%	2025-2026 The percentage of students who will score At/Above benchmark: 1st-2nd grades: 28% 3rd-5th grades - 38% or above 6th-8th grades - 38%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Student Profile and Oxnard Creates! At Driffill, our teachers highlight and identify the student work through a critical lens that connects instruction to the Oxnard student profile. We highlight student work representative of our commitment to ensuring that all students reflect the OSD Profile in their class work and teacher lessons. During the Oxnard Creates! event, we showcase and model the student work that exemplifies this commitment.	All Students English Learners Students with Disabilities	500 LCFF 4000-4999: Books And Supplies Materials and Supplies
5.2	Social Media Driffill will create a Facebook account that will highlight and promote Driffill School's success with enrichment programs across the platform to communicate effectively with all educational partners and strengthen our collaboration.	All Students	No additional cost
5.4	Leadership Team Driffill will have monthly meetings with the school's leadership team to develop strategies and communicate schoolwide goals that align with Oxnard Empowers and ensure coherence across all grade levels and articulate alignment of school goals with District priorities.	All Students	500 LCFF 4000-4999: Books And Supplies Materials and Supplies
5.6	Collaborative Planning and Time Additional Planning Time: Provide teachers with additional planning and collaborative time outside of contractual hours for collaboration and reflection with grade-level colleagues to address the needs of all students, with a focus on English Learners. Scheduled Collaboration: Schedule regular grade level and content level collaboration, training, and coaching sessions for the Leadership Team and site teachers to foster continuous improvement. Data Analysis During Collaboration: Utilize collaboration time for teachers to analyze data, determine instructional focus based on student needs, desegregate data, identify student-centered needs, and align grade level standards. AVID and Content: The AVID Site Team, AVID teachers and AVID Coordinator will collaborate to develop AVID structures. Science and Math	All Students English Learners Students with Disabilities Foster Youth	4,000 Title I 1000-1999: Certificated Personnel Salaries Substitutes 2,000 LCFF 1000-1999: Certificated Personnel Salaries Teacher Extra Pay Planning 1,903 LCFF 4000-4999: Books And Supplies Materials and supplies

	Teachers, supported by OSD Math Manager, Technology, History-Social Science, and Science TOSAs will also collaborate and plan. Driffill will participate in aligning the curriculum to priority standards with support from Orenda to ensure alignment of common core standards and instruction.		
5.7	Progress Monitoring and Conferences Progress Monitoring: Conduct progress monitoring by grade level or with individual teachers to identify specific students in need of tiered levels of academic support. Data/Progress Monitoring Conferences: Administration will conduct data/progress monitoring conferences and accountability talks with teachers in 6-week cycles to discuss student progress, Tier 1 instructional strategies, assessment data, and determine potential Tier 2 intervention needs. Identify students needing further monitoring through the MTSS process. Review Reclassification data and ELD student progress monitoring to ensure students are on their path to reclassification. MTSS/SST Monitoring: Staff will monitor at-risk students through the MTSS/SST process and provide information to parents via conferences, supporting and providing incentives and resources to improve attendance, engagement, and address social-emotional needs.	All Students English Learners Hispanic	4,500 LCFF 1000-1999: Certificated Personnel Salaries Substitutes

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Driffill has strengthened their progress monitoring in six-week cycles this school year to ensure that every student is being provided the academic and social-emotional support they need. We have been ensuring that our school-wide systems work effectively to support all students and staff. Our collaboration process uses the PLC process and the 4 guiding questions to ensure coherence across all grade levels. We have focused on ensuring our alignment between the curriculum and the standards effectively translates to Tier 1 first instruction that is at grade level or above.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The effectiveness of this goal will be measured in the 2025-26 school year. Nevertheless we are continuing in the implementation of highly effective PLC work in each of our grade levels TK - 8.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The effectiveness of this goal will be measured in the 2025-26 school year. Nevertheless we are continuing in the implementation of highly effective PLC work in each of our grade levels TK - 8.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$142,726
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$492,745.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$102,486.00
Title III	$40,238.00

Subtotal of additional federal funds included for this school: $142,724.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF	$193,892.00
LCFF - Intervention	$839.00
Prop 28	$155,290.00

Subtotal of state or local funds included for this school: $350,021.00

Total of federal, state, and/or local funds for this school: $492,745.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	102,486	0.00
Title III	40,238	0.00
LCFF	193,892	0.00
LCFF - Intervention	839	0.00
Prop 28	155,290	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	193,892.00
LCFF - Intervention	839.00
Prop 28	155,290.00
Title I	102,486.00
Title III	40,238.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	197,377.00
2000-2999: Classified Personnel Salaries	75,862.00
3000-3999: Employee Benefits	48,865.00
4000-4999: Books And Supplies	119,724.00
5000-5999: Services And Other Operating Expenditures	41,417.00
5800: Professional/Consulting Services And Operating Expenditures	9,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	37,500.00
2000-2999: Classified Personnel Salaries	LCFF	34,762.00
3000-3999: Employee Benefits	LCFF	16,535.00
4000-4999: Books And Supplies	LCFF	83,498.00
5000-5999: Services And Other Operating Expenditures	LCFF	15,597.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	6,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	839.00
1000-1999: Certificated Personnel Salaries	Prop 28	85,000.00
2000-2999: Classified Personnel Salaries	Prop 28	30,000.00
3000-3999: Employee Benefits	Prop 28	11,047.00
4000-4999: Books And Supplies	Prop 28	29,243.00
1000-1999: Certificated Personnel Salaries	Title I	50,692.00
2000-2999: Classified Personnel Salaries	Title I	9,900.00
3000-3999: Employee Benefits	Title I	16,071.00
4000-4999: Books And Supplies	Title I	4,000.00
5000-5999: Services And Other Operating Expenditures	Title I	18,323.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	3,500.00
1000-1999: Certificated Personnel Salaries	Title III	23,346.00
2000-2999: Classified Personnel Salaries	Title III	1,200.00
3000-3999: Employee Benefits	Title III	5,212.00
4000-4999: Books And Supplies	Title III	2,983.00
5000-5999: Services And Other Operating Expenditures	Title III	7,497.00

Expenditures by Goal

Goal Number	Total Expenditures

Goal 1	306,147.00
Goal 2	67,900.00
Goal 3	67,228.00
Goal 4	38,067.00
Goal 5	13,403.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Javier Tapia	Principal
Alcantar, Marta	Classroom Teacher
Kimberly Dufau	Classroom Teacher
Patricia Ponce-Villa	Classroom Teacher
Monica Arias-Melgoza	Other School Staff
Carina Torres	Parent or Community Member
Myriam Cervantez	Parent or Community Member
Gabriela Barajas	Parent or Community Member
Elizabeth Alvarez	Parent or Community Member
Ana Mendoza	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 6.2.25.

Attested:



Principal, Javier Tapia on 6.2.25

SSC Chairperson, Myriam Cervantes on 6.2.25

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of

adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

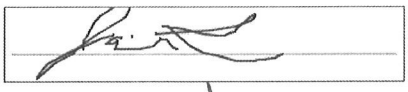
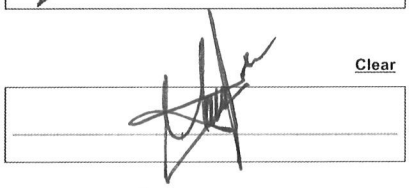
Signature	Committee or Advisory Group Name
Clear 	☑ English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 6.2.25 .

Attested:

Clear 	Principal, Javier Tapia on 6.2.25
Clear 	SSC Chairperson, Myriam Cervantes on 6.2.25

School Year: **2025-26**



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Elm Street School	56725386055289	June 4, 2025	August 20, 2025

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Elm Street School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Targeted Support and Improvement

Elm Street School is currently identified for Targeted Support and Improvement (TSI), with a focus on addressing

Elm Street School's Commitment to Excellence Under ESSA and the Oxnard EMPOWERS Strategic Plan

Elm Street School is committed to fulfilling the goals outlined in the Every Student Succeeds Act (ESSA) through the implementation of the Oxnard School District's strategic plan, Oxnard EMPOWERS. Guided by our vision—"Changing the World! Inspired, Accomplished, Multilingual Global Citizens – In School and Beyond"—and our mission to "Ignite, Transform, Nurture, and Embrace," we are dedicated to fostering a high-quality, inclusive learning environment that supports the success of every student.

As part of the state's accountability system, Elm Street School is currently identified for Targeted Support and Improvement (TSI). Our focus areas include reducing chronic absenteeism among students experiencing homelessness and improving mathematics achievement for students receiving special education services. In addition, we are addressing academic performance challenges in English Language Arts, Mathematics, and English Learner progress, where our school currently falls in the red and orange zones on the California School Dashboard. These performance levels apply to several key student groups, including English Learners, Hispanic students, students from socioeconomically disadvantaged backgrounds, and students with disabilities.

In response, Elm Street School launched a series of strategic initiatives during the 2024–2025 school year to address these concerns. One significant step has been the onboarding of Orenda Education to provide targeted professional development with a strong focus on Professional Learning Community (PLC) structures and strengthening grade-level instruction. Orenda Education facilitated full-day, grade-level sessions that deepened teachers' understanding of grade-level standards and the associated Depth of Knowledge (DOK) levels. This work is helping ensure that all instruction aligns with rigorous academic expectations.

To further support instructional quality, we also provided professional development for the implementation of our Biliteracy Unit Frameworks (BUF) and leveraged our Teacher on Special Assignment (TOSA) to work directly with teachers. The TOSA collaborated with educators to plan English Language Development (ELD) lessons, modeled classroom instruction, and led after-school and grade-level training sessions. These efforts were informed by data from Star assessments, which helped us target specific areas in need of improvement. As a dual language school, we have strategically placed professional learning resources to address both English and Spanish instructional needs, with a special emphasis on supporting English instruction based on student performance data.

To accelerate reading achievement, we continue to offer Leveled Literacy Intervention (LLI) as a Tier 2 support to enhance fluency and comprehension. Our school administrator facilitates regular grade-level meetings centered on the analysis of Star and LLI data, providing teachers with dedicated time to collaborate on strategies for maximizing instructional resources.

More broadly, our instructional efforts are rooted in the Oxnard School District's Student Profile and aligned with our unified values and guiding principles. Accelerating learning remains a key priority, especially for student groups identified in our TSI determination. We continue to develop rigorous, Tier 1 instruction that is data-driven, standards-aligned, and responsive to unfinished learning.

Teaching and learning remain at the heart of our mission. Our educators are dedicated professionals committed to 21st-century learning through the arts, sciences, and technology. Elm Street maintains a safe, bilingual, and inclusive learning community where educators, families, and the broader school community collaborate to support the academic and social-emotional development of every student.

We uphold fidelity in the implementation of the Common Core State Standards (CCSS), supported by a 1:1 technology initiative across all grades. Our district-developed Dual Language Biliteracy Unit Frameworks ensure that students in bilingual settings receive standards-based instruction in both English and Spanish.

Collaboration through Professional Learning Communities (PLCs) plays a pivotal role in instructional planning. Teachers meet regularly to analyze student data, refine teaching practices, and design interventions, especially in support of mathematics outcomes for students with disabilities and progress in ELA for English Learners.

Elm Street School also prioritizes student well-being. Through Positive Behavior Interventions and Supports (PBIS), the STOIC framework, and a Multi-Tiered System of Supports (MTSS), we address students' academic, behavioral, and emotional development. Community Circles provide additional support for building relationships and creating a positive, inclusive school climate.

We recognize that family and community engagement is essential to school improvement. We foster this through the School Site Council (SSC), English Learner Advisory Committee (ELAC), Title I meetings, Coffee with the Principal, PTA activities, and consistent, transparent communication via our school website, ClassDojo, social media, and the Parent Square platform.

By aligning our practices with Oxnard EMPOWERS, maintaining a strong focus on equity, and strategically supporting both academic achievement and whole-child development, Elm Street School is committed to ensuring that all students, including our most vulnerable, are empowered to succeed as accomplished, multilingual global citizens.

Educational Partner Involvement

How, when, and with whom did Elm Street School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The Instructional Leader initiated the development process of the Single Plan for Student Achievement (SPSA) by presenting the proposed 2025–2026 school budget. Grade-level teams participated in discussions to identify budget priorities and reviewed the ongoing progress of the SPSA. The Instructional Leader then shared the SPSA and budget proposal with both the School Site Council (SSC) and the English Learner Advisory Committee (ELAC), providing staff and parents with the opportunity to offer feedback. Input from grade-level teams, SSC, and ELAC was collected to inform and support the strategies and activities outlined in the SPSA. The proposed 2025–2026 school budget is purposefully aligned with the SPSA goals, ensuring that financial resources support the school's strategic priorities. As a living document, the SPSA will be revisited and shared throughout the year with all educational partners. Elm Street School will continuously assess the effectiveness of each action item using a variety of data sources, including Star assessment results, Panorama survey feedback, student progress monitoring, and input from parent groups.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Elm Street School did not meet its targeted academic growth goals; however, our continued partnership with Orenda Education will provide the necessary support to strengthen instructional practices and achieve measurable academic progress. The school currently has space available to accommodate overflow students, and while we welcome new enrollments, increased student intake later in the year has presented challenges related to behavior management and the readjustment of classroom culture. Notably, we have observed a rise in students enrolling after the start of the academic year who have Individualized Education Programs (IEPs), requiring immediate support and instructional adjustments. As a Dual Language Immersion (DLI) school, Elm Street is also focused on expanding access to high-quality, standards-aligned Spanish books, articles, and instructional resources to enrich grade-level lessons beyond the adopted curriculum. Many of these materials are currently in development by publishers, and we are actively seeking ways to integrate them into our instruction. In alignment with our mission to inspire college and career readiness, Elm Street School is committed to exposing students to higher education opportunities. Although we were only able to send 4th and 5th grade classes to local universities this school year, we will expand this initiative in the coming year to include 3rd grade as well. Our goal is for all students to visit three different local universities by the time they leave Elm Street, helping to build aspiration and familiarity with post-secondary pathways. In addition to university visits, we are eager to partner with local universities to bring their representatives to campus for on-site events, including STEM nights, family literacy nights, and other educational activities that engage both students and families in meaningful learning experiences.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Elm Street School takes pride in its ongoing progress in reducing chronic absenteeism. During the 2024–2025 school year, the chronic absenteeism rate decreased by 3.9%, reflecting the school's consistent efforts to build strong connections with families. Teachers maintain proactive communication with parents, promptly contacting families when students are absent. Our Outreach Coordinator (ORC) and Attendance Clerk further support this work by offering resources and assistance to families in need. In collaboration with the school counselor, the ORC reviews attendance data, specifically identifying students who are experiencing homelessness or receiving special education services. Together, they are developing a monthly incentive program that includes regular check-ins, participation in community circles, and ongoing tracking of absences. Families of chronically absent students receive increased outreach, including phone calls, parent meetings, and home visits conducted by site administrators. These additional steps aim to remove barriers that may prevent consistent attendance. Home visits are initiated when a student has been absent for a week without any contact from the family.

In addition to addressing attendance, Elm Street School continues to focus on improving academic performance in English Language Arts, Mathematics, and English Learner progress. Currently, the school falls within the red and orange performance zones for student groups including English Learners, Hispanic students, socioeconomically disadvantaged students, and students with disabilities. To address these areas, Elm Street partnered with Orenda Education during the 2024–2025 school year to provide targeted professional development focused on Professional Learning Community (PLC) structures and standards-based instruction. Complementing this, our Teacher on Special Assignment (TOSA) supported individual and team lesson planning, particularly for English Language Development. Orenda facilitated full-day, grade-level sessions to build a deeper understanding of grade-level standards and their associated Depth of Knowledge (DOK) levels. The TOSA also collaborated with teachers to co-plan lessons, model classroom instruction, and lead professional development after school and during the instructional day. Using Star assessment data, we identified specific areas in need of academic support and aligned resources accordingly. As a Dual Language Immersion school, we strategically directed professional development resources based on data trends, considering both languages, though with a stronger focus on English instruction due to identified academic gaps. To support literacy, we continue to implement Leveled Literacy Intervention (LLI) as a Tier 2 strategy for improving fluency and comprehension. The school administrator conducts regular grade-level meetings to analyze Star and LLI data, helping teachers develop strategies to optimize instructional time and group students effectively for small-group interventions. Teachers dedicate thirty minutes daily to small-group instruction tailored to student needs, using a combination of classroom assessments, Star results, and teacher-developed tools to determine the most appropriate grade-level standards for targeted intervention.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Students experiencing homelessness at Elm Street School performed two or more levels below the "all students" group in the area of chronic absenteeism. In response, the school will identify a targeted focus group within this population and increase coordination with our Outreach Coordinator (ORC) to provide additional resources and support. To further address students' social-emotional needs, the school counselor has established a specialized social skills group designed to foster a sense of community and belonging. Additionally, site leadership will strengthen communication with families by conducting monthly check-in phone calls and home visits as needed, ensuring a consistent and supportive connection between home and school.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Elm Street School is committed to developing grade-level lessons that align with state benchmark expectations. Classroom observations indicate that the continued development of our Biliteracy Unit Framework (BUF) lessons remains an area for growth. Analysis of Star assessment data shows progress in certain areas; however, improving English Language Arts and Mathematics scores remains a key priority. These findings reinforce the ongoing need for targeted professional development through our partnership with Orenda Education and continued instructional support from our site-based Biliteracy TOSA. Additionally, Elm Street School has experienced an increased need for social-emotional support, particularly among students in Transitional Kindergarten through 1st grade, as reflected in our behavioral and counselor support referral data. In response, our school counselor conducts small group and one-on-one sessions focused on emotional regulation and self-management strategies, typically delivered over six to eight weeks. The counselor also collaborates with classroom teachers to develop strategies that support students' emotional growth within the classroom environment. To further assist students with high needs, a behavioral clinician was brought in to provide targeted support for general education students, ensuring that both academic and emotional development are addressed comprehensively.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Elm Street School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%		0	
African American	0.20%	0%	%	1	0	
Asian	%	0%	%		0	
Filipino	0.40%	0%	%	2	0	
Hispanic/Latino	97.81%	99.59%	100.00%	492	480	468
Pacific Islander	0.20%	0%	%	1	0	
White	1.39%	0.41%	%	7	2	
Multiple/No Response	%	0%	%		0	
			Total Enrollment	503	482	468

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	75	90	93
Grade 1	72	72	66
Grade 2	90	70	70
Grade3	84	82	72
Grade 4	93	75	74
Grade 5	89	93	70
Total Enrollment	503	482	468

Conclusions based on this data:

In the 2023–2024 school year, Elm Street School responded to increasing enrollment by opening an additional kindergarten class. Building on that growth, an additional first-grade class was introduced in 2024–2025 to further support the needs of our community. As a result, enrollment increased by approximately 3% during the current school year.

Looking ahead to 2025–2026, we plan to expand our second-grade cohort by adding another class. This proactive measure addresses both the continued enrollment growth and the overflow of students from neighboring schools within the Oxnard School District, reinforcing our commitment to meeting the evolving needs of our community.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	401	381	373	71.50%	79.7%	79.7%
Fluent English Proficient (FEP)	35	33	27	14.30%	7.0%	5.8%
Reclassified Fluent English Proficient (RFEP)				6.0%		

Conclusions based on this data:

Elm St. School has a significant number of English Learners an estimated 85% of the student population over the past two years. The number of Fluent English-proficient students has also declined over the past three years. This aligns with the area of growth we are targeting, which is the English Language Arts as mentioned in the Dashboard indicators.

School and Student Performance Data

Star Early Literacy

Elm Street School											
		Less than Proficient				Proficient				Star Early Literacy Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade K	86	19	22%	8	9%	8	9%	51	59%	Level 4	779
Grade 1	62	30	48%	12	19%	8	13%	12	19%	Level 2	760
Grade 2	52	38	73%	7	13%	5	10%	2	4%	Level 1	794

Conclusions based on this data:

The Star Early Literacy Spanish Assessment results indicate strong gains in student proficiency across grade levels. In kindergarten, proficiency increased from 53% to 62%, while first grade saw growth from 22% to 41%. These outcomes highlight Spanish literacy as a relative strength within our district, aligning with the fact that 80% of our student population are English Language Learners.

This progress reflects the dedication and effective practices of our teachers, whose efforts have led to substantial growth in both kindergarten and first grade. To sustain and expand upon this success—particularly in early literacy for English in first and second grades—we will be partnering with Orenda Education and collaborating with our district Biliteracy TOSAs. Together, we will focus on enhancing Tier 1 instruction to continue driving academic achievement.

School and Student Performance Data

Star Reading

Elm Street School											
		Less than Proficient				Proficient				Star Reading Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 2	67	45	67%	14	21%	5	7%	3	4%	Level 1	825
Grade 3	66	39	59%	20	30%	4	6%	3	5%	Level 1	912
Grade 4	62	42	68%	9	15%	8	13%	3	5%	Level 1	942
Grade 5	57	31	54%	15	26%	11	19%	0	0%	Level 1	978

Conclusions based on this data:

Compared to the 2023–2024 school year, Elm Street School has observed notable growth in Star Reading Assessment scores among students in grades 2 through 4. This improvement reflects the school's commitment to consistently monitoring student progress through ongoing assessments throughout the academic year. Our partnership with Orenda Education has significantly strengthened our professional development initiatives, equipping teachers with the tools and strategies necessary to set ambitious yet attainable yearly growth goals. Through this collaboration, educators are better able to analyze data, adjust instruction, and support student learning with greater precision. As part of our long-term vision, Elm Street School has established a five-year goal of reaching 80% proficiency in English Language Arts (ELA). To support this objective, the school has developed calibrated formative assessments designed to identify effective instructional practices. These assessments also guide enhancements to our Tier 1 instruction and enable more focused and data-driven Tier 2 interventions.

School and Student Performance Data

Star Math

Elm Street School											
		Less than Proficient				Proficient				Star Math Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 1	93	42	45%	35	38%	15	16%	1	1%	Level 1	813
Grade 2	70	32	46%	26	37%	10	14%	2	3%	Level 1	874
Grade 3	66	25	38%	12	18%	22	33%	7	11%	Level 2	957
Grade 4	59	29	49%	22	37%	6	10%	2	3%	Level 1	967
Grade 5	60	47	78%	11	18%	2	3%	0	0%	Level 1	978

Conclusions based on this data:

Compared to the 2023–2024 school year data, Elm Street School has seen measurable growth in mathematics achievement in grades 1, 3, and 4. This progress highlights the impact of our focused efforts and the dedication of our instructional staff. Our teachers have actively engaged in professional development opportunities provided by the district's Math Department, including targeted support from the Math TOSA. This collaboration has enhanced instructional practices and fostered a deeper understanding of effective math pedagogy. We are committed to sustaining this momentum and will continue our partnership with the Math Department in the upcoming school year to support continued growth and further strengthen student outcomes in mathematics.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	84	80	70	84	79	66	84	79	65	100.0	98.8	94.3
Grade 4	95	72	70	95	72	70	95	72	70	100.0	100.0	100
Grade 5	88	98	69	87	92	69	87	92	69	98.9	93.9	100
All Grades	267	250	209	266	243	205	266	243	204	99.6	97.2	98.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2355.	2348.	2340.	10.71	6.33	1.54	9.52	7.59	7.69	23.81	24.05	23.08	55.95	62.03	67.69
Grade 4	2389.	2387.	2364.	3.16	6.94	0.00	11.58	4.17	2.86	15.79	20.83	28.57	69.47	68.06	68.57
Grade 5	2440.	2440.	2429.	4.60	2.17	2.90	24.14	25.00	18.84	16.09	23.91	24.64	55.17	48.91	53.62
All Grades	N/A	N/A	N/A	6.02	4.94	1.47	15.04	13.17	9.80	18.42	23.05	25.49	60.53	58.85	63.24

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	8.33	2.53	1.54	48.81	59.49	58.46	42.86	37.97	40.00
Grade 4	2.11	5.56	0.00	54.74	54.17	48.57	43.16	40.28	51.43
Grade 5	12.64	2.17	5.80	52.87	67.39	56.52	34.48	30.43	37.68
All Grades	7.52	3.29	2.45	52.26	60.91	54.41	40.23	35.80	43.14

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	3.57	2.53	1.54	38.10	36.71	30.77	58.33	60.76	67.69
Grade 4	1.05	4.17	0.00	33.68	41.67	41.43	65.26	54.17	58.57
Grade 5	5.75	2.17	2.90	45.98	57.61	43.48	48.28	40.22	53.62
All Grades	3.38	2.88	1.47	39.10	46.09	38.73	57.52	51.03	59.80

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2.38	1.27	3.08	77.38	84.81	72.31	20.24	13.92	24.62
Grade 4	3.16	4.17	5.71	81.05	77.78	61.43	15.79	18.06	32.86
Grade 5	4.60	5.43	4.35	74.71	61.96	71.01	20.69	32.61	24.64
All Grades	3.38	3.70	4.41	77.82	74.07	68.14	18.80	22.22	27.45

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	8.33	3.80	3.08	60.71	58.23	50.77	30.95	37.97	46.15
Grade 4	2.11	4.17	1.43	66.32	61.11	55.71	31.58	34.72	42.86
Grade 5	4.60	9.78	5.80	63.22	64.13	62.32	32.18	26.09	31.88
All Grades	4.89	6.17	3.43	63.53	61.32	56.37	31.58	32.51	40.20

Conclusions based on this data:

In the 2024–2025 academic year, 23% of third-grade students achieved at the Met and Exceeded Standard levels, a significant increase from 9% in the previous year. Fourth-grade students also demonstrated notable growth, with 15% reaching the Met and Exceeded Standard levels, up from just 3% in 2023–2024. Conversely, the percentage of fifth-grade students meeting or exceeding the standard in 2024–2025 declined to 6%, compared to 21% in the previous year. While this represents a notable drop, a cohort analysis reveals a more encouraging trend: the current fifth-grade class actually improved by 3% compared to their performance as fourth graders. This suggests positive longitudinal growth within that student group. Improving English Language proficiency remains a key focus area for the 2025–2026 school year. We will continue leveraging our Teacher on Special Assignment (TOSA) to deliver ongoing professional development through our Biliteracy Unit Framework (BUF). This initiative supports both individual and team-based teacher development, with a focus on effective lesson planning and English language instruction. Additionally, our educational partnership with Orenda Education is helping to ensure the implementation of grade-level lesson plans and vertical alignment across grades. This collaboration strengthens our academic growth efforts and enhances Professional Learning Community (PLC) structures, enabling us to more effectively address achievement gaps in English Language Arts.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	84	80	70	84	80	67	84	80	67	100.0	100.0	95.7
Grade 4	95	72	70	95	72	70	95	72	70	100.0	100.0	100
Grade 5	88	98	69	87	98	68	87	98	68	98.9	100.0	98.6
All Grades	267	250	209	266	250	205	266	250	205	99.6	100.0	98.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2364.	2366.	2373.	3.57	2.50	5.97	11.90	18.75	10.45	21.43	23.75	29.85	63.10	55.00	53.73
Grade 4	2386.	2390.	2390.	1.05	1.39	0.00	6.32	11.11	4.29	24.21	26.39	38.57	68.42	61.11	57.14
Grade 5	2415.	2427.	2412.	2.30	1.02	1.47	6.90	5.10	5.88	17.24	33.67	25.00	73.56	60.20	67.65
All Grades	N/A	N/A	N/A	2.26	1.60	2.44	8.27	11.20	6.83	21.05	28.40	31.22	68.42	58.80	59.51

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	4.76	3.75	7.46	42.86	40.00	31.34	52.38	56.25	61.19
Grade 4	4.21	2.78	0.00	31.58	29.17	42.86	64.21	68.06	57.14
Grade 5	1.15	2.04	2.94	47.13	47.96	41.18	51.72	50.00	55.88
All Grades	3.38	2.80	3.41	40.23	40.00	38.54	56.39	57.20	58.05

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	7.14	6.25	7.46	61.90	52.50	55.22	30.95	41.25	37.31
Grade 4	3.16	1.39	0.00	40.00	50.00	45.71	56.84	48.61	54.29
Grade 5	3.45	1.02	1.47	43.68	48.98	54.41	52.87	50.00	44.12
All Grades	4.51	2.80	2.93	48.12	50.40	51.71	47.37	46.80	45.37

Conclusions based on this data:

In the 2024–2025 academic year, 17% of third-grade students achieved Met or Exceeded Standard levels in mathematics, a slight increase from 16% in the previous year. Fourth-grade students showed more notable growth, with 10% meeting or exceeding the standard, compared to 4% in the previous year. In contrast, fifth-grade performance declined, with only 3% of students meeting or exceeding the standard in 2025–2026, down from 7% in 2024–2025. During the 2024–2025 school year, we strengthened our professional development efforts in mathematics by partnering with the district's Math Manager and Math TOSA. These efforts supported both individual and collaborative teacher development, particularly in math lesson planning and instructional design. Looking ahead to the 2025–2026 school year, we will continue to leverage the expertise and support of the Math Department to enhance instructional practices and improve student outcomes in mathematics.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		1388.5	1358.3		1401.5	1367.3		1358.1	1337.2	0	69	97
1	*	1424.4	1391.9	*	1435.6	1412.3	*	1412.8	1371.1	*	60	53
2	1456.2	1458.3	1458.3	1458.5	1463.8	1459.0	1453.2	1452.4	1457.1	66	59	58
3	1482.0	1487.0	1479.6	1480.6	1488.0	1478.9	1482.9	1485.5	1479.9	65	63	56
4	1510.8	1507.8	1490.2	1508.8	1512.2	1488.9	1512.2	1503.0	1491.0	75	50	47
5	1526.2	1526.9	1529.1	1522.8	1512.9	1529.5	1529.1	1540.3	1528.2	57	57	42
All Grades										266	358	353

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		2.90	4.12		18.84	18.56		42.03	31.96		36.23	45.36		69	97
1	*	1.67	0.00	*	16.67	20.75	*	48.33	33.96	*	33.33	45.28	*	60	53
2	4.76	5.08	5.17	36.51	33.90	36.21	34.92	47.46	39.66	23.81	13.56	18.97	63	59	58
3	7.69	12.70	7.14	38.46	36.51	26.79	32.31	34.92	48.21	21.54	15.87	17.86	65	63	56
4	20.00	12.00	8.51	38.67	48.00	36.17	33.33	30.00	36.17	8.00	10.00	19.15	75	50	47
5	21.05	29.82	26.19	43.86	36.84	38.10	26.32	21.05	26.19	8.77	12.28	9.52	57	57	42
All Grades	13.36	10.34	7.37	38.93	31.01	27.76	32.06	37.71	35.98	15.65	20.95	28.90	262	358	353

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		4.35	7.22		26.09	17.53		31.88	31.96		37.68	43.30		69	97
1	*	10.00	9.43	*	30.00	16.98	*	45.00	37.74	*	15.00	35.85	*	60	53
2	19.05	15.25	15.52	33.33	40.68	31.03	33.33	33.90	36.21	14.29	10.17	17.24	63	59	58
3	16.92	33.33	19.64	50.77	38.10	41.07	18.46	15.87	28.57	13.85	12.70	10.71	65	63	56
4	32.00	48.00	29.79	45.33	40.00	31.91	17.33	6.00	27.66	5.33	6.00	10.64	75	50	47
5	35.09	38.60	47.62	45.61	49.12	33.33	14.04	0.00	14.29	5.26	12.28	4.76	57	57	42
All Grades	25.57	23.74	18.70	43.51	36.87	27.20	20.99	22.91	30.31	9.92	16.48	23.80	262	358	353

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		0.00	4.12		7.25	5.15		59.42	52.58		33.33	38.14		69	97
1	*	3.33	0.00	*	10.00	9.43	*	35.00	24.53	*	51.67	66.04	*	60	53
2	1.59	3.39	1.72	31.75	25.42	34.48	33.33	44.07	34.48	33.33	27.12	29.31	63	59	58
3	3.08	3.17	1.79	21.54	25.40	16.07	47.69	41.27	53.57	27.69	30.16	28.57	65	63	56
4	5.33	2.00	2.13	26.67	28.00	14.89	49.33	42.00	44.68	18.67	28.00	38.30	75	50	47
5	7.02	22.81	2.38	28.07	17.54	33.33	45.61	40.35	50.00	19.30	19.30	14.29	57	57	42
All Grades	4.20	5.59	2.27	26.72	18.44	17.00	44.27	44.13	44.19	24.81	31.84	36.54	262	358	353

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		8.70	7.22		75.36	54.64		15.94	38.14		69	97
1	*	18.33	18.87	*	70.00	56.60	*	11.67	24.53	*	60	53
2	15.87	23.73	25.86	63.49	69.49	62.07	20.63	6.78	12.07	63	59	58
3	24.62	20.63	21.43	63.08	65.08	66.07	12.31	14.29	12.50	65	63	56
4	45.33	36.00	29.79	54.67	56.00	51.06	0.00	8.00	19.15	75	50	47
5	22.81	28.07	26.19	71.93	59.65	69.05	5.26	12.28	4.76	57	57	42
All Grades	27.86	21.79	19.55	62.21	66.48	59.21	9.92	11.73	21.25	262	358	353

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		4.35	12.37		50.72	31.96		44.93	55.67		69	97
1	*	11.67	1.89	*	56.67	56.60	*	31.67	41.51	*	60	53
2	25.81	16.95	12.07	59.68	69.49	70.69	14.52	13.56	17.24	62	59	58
3	44.44	42.86	26.79	36.51	41.27	53.57	19.05	15.87	19.64	63	63	56
4	36.00	50.00	38.30	53.33	42.00	42.55	10.67	8.00	19.15	75	50	47
5	64.91	68.42	59.52	22.81	19.30	30.95	12.28	12.28	9.52	57	57	42
All Grades	41.70	31.01	22.10	44.02	46.93	46.74	14.29	22.07	31.16	259	358	353

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		1.45	2.06		72.46	55.67		26.09	42.27		69	97
1	*	8.33	5.66	*	31.67	30.19	*	60.00	64.15	*	60	53
2	6.35	3.39	0.00	58.73	67.80	72.41	34.92	28.81	27.59	63	59	58
3	1.54	3.17	3.57	47.69	50.79	46.43	50.77	46.03	50.00	65	63	56
4	5.33	2.00	2.13	65.33	60.00	48.94	29.33	38.00	48.94	75	50	47
5	15.79	24.56	4.76	56.14	57.89	73.81	28.07	17.54	21.43	57	57	42
All Grades	6.87	6.98	2.83	57.25	56.98	54.39	35.88	36.03	42.78	262	358	353

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		10.14	5.15		53.62	44.33		36.23	50.52		69	97
1	*	0.00	0.00	*	58.33	41.51	*	41.67	58.49	*	60	53
2	12.70	8.47	3.45	55.56	62.71	70.69	31.75	28.81	25.86	63	59	58
3	9.23	20.63	5.36	73.85	63.49	80.36	16.92	15.87	14.29	65	63	56
4	18.67	14.00	12.77	70.67	68.00	72.34	10.67	18.00	14.89	75	50	47
5	15.79	29.82	21.43	70.18	54.39	64.29	14.04	15.79	14.29	57	57	42
All Grades	14.18	13.69	7.08	67.82	59.78	60.06	18.01	26.54	32.86	261	358	353

Conclusions based on this data:

During the 2023–2024 academic year, 18 students at Elm Street School were reclassified. In 2024–2025, that number increased to 23 students, reflecting progress in one of our key areas of focus: English Language Arts, as identified in the Dashboard indicators. To support continued growth, teachers will emphasize instruction across the four language domains—listening, speaking, reading, and writing—to help students achieve English proficiency. Looking ahead to the 2025–2026 school year, we will be hiring a part-time English Learner (EL) paraprofessional. This role will provide targeted support for Long-Term English Learners, Newcomer EL students, and those whose assessment scores

indicate they are on the cusp of reclassification. This additional support is expected to increase the number of students advancing at least one proficiency level on the ELPAC, ultimately improving our overall reclassification rate.

School and Student Performance Data

California School Dashboard
Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
468	**95.7%**	**79.7%**	**0.2%**
Total Number of Students enrolled in Elm Street School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	373	79.7%
Foster Youth	1	0.2%
Homeless	61	13%
Socioeconomically Disadvantaged	448	95.7%
Students with Disabilities	68	14.5%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	0	0.0%
American Indian	0	0.0%
Asian	0	0.0%
Filipino	0	0.0%
Hispanic	468	100%
Two or More Races	0	0.0%
Pacific Islander	0	0.0%
White	0	0.0%

Conclusions based on this data:

At Elm Street School, approximately 96% of our students are classified as socioeconomically disadvantaged, and 80% are identified as English Language Learners (ELLs). In light of this demographic profile, our instructional focus remains deeply rooted in improving outcomes in English Language Development (ELD). We utilize ELPAC (English Language Proficiency Assessments for California) results as a key driver in shaping our instructional priorities. With the guidance and support of Orenda Education, we place a strong emphasis on English Language Arts (ELA) instruction, strategically targeting the language acquisition needs of our English learners. Our overarching goal is for every English learner to attain an overall “Well Developed” level across all four ELPAC domains—Listening, Speaking, Reading, and Writing. Achieving this benchmark is essential for meeting the full set of criteria required for Reclassification.

At the start of each school year, we generate a targeted list of students who have scored an Overall Level 3 or 4 on their most recent ELPAC assessment. We then conduct a detailed domain-level analysis to identify specific skill areas where each student may need further support. This data-informed approach enables us to customize instructional strategies and provide supplemental services tailored to individual student needs, ensuring every learner has the opportunity to thrive.

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Red	**Chronic Absenteeism** Yellow	**Suspension Rate** Blue
Mathematics Orange		
English Learner Progress Red		

Conclusions based on this data:

Elm Street School is currently designated for Targeted Support and Improvement (TSI) due to specific areas of need. The school’s improvement efforts are focused on two key priorities: reducing chronic absenteeism among students experiencing homelessness and enhancing mathematics achievement for students receiving special education services. As part of this work, we are partnering with Orenda Education to strengthen our Professional Learning Community (PLC) system and refine lesson planning practices. This collaboration is helping us align instruction to

focus grade-level standards and develop a system for implementing calibrated formative assessments that inform instruction and support student learning.

School and Student Performance Data

Academic Performance

English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
3	1	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Red	 Red	 No Performance Color
91.9 points below standard	97.9 points below standard	0 Students
Declined 17.0 points	Declined 17.8 points	
203 Students	168 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Red
0 Students	123.9 points below standard	91.8 points below standard
	Declined 52.7 points	Declined 15.5 points
	27 Students	192 Students

Students with Disabilities	African American	American Indian
 Orange 139.1 points below standard Increased 16.4 points 35 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Asian	**Filipino**	**Hispanic**
 No Performance Color 0 Students	 No Performance Color 0 Students	 Red 91.9 points below standard Declined 17.0 points 203 Students
Two or More Races	**Pacific Islander**	**White**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Conclusions based on this data:

English Language Arts (ELA) continues to be a critical area of focus for Elm Street School. Our most recent data places us in the red performance zone for key student groups, including English Learners, Hispanic students, socioeconomically disadvantaged students, and students with disabilities. To address this challenge, Elm Street School strengthened its efforts during the 2024–2025 school year by partnering with Orenda Education to align instruction with English Language Standards and enhance lesson planning. We expanded our professional development offerings and continue to implement the Biliteracy Unit Framework (BUF), alongside support from our Teacher on Special Assignment (TOSA). Our TOSA has played a pivotal role in elevating instructional quality—collaborating with teachers to develop lesson plans, modeling best practices in classrooms, and leading targeted professional development sessions both after school and during grade-level planning days. Instructional decisions have been guided by data, particularly insights from Star assessments, allowing us to target areas where students need the most support.

As a dual immersion school, we are committed to providing equitable professional development in both English and Spanish. However, due to performance needs reflected in our English assessment data, our immediate instructional focus prioritizes English language instruction. To support this, resources have been concentrated on analyzing data dashboards and Star Reading scores to inform targeted interventions for English instruction. We also utilize Leveled Literacy Intervention (LLI) to accelerate student progress in reading fluency and comprehension. Throughout the school year, end-of-trimester grade-level meetings were held to analyze LLI data collaboratively. These sessions enabled classroom and LLI teachers to align strategies, minimize loss of core instructional time, and develop efficient student support plans. Teachers also reviewed individual student growth to inform small group placements and personalize instruction.

In addition to core instruction, all classrooms dedicate 30 minutes daily to Tier 2 intervention. During this time, teachers use a range of data sources—including classroom assessments, Star scores, and other teacher-developed tools—to identify and target priority ELA standards for each group. This targeted, data-informed approach ensures that interventions are aligned to student needs and that instructional time is maximized for impact.

School and Student Performance Data

Academic Performance

Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Orange	 Red	 No Performance Color
90.6 points below standard	97.7 points below standard	0 Students
Declined 5.6 points	Declined 10.0 points	
204 Students	168 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Orange
0 Students	97.1 points below standard	90.4 points below standard
	Declined 19.4 points	Declined 4.6 points
	27 Students	193 Students

Students with Disabilities	African American	American Indian
 Orange 146.3 points below standard Increased 4.0 points 35 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color 0 Students	 Orange 90.6 points below standard Declined 5.5 points 204 Students

Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Conclusions based on this data:

While Mathematics is not currently our lowest-performing academic area, it remains a targeted focus for Elm Street School—particularly for our Students with Disabilities, who continue to face academic challenges in this subject. To address these needs, we are strengthening our instructional practices by prioritizing high-quality first instruction, consistent progress monitoring, and targeted intervention strategies. Our efforts are supported through collaboration with the district's Math Department and Math Teachers on Special Assignment (TOSAs), who provide valuable coaching and resources to guide and refine our approach. By continuing to partner with these experts, we aim to ensure that all students, especially those requiring additional academic support, are given the tools and opportunities necessary to achieve meaningful growth in mathematics.

School and Student Performance Data

Academic Performance

English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
Red	No Performance Color
37.1% making progress.	making progress.
Number Students: 251 Students	Number Students: 0 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
25.9%	37.1%	0%	37.1%

Conclusions based on this data:

During the 2024–2025 academic year, Elm Street School successfully reclassified 22 English Learner students—an increase from the previous school year. This growth reflects the intentional and sustained efforts being implemented through our English Language Arts initiatives, in partnership with Orenda Education. Our ongoing focus is to continue improving student outcomes in English Language Arts, recognizing its direct impact on English Language Proficiency. By strengthening instruction in ELA, we aim to support more students in advancing at least one level on the ELPAC assessment. This progress is critical to increasing our overall reclassification rate and ensuring English Learners are well-prepared for continued academic success.

School and Student Performance Data

Academic Engagement

Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	3	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 Yellow	 No Performance Color
20.7% Chronically Absent	19% Chronically Absent	0 Students
Declined 3.9	Declined 3.5	
484 Students	385 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Red	 Yellow
Fewer than 11 students - data not displayed for privacy	27.4% Chronically Absent	21.3% Chronically Absent
1 Student	Increased 2	Declined 3.7
	73 Students	465 Students

Students with Disabilities	African American	American Indian
 Orange 20.7% Chronically Absent Declined 10.4 82 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Asian	**Filipino**	**Hispanic**
 No Performance Color 0 Students	 No Performance Color 0 Students	 Yellow 20.7% Chronically Absent Declined 4 484 Students
Two or More Races	**Pacific Islander**	**White**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Conclusions based on this data:

Elm Street School is committed to reducing chronic absenteeism through a proactive approach that emphasizes parent outreach, accountability, and support systems. During the 2025–2026 school year, we will implement targeted strategies to improve student attendance and engagement. To strengthen school-home partnerships, we will enhance our efforts through regular home visits to follow up with families of students who are frequently absent or late. These visits are designed to foster communication, identify underlying barriers, and provide personalized support. Additionally, the principal will hold individual meetings with the families of chronically absent students. During these meetings, families will review the impact of chronic absenteeism on student learning and will be asked to sign a school attendance contract as a formal commitment to improving attendance. These conversations underscore the importance of consistent school participation as a foundation for academic success. Attendance education and outreach are also embedded in key school events, including Back-to-School Night, Transitional Kindergarten (TK) and Kindergarten Orientation, and Open House. At these events, the principal communicates the critical role daily attendance plays in student achievement and long-term success.

School and Student Performance Data

Conditions & Climate

Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	5

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Blue	 Blue	 No Performance Color
0% suspended at least one day	0% suspended at least one day	0 Students
Maintained 0.2%	Maintained 0%	
492 Students	391 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Blue	 Blue
Fewer than 11 students - data not displayed for privacy	0% suspended at least one day	0% suspended at least one day
1 Student	Maintained 0%	Maintained 0.2%
	77 Students	473 Students

Students with Disabilities	African American	American Indian
 Blue 0% suspended at least one day Maintained 0% 82 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color 0 Students	 Blue 0% suspended at least one day Maintained 0.2% 492 Students

Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Conclusions based on this data:

Elm Street School continues to maintain a commendably low overall suspension rate. This success is the result of intentional, schoolwide efforts focused on building a positive, supportive, and inclusive school climate. The principal and school counselor actively implement Restorative Justice strategies to address student behavior constructively and foster accountability, empathy, and relationship-building. These practices have played a vital role in preventing suspensions and promoting a sense of community and mutual respect among students. In collaboration with classroom teachers, the principal and counselor have also worked to identify and implement effective alternatives to suspension. This collaborative approach ensures that behavioral interventions are both meaningful and aligned with students' social-emotional needs. Additionally, the implementation of the STOIC framework in every classroom has further reinforced positive behavior expectations and consistency in classroom management. This proactive approach has contributed significantly to sustaining our low suspension rate. Elm Street School is committed to continuing these evidence-based practices to support student success and maintain a safe, inclusive learning environment for all.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student Academic Engagement and Achievement
Dramatically accelerate student academic engagement and achievement across all Oxnard populations through coherent additive approaches, essential pedagogical principles, and high-leverage practices.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1 - Student Academic Engagement and Achievement

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Foster high intellectual performance.
Strengthen instruction and student engagement.
Develop student profile-driven lesson design.
Foster multilingualism.
Use technology to enhance instruction.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP English Language Arts (ELA)	2024-25 Results by Grade Level-Percentage of students who scored in the Met/Exceeded range: Grade 3 - 23% Grade 4 - 15% Grade 5 - 6%	Grades 3-5 have a five-year goal of 85% proficiency (Met/Exceeded combined). Grade 3 25-26 goal - 37% proficiency Grade 4 25-26 goal - 33% proficiency Grade 5 25-26 goal - 46% proficiency
CAASPP Mathematics	2024-25 Results by Grade Level-Percentage of students who scored in the Met/Exceeded range: Grade 3 - 27% Grade 4 - 10% Grade 5 - 3%	In grades 3-5, students will demonstrate growth by moving one or two levels across the different CAASPP Math bands. Grade 3 Increase Nearly Met to Met/Exceeded by 10% (7 students)

		Grade 4 Increase Nearly Met to Met/Exceeded by 10% (7 students) Grade 5 Increase Nearly Met to Met/Exceeded by 10% (7 students)
ELPAC	2024-25 Results by Grade Level- Percentage of students who scored Level 4 : Kindergarten: 3% Grade 1: 3% Grade 2: 4% Grade 3: 8% Grade 4: 2% Grade 5: 13% 2024-25 Results by Grade Level- Percentage of students who scored Level 3 : Kindergarten: 15% Grade 1: 22% Grade 2: 29% Grade 3: 33% Grade 4: 32% Grade 5: 48%	We will demonstrate growth by moving 10% of our students at least one level of our level 3 to level 4 students.
Reclassification	2024-25 22 students reclassified	2025-26 27 students reclassified
Star Early Literacy	2024-25 results- The percentage of students who scored At/Above the benchmark: Kindergarten: English - 60% Spanish- 62% Grade 1: English- 18% Spanish - 41%	In grades K and 1st, students will demonstrate growth by moving from Level 2 to Levels 3 or 4 in both English and Spanish. Kindergarten - 10% (5 students) Grade 1 - 10% (7 students) ********** Kindergarten: Representing five students who move to At/Above Benchmark in English and Spanish. Grade 1: Students will demonstrate growth and increase by 10%, representing seven who move to At/Above Benchmark in English and Spanish.
Star Reading	2024-25 results- The percentage of students who scored At/Above the benchmark:	In grades 2-5, students will demonstrate growth by moving from Level 2 to Levels 3 or 4 in both English and Spanish.

	Grade 2: English - 13% Spanish- 50% Grade 3: English- 15% Spanish - 55% Grade 4: English - 10% Spanish- 44% Grade 5: English- 19% Spanish - 51%	Grade 2 - 10% (7 students) Grade 3 - 10% (7 students) Grade 4 - 10% (7 students) Grade 5 - 10% (7 students) ********** Grade 2: Students will demonstrate growth and increase by 10%, representing seven who move to At/Above Benchmark in English and Spanish. Grade 3: Students will demonstrate growth and increase by 10%, representing seven who move to At/Above Benchmark in English and Spanish. Grade 4: Students will demonstrate growth and increase by 10%, representing seven who move to At/Above Benchmark in English and Spanish. Grade 5: Students will demonstrate growth and increase by 10%, representing seven who move to At/Above Benchmark in English and Spanish.
Star Math	2024-25 results- The percentage of students who scored At/Above Benchmark: Grade 1: English - 22% Grade 2: English - 26% Grade 3: English- 41% Grade 4: English - 15% Grade 5: English- 3%	In grades 1-5, students will demonstrate growth by moving from Level 2 to Levels 3 or 4. Grade 1 - 10% (7 students) Grade 2 - 10% (7 students) Grade 3 - 10% (7 students) Grade 4 - 10% (7 students) Grade 5 - 10% (7 students) ********** Grade 1: Students will demonstrate growth and increase by 10%, representing seven who move to At/Above Benchmark. Grade 2: Students will demonstrate growth and increase by 10%, representing seven who move to At/Above Benchmark.

		Grade 3: Students will demonstrate growth and increase by 10%, representing seven who move to At/Above Benchmark. Grade 4: . Students will demonstrate growth and increase by 10%, representing seven who move to At/Above Benchmark. Grade 5: Students will demonstrate growth and increase by 10%, representing seven who move to At/Above Benchmark.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Wednesday Collaboration time will be used to provide grade-level collaboration for at least one hour a week in Professional Learning Communities (PLC) to increase the capacity of teachers to deliver effective grade-level instruction in various DOK levels. It also provides opportunities for teachers to collaborate across grade levels regarding teaching and learning strategies. Orenda Education has greatly supported improving our educational systems and organizing the grade-level teams in the development and execution of formative and summative assessments to drive first instruction. PLC collaboration is also a critical component in gathering data for the Student Study Team process and providing intervention support. Teachers will develop interventions for students who need more support.	All Students	No addtional cost
1.2	The principal will reinforce the appropriate time for all academic content at each grade level by monitoring daily classroom schedules and visits. The principal also monitors Tier 1 instruction during classroom visits. The teachers will continue implementing progress monitoring cycles in collaboration with the principal. In the progress monitoring meetings, we use Educlimber to document our interventions and individual student progress. The principal and teachers conduct progress monitoring meetings to collaborate on grade-level progress, DLI partner teaching collaboration, and LLI grade-level collaboration.	All Students	3000.00 Title I 1000-1999: Certificated Personnel Salaries Substitute Salary 670.00 LCFF 3000-3999: Employee Benefits Substitute Benefits District Funded 5800: Professional/Consulting Services And Operating Expenditures Educlimber Software

1.3	Transitional kindergarten will be provided with instructional support by hiring two paraeducators to augment and support teaching and learning. The Transitional Kindergarten paraeducator will work for 6 hours daily. Kindergarten paraeducator will work for 3 hours daily.	All Students	District Funded 2000-2999: Classified Personnel Salaries Classified Salaries 500.00 LCFF 2000-2999: Classified Personnel Salaries Paraeducator Extra Help 177.00 LCFF 3000-3999: Employee Benefits Paraeducator Benefits
1.4	In alignment with our Oxnard Empowers Strategic Plan 2.6.1and 4.6.1, Elm parents, students, and school staff submitted feedback and requested we offer piano classes as part of our educational offerings. These classes will allow students to develop various skills, including cognitive development, fine motor skills, discipline, emotional expression, stress relief, and social skills. By incorporating piano instruction into our curriculum, we aim to address our community's interests while fostering holistic development and enriching the educational experience for all students.	All Students	42,000.00 Prop 28 1000-1999: Certificated Personnel Salaries Certificated Salary 10,875.00 Prop 28 2000-2999: Classified Personnel Salaries Classified Salary 28,481.00 Prop 28 3000-3999: Employee Benefits Certificated and Classified Benefits 7,405.00 Prop 28 4000-4999: Books And Supplies Materials and Supplies 117,838.00 Prop 28 None Specified Rollover
1.5	Staff will continue implementing and monitoring Accelerated Reader (AR), MyOn, Epic, and Lexia programs for all students in grades K-5 to access nonfiction and fiction reading material. Lexia is an application focused on reading that provides lessons to support student learning, funded by the district, so that students can focus on skills they need to target based on the auto-placement test. A greater emphasis will be placed on providing academic incentives to students so that they stay motivated to meet their AR and Lexia goals.	All Students English Learners	PTA/PTO 5000-5999: Services And Other Operating Expenditures End of year AR Carnival District Funded 5800: Professional/Consulting Services And Operating Expenditures AR contract District Funded 5800: Professional/Consulting Services And Operating Expenditures MyOn contract District Funded

			5800: Professional/Consulting Services And Operating Expenditures Lexia Software
1.6	Staff will implement district-adopted curriculum materials incorporated with the Biliteracy Unit Framework curriculum to support the CCSS for ELA/SLA/ ELD and mathematics. The Special Education teachers collaborate with the classroom teachers to ensure the implementation of the Special Education plan and that students receive CCSS support. During IEP meetings, accommodations and modifications are closely reviewed and adjusted so that our students receive what they need to be successful. All required academic supplies will be provided to students using site funds.	All Students	500.00 LCFF 4000-4999: Books And Supplies Materials and Supplies
1.7	An EL Paraeducator will provide support to identified English language learners, specifically students who can potentially reclassify, LTELs, and Newcomer students.	English Learners	15,000.00 Title III 2000-2999: Classified Personnel Salaries Classifed Salary 5,708.00 Title III 3000-3999: Employee Benefits Classifed Benefits
1.8	The library will be enriched with English and Spanish reading books, emphasizing completion of sets or series. Focus will be on augmenting the Biliteracy Unit Framework curriculum and increasing the early reading of English and Spanish books for kindergarten.	All Students English Learners	3,000.00 Title I 4000-4999: Books And Supplies Spanish reading books 500 Title I 2000-2999: Classified Personnel Salaries Classified Extra Help-Library Media Technician 177.00 Title I 2000-2999: Classified Personnel Salaries Classified Extra Help Benefits-Library Media Technician
1.10	Educational computer applications will be purchased to enhance and enrich the adopted curriculum, or used as an intervention (following MTSS guidelines), such as Epic reading, and ESGI (Tk & K) intervention tracker.	All Students	3,000.00 LCFF 5000-5999: Services And Other Operating Expenditures Software
1.11	An Instructional Support Provider (ISP) will provide small group reading intervention through Leveled Literacy Intervention (LLI).	All Students	27,156.00 Title I 1000-1999: Certificated Personnel Salaries Certificated Salary-ISP 7,220.00 Title I

			3000-3999: Employee Benefits Certificated Benefits-ISP
1.12	General education teachers will attend IEP meetings and share academic data and evidence of student growth.	Students with Disabilities	5,000.00 LCFF 1000-1999: Certificated Personnel Salaries Substitute Salary 1117.00 LCFF 3000-3999: Employee Benefits Substitute Benefits
1.14	Staff will continue implementation and monitoring of ST Math. ST Math is an application focused on mathematics provided by the district, so that students can focus on skills they need to target based on the auto placement test. A greater emphasis will be on providing academic incentives to students, so that students stay motivated to meet their ST Math goals.	All Students	200.00 LCFF 4000-4999: Books And Supplies Academic Incentives
1.16	Special Education students are being served by a full time Resource Specialist Teacher (RSP) and a one who splits time equally between Elm and another site, two Special Education Paraeducators, a Speech and Language Therapist, a Speech and Language Paraeducator, and School Psychologists. One School Psychologist was hired specifically to address the social-emotional needs of students to provide one-on-one and group counseling support. Special Education students are also included in the MTSS process via Tier 1 and first instruction by being included in, not only whole group instruction, but small group instruction within the classroom.	Students with Disabilities	District Funded 1000-1999: Certificated Personnel Salaries Certificated and Classifed Salaries
1.19	In order to increase art lessons in the classroom, we will contract with Focus on the Masters (FOM). They will offer a series of art lessons to 2nd and 3rd-grade students.	All Students	Donation 5800: Professional/Consulting Services And Operating Expenditures Contract
1.20	The district has hired Literacy Intervention Teachers (LIT) for each school site to provide extra support in English Language Arts to our students. The LIT Teacher will be using Leveled Literacy Intervention (LLI) to provide extra support to students identified through our Multi-Tiered Support System. Our LIT teacher is also guiding and supporting our ISP Teachers.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Certificated Salary 500.00 LCFF - Intervention 4000-4999: Books And Supplies LLI Intervention Materials
1.21	The Library Media Technician (LMT) will manage the school library and promote reading to all students in TK-5th grade. In addition, the LMT will ensure all teachers and students have the district-adopted curriculum for instruction.	All Students	District Funded 2000-2999: Classified Personnel Salaries Classified Salaries-LMT
1.22	Copy machines, laminator and duplo will be maintained for instructional support use.	All Students	2000.00 LCFF

			5000-5999: Services And Other Operating Expenditures Maintenance Agreements 1000.00 LCFF 5000-5999: Services And Other Operating Expenditures Rentals, Releases & Repairs
1.23	Enrichment activities such as field trips, workshops, assemblies, and additional classes will be based on grade-level state standards and support our adopted curriculum. Students need to experience hands-on activities that will enrich and enhance the instructional program and create a positive and inclusive culture. PTA will also provide partial funds for transportation and entrance fees per grade level.	All Students Socioeconomically Disadvantaged	10,000.00 LCFF 5800: Professional/Consulting Services And Operating Expenditures Services and fees 4,000.00 Title I 5000-5999: Services And Other Operating Expenditures Transportation
1.25	General supplies to support classroom learning and office responsibilities.	All Students English Learners Students with Disabilities	50,800.00 LCFF 4000-4999: Books And Supplies Materials and Supplies
1.30	The services of the educational consulting group, Orenda Education, will be used to focus on curriculum alignment and build highly effective teaching strategies and collective commitments to accelerate learning through effective first instruction. Much of this work will revolve around the commitment to creating "the floor" of expectations when it comes to providing assignments with grade level standards, creating grade level assessments, and reviewing data from assessments to drive lesson planning.	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures Professional Development
1.32	Teachers that are interested will be given the opportunity to provide tutoring before or after school. The focus will be to provide support to students not mastering the focus skills taught in the classroom in the areas of ELA, SLA & Mathematics.	All Students	ELOP 1000-1999: Certificated Personnel Salaries Teacher Extra Time

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Elm Street School collaborated with Orenda Education to strengthen its Professional Learning Communities (PLCs) and enhance Tier 1 instruction. Through this partnership, teachers engaged in cross-site collaboration with grade-level colleagues from three campuses to develop formative assessments and aligned lesson plans. The principal promoted targeted professional development opportunities to address each teacher's individual focus areas. The PLC process supported progress monitoring and guided intervention cycles, enabling data-driven instructional adjustments. Teachers were allocated flexible academic minutes to implement intervention lessons within the classroom. Additionally, Elm Street School hired a Leveled Literacy Intervention (LLI) and Intensive Support Program (ISP) teacher to provide Tier 2

interventions in English Language Arts, which was identified as the school's primary area of academic focus. Throughout the year, Elm Street School maintained alignment with the Oxnard EMPOWERS strategic plan and prioritized the district's student profile to ensure that the needs of the whole child were addressed—supporting both academic achievement and long-term success.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We could not hire a piano teacher in the 2024-2025 school year. However, we will continue to keep the position open for potential future applicants. This school year, we will hire an EL paraeducator to support our EL students, specifically LTELs, Newcomer students, and students close to meeting reclassification requirements.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

As we monitored our Star scores throughout the school year, we will continue working with Orenda Education, which will support us in creating academic systems that help assess our students and adapt our lessons to our students needs.

The Principal worked with the FOM program (Focus on the Masters) to find grants to increase art lessons in the classroom. Art in the Classroom will be offered to 2nd and 3rd grade classes.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Learning Environment and School Climate
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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2 - Learning Environment and School Climate

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Support a multi-tiered system of support (MTSS).
Foster access, equity and inclusion.
Utilize restorative practices.
Create affirming learning environment and relationships.
Maintain safe and inviting facilities and grounds.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	24-25 Less than 1%	Maintain 1% or lower suspension rate.
Attendance	24-25 93%	Minimum of 95% attendance rate.
Office Discipline Referals	24-25 Less than 1%	Maintain 1% or lower office referrals
Panorama Education	24-25 Emotional Regulation 45% Engagement 57% Growth Mindset 51% Self-Management 63% Sense of Belonging 58% Social Awareness 60% Teacher-Student Relationships 70%	10% increase in each social-emotional area

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	The school counselor, attendance technician, and outreach consultant (ORC) support students and families regarding attendance, community resources, and social and emotional needs. The Attendance Technician and ORC will monitor student attendance. The attendance technician, ORC, and principal will conduct parent attendance meetings and home visits when needed. Home visits have been instrumental in ensuring our students attend school regularly by talking to the families about consistent attendance. The School Counselor and ORC are instrumental in providing mental health support and meeting the needs of our families, which may be barriers to students' attendance.	All Students Homeless Socioeconomically Disadvantaged English Learners	District Funded 2000-2999: Classified Personnel Salaries Classified salary: ORC District Funded 1000-1999: Certificated Personnel Salaries Certificated Salary: School Counselor District Funded 2000-2999: Classified Personnel Salaries Classified Salary: Attendance Technician 500.00 Title I 2000-2999: Classified Personnel Salaries Outreach Specialist- OT
2.2	Staff will collaborate in SST meetings to ensure student academic needs are met and additional services are offered when needed.	All Students	4878.00 Title I 1000-1999: Certificated Personnel Salaries Substitute Salaries 1500.00 Title I 3000-3999: Employee Benefits
2.3	STOIC expectation assemblies and activities will be held to set and review expectations led by fifth-grade student leaders.	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures STOIC Program 500.00 LCFF 4000-4999: Books And Supplies Materials and supplies
2.4	Appropriate behaviors will be monitored school-wide through continued implementation of PBIS and STOIC. The PBIS Committee will meet monthly with the Leadership Team to discuss the next steps for campus-wide implementation and address teacher requests for behavior support. Campus Assistant meetings will be held to review behavior or/and needed support.	All Students	No additional cost
2.5	The school counselor and ORC will coordinate targeted social-emotional support through	All Students	200.00 LCFF

	assemblies and classroom lessons. Some possible topics are preventative use of drugs, alcohol, and tobacco, and bullying prevention education (e.g., Red Ribbon Week, Never Give Up, Encourage Others, and Do Your Best via NED Assembly).		4000-4999: Books And Supplies Materials an Supplies
2.6	The Comprehensive Safe School Plan (CSSP) will be reviewed annually with Safety Committee, staff, SSC & ELAC.	All Students	No additional cost
2.8	Safety drill assessment results will be shared with staff and with parents during ELAC & SSC meetings.	All Students	No additional cost
2.9	The school counselor will work with students and families regarding behavior and social-emotional issues, individually and in small groups. Counseling services will be referred to community agencies at the discretion of school counselor. Ventura County Behavioral Health Agency with the staff of Logrando Bienestar/Achieving Well-Being has been an instrumental component to provide services for our Elm St. School Community.	All Students	No additional cost
2.10	The school counselor will work with individual classrooms to teach anti-bullying lessons, including but not limited to cyberbullying, healthy friendships, and racial bullying.	All Students	No additional cost
2.11	The staff will follow the Multi-Tiered System of Supports (MTSS) process for behavior and social-emotional issues. The PBIS Committee will review the MTSS Pyramid and give suggestions to teachers for behavior support in the classroom. Student discipline data will be monitored at intervals throughout the year to ensure Restorative Justice practices are effective practices in lowering suspension rates.	All Students	No additional cost
2.12	All staff and students will participate in monthly fire drills, one earthquake drill a trimester and a lockdown drill each trimester to ensure our safety procedures are appropriate. We will participate in the California Great Shake Out (Earthquake Drill) in October to be in solidarity with the state and ensure we are following safety procedures.	All Students	No additional cost
2.13	The school counselor uses the Wellness Center to teach lessons, conduct community circles, conduct drumming exercises, conduct social skills groups, and create a safe space for students. The counselor has special community circles and social-emotional activities to support absenteeism among our homeless population. Due to the change in location of the wellness materials storage, technology will need to be purchased to update the new classroom.	All Students Socioeconomically Disadvantaged Homeless	1220.23 LCFF 4000-4999: Books And Supplies Materials and supplies
2.14	The school counselor, outreach consultant, and attendance clerk support students and develop an attendance incentive program throughout the school year. We will put a higher emphasis on targeting our homeless population. Students in our homeless population will be encouraged to attend every day. The counselor and outreach consultant	Homeless Socioeconomically Disadvantaged All Students	200.00 LCFF 4000-4999: Books And Supplies Incentives

	will create a group of students who were chronically absent during the last school year and implement a weekly attendance reward system, scheduling student check-ins.		
2.17	Five Campus Supervisors will be hired who will monitor students before school, at ingress, recesses, lunches, dismissal, and at egress.	All Students	District Funded 2000-2999: Classified Personnel Salaries Classified Salaries
2.18	Referrals will be made to the school counselor, and ORC, when necessary, to support students and families by providing access to community services/wrap around services. The referral process will be through teachers or MTSS via the Student Success Team (SST).	All Students	No additonal cost
2.19	Using our Panorama reports, we will offer social emotional services such as social emotional groups, mentoring groups, or therapy by our counselor, psychologist, behaviorist, or non-district programs programs.	All Students Students with Disabilities Socioeconomically Disadvantaged	District Funded 1000-1999: Certificated Personnel Salaries Behaviorist, Clinician, Psychologist, and Counselor ELOP 5000-5999: Services And Other Operating Expenditures Mentor groups 5,000.00 LCFF 5000-5999: Services And Other Operating Expenditures Mentor groups
2.20	Students will be trained on Digital Citizenship and internet safety.	All Students	No additional cost
2.22	The school counselor will support teachers and students in completing the surveys related to social-emotional well-being and school climate. Students will participate in the Panorama Survey (Tk to Fifth Grade). Families will participate in the California School Parent Survey (EL Needs Assessment), and the staff will participate in the California School Staff Survey for additional data collection related to social-emotional health.	All Students	No additional cost
2.26	Teachers will implement Community Circles at least once a week to address the social emotional needs of our students. Community Circles are a positive outlet for students to share their feelings.	All Students	No additional cost.
2.28	The PBIS/MTSS committee will meet monthly, or as often as needed, to address the needs of students. The PBIS committee will meet to discuss student needs based on teacher referrals. The SST behavior actions/strategies will be developed and implemented in the classroom with support from the School Counselor and the District Behavior Team.	All Students	District Funded 1000-1999: Certificated Personnel Salaries District Behavior Specialist Team 1,000 LCFF

			1000-1999: Certificated Personnel Salaries Teacher Extra Time 223 LCFF 3000-3999: Employee Benefits Teacher Extra Time Benefits
2.30	Staff members will be offered the opportunity to receive NCI and NCPI training to support the needs of our students.	Students with Disabilities	District Funded 5800: Professional/Consulting Services And Operating Expenditures Professional development
2.36			

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Elm Street School placed a strong emphasis on supporting students' social-emotional well-being in response to stressors both inside and outside the school environment. To address these needs, Community Circles were regularly implemented in classrooms as a means of fostering safe spaces where students could connect with one another and express their emotions, navigate social dynamics, and voice school-related concerns. The school counselor operated a Wellness Center, which served as a dedicated safe space for students to meet with the counselor individually or in small groups. Social-emotional learning activities were delivered through whole-class lessons, small group sessions, and one-on-one support within the Wellness Center. In addition, the school focused on creating calming spaces within classrooms. These areas, guided by teachers and supported by the counselor, were designed to help students self-regulate and contributed to a reduction in behavioral incidents throughout the school year.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences to report.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Although we stayed under 1% in suspensions, we did have an increase in individual suspensions this school year. We have also seen an increase in referrals. The PBIS team will continue working with Safe and Civil coaches to create a more inclusive and collaborative campus. Additionally, we increased social-emotional learning assemblies, mentor groups during and after school, and activities for our students.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Guidance and support to the site.
Provide strategic direction, guidance, and support focused on improving the quality of instruction, interaction, and engagement in every classroom, so that all students reach high levels of academic excellence, multilingual achievement, global competency, and healthy identity development, agency and voice.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 3 - Guidance and Support to Sites and District Departments.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Foster a culture of empowerment.
Provide professional learning and support.
Provide recognition to staff and students.
Utilize student assessment to measure student learning.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Professional Development for Teachers	In 2023-2024 school year professional development ELA Grade 2: 1 Teacher Grade 3: 1 Teacher In 2024-2025 School year professional development Incorporating the Arts in ELA Grade1: 3 Teachers Grade 4: 2 Teachers Inspiring to enter leadership Grade 1: 1 Teacher	In 2025 - 2026 we will increase outside of site organized professional development to 8 teachers.
Attendance Award by Trimester	In 2024-2025 school year we had the following amount of students receive perfect attendance First Trimester Total 119	In 2025- 2026 our goal is to increase by 10 additional students per trimester.

	Second Trimester Total 47 Third Trimester Total 100 In 2024-2025 school year we had the following McKinney Vento students receive perfect attendance. Our total amount of McKinney Vento students 54 students. First Trimester Total 15 Second Trimester Total 4 Third Trimester Total 13	In 2025 - 2026 our goal is to increase by 5 additional McKinney Vento students per trimester.
CAASPP English Language Arts (ELA)	2024-25 Results by Grade Level-Percentage of students who scored in the Met/Exceeded range: Grade 3 - 23% Grade 4 - 15% Grade 5 - 6%	Grades 3-5 have a five-year goal of 85% proficiency (Met/Exceeded combined). Grade 3 25-26 goal - 37% proficiency Grade 4 25-26 goal - 33% proficiency Grade 5 25-26 goal - 46% proficiency
CAASPP Mathematics	2024-25 Results by Grade Level-Percentage of students who scored in the Met/Exceeded range: Grade 3 - 27% Grade 4 - 10% Grade 5 - 3%	In grades 3-5, students will demonstrate growth by moving one or two levels across the different CAASPP Math bands. Grade 3 Increase Nearly Met to Met/Exceeded by 10% (7 students) Grade 4 Increase Nearly Met to Met/Exceeded by 10% (7 students) Grade 5 Increase Nearly Met to Met/Exceeded by 10% (7 students)
ELPAC	2024-25 Results by Grade Level-Percentage of students who scored Level 4 : Kindergarten: 3% Grade 1: 3% Grade 2: 4% Grade 3: 8% Grade 4: 2% Grade 5: 13% 2024-25 Results by Grade Level-Percentage of students who scored Level 3 : Kindergarten: 15%	We will demonstrate growth by moving 10% of our students at least one level of our level 3 to level 4 students.

	Grade 1: 22% Grade 2: 29% Grade 3: 33% Grade 4: 32% Grade 5: 48%	

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Orenda Education provides professional development that empowers educators to design rigorous, grade-level, standards-aligned lesson plans and craft effective summative assessments. Additionally, they offer leadership coaching to principals, equipping them with strategies to support and guide teachers throughout this instructional planning process.	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures Contract
3.2	Campus assistants will receive professional development to effectively assist with behaviors during recess. Campus supervisor meetings will be held to review behavior data, informal observations, and systems set to support positive student engagement in the play area.	All Students	See Goal 2.4
3.3	Implementation of academic incentive programs, trimester awards recognition, and enrichment programs recognition to encourage academic excellence, such as Spelling Bee English and Spanish, Cesar Chavez Competition, African American Speech Contest, Math Competition, and Battle of the Books English and Spanish.	All Students	100.00 LCFF 4000-4999: Books And Supplies Materials and Supplies
3.4	A Career and College Readiness Fair will be planned. Different community members in various careers are invited to present their careers, and students have hands-on experience in the field.	All Students	100.00 LCFF 4000-4999: Books And Supplies Books
3.5	The school counselor and the ORC will advise the Student Leaders group during an after-school club to promote and encourage leadership skills. The Student Leaders will also promote a positive school culture, and promote positive school activities.	All Students	100.00 LCFF 5000-5999: Services And Other Operating Expenditures Leadership Fieldtrip
3.6	We will participate in Oxnard District OSD Creates where it gives us an opportunity to show case learning artifacts that connect to our Oxnard District Student Profile.	All Students	No additional cost
3.7	The after school program and school site teachers offer enrichment activities and and after school tutoring to target EL students and mathematics.	All Students English Learners Socioeconomically Disadvantaged	ELOP
3.8	The Star Early Literacy, Reading, and Mathematics assessments will be administered at least 3-4 times a year to progress monitor students in order to	All Students	District Funded

	make instructional decisions and modify instruction as necessary.		5800: Professional/Consulting Services And Operating Expenditures Renaissance contract
3.9	Teachers and educational staff will participate in professional development opportunities offered by the district. They will also be able to attend conferences to promote deeper understanding, uncover new learning, and reinforce existing best practices. Food and beverages will be provided for full-day professional development days.	All Students Socioeconomically Disadvantaged	1,000.00 LCFF 5800: Professional/Consulting Services And Operating Expenditures Contract and Conference Cost 1,000.00 Title I 5000-5999: Services And Other Operating Expenditures Transportation 447.00 LCFF 3000-3999: Employee Benefits Substitute Benefits 2,000.00 LCFF 1000-1999: Certificated Personnel Salaries Substitute Salaries
3.10	The site Biliteracy TOSA, along with district Biliteracy TOSAs, will support the implementation of the BUFs and fidelity to the biliteracy program. They will conduct professional development throughout the school year.	All Students	District Funded 1000-1999: Certificated Personnel Salaries DLI TOSA 1,000.00 LCFF 1000-1999: Certificated Personnel Salaries Substitute Salary 224.00 LCFF 1000-1999: Certificated Personnel Salaries Substitute Benefits
3.11	Professional Development opportunities will be provided to all teachers in Language Arts, Mathematics, Technology, and Science to fully implement the curriculum. The math manager, science instructional specialist, biliteracy TOSA, and technology TOSA will support teachers in the classroom in implementing the full program. Elm St. School is the Academy of Environmental and Life Science & Mathematics, and extra focus and attention will be given to our focus to achieve our academic goals .	All Students	District Funded 1000-1999: Certificated Personnel Salaries District TOSAs
3.12	Parents will be invited to attend ELD Reclassification meetings in the Fall and Spring. At the end of the school year, student success will be celebrated in a Reclassification Ceremony.	English Learners	500.00 Title III 4000-4999: Books And Supplies Refreshments
3.13	Parents are invited to celebratory assemblies such as academic awards, student performances, and promotions.	All Students	500.00 LCFF

			4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Elm Street conducts trimester awards three times a year. The awards are on academic success, academic progress, and highlighting perseverance and attendance.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We were unable to offer after-school tutoring due to a lack of staffing. We will continue to explore options to provide academic support that accelerates learning.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This is a new section to the document.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 4 - Family/Community Alliances for Student Success

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Create Student Profile Alliances.
Foster family engagement and support.
Provide parent/family resources.
Foster community partnerships and relationship building.
Promote higher education.
Strengthen family/community communications.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Participation in School Sponsored Events-based on sign-in sheets.	2024-2025 Data: Back to School Night 85% ELAC Meetings average attendance was 12. SSC Meetings average attendance was 10. Fall Parent Conferences 90%	Parent participation to family events will increase by 5% as measured by parent sign-in sheets at each sponsored school event.
Parent Development Engagement opportunities	2024-2025 The Parent Development Engagement Opportunities Loving Solution Parent Classes - 10 Sessions On a mission - Padres Presentes- 5 Sessions Social Emotional Session - 1 Session Family Literacy Nights - 1 Session Technology - 1 Session	We will increase Parent Development Engagement Opportunities by 3 more sessions.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	The principal and ORC will update the Home-School Compact and Parental Involvement Policy and share documents with all parent committees and the school community.	All Students	No additional cost
4.2	Parent workshops will be provided focused on parent engagement, understanding homework assignments, bilingual education, social-emotional education, and college and career readiness.	All Students English Learners	6,909.00 Title III 5000-5999: Services And Other Operating Expenditures Contracts
4.3	The Parent Square system is used for group phone messages and text message notices. The school marquee, school website, and Class Dojo are regularly used for school notifications to communicate with Elm St. School families. School social media is used to keep parents informed of the daily activities and to capture pictures of events.	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures Contract
4.4	The school counselor will provide information and organize Parent/Guardian & Child classes for fifth grade students. The classes are given by Ventura County Community Health Nurses Organization.	All Students	No additional cost
4.5	Reading Parent Nights will be offered for our EL families. Parents will learn strategies to support their child's literacy. The staff will have library nights, where the focus will be on making reading time fun for students. Local authors will be invited to present to our students and parents.	English Learners	1,000 LCFF 4000-4999: Books And Supplies Materials and Supplies
4.6	The school site will provide Ventura County Behavioral Health through Logrando Bienestar/Achieving Well-Being, and provide a series of mental health workshops to parents.	All Students	No additional cost
4.7	The School Counselor and the ORC will present A-G parent education information, along with the "Leading Hands" program on STEM activities for families and students.	All Students	No additional cost
4.8	Refreshments and supplies for ELAC and Coffee with the Principal and supplies for SSC will be provided.	English Learners All Students	500.00 LCFF 4000-4999: Books And Supplies Materials and Supplies
4.9	Family involvement and opportunities to provide input will be provided through School Site Council (SSC) and English Language Advisory Committee (ELAC) meetings.	All Students English Learners	No additional cost
4.10	PTA parent involvement in planning and executing school activities and events will be provided and encouraged. PTA has committed to providing funding for fieldtrips that are tied to Biliteracy Unit Frameworks and Common Core State Standards.	All Students	No additional cost

4.11	The kindergarten and transitional kindergarten (TK) team and support staff will conduct an orientation for all incoming TK and kindergarten students and their families. The orientation will include a tour of our school site and an introduction to the TK and Kindergarten program.	All Students	100.00 LCFF 4000-4999: Books And Supplies Materials and supplies
4.13	Translators are made available for Back to School Night, Open House, parent-teacher conferences or any parent meeting. Translation will include Spanish and Mixteco Interpretations.	English Learners	500.00 LCFF 2000-2999: Classified Personnel Salaries Classified salaries District Funded 2000-2999: Classified Personnel Salaries Mixteco/Zapoteco translator
4.14	Childcare/Babysitting is made available for meetings like SSC, ELAC, Coffee with the Principal and/or parent classes/workshops.	English Learners All Students	500.00 LCFF 2000-2999: Classified Personnel Salaries Classified Salaries 186.77 LCFF 3000-3999: Employee Benefits Classified Benefits
4.15	District Technology Services Technician (TST) provides Technology Training to families in the morning and late afternoon. The Technology Training empowers families on how to access completion of time on applications like ST Math and Lexia.	English Learners All Students	District Funded 2000-2999: Classified Personnel Salaries Classified Salary-TST
4.16	Families will provide feedback on the academic programs and English Learner needs through the EL Parent Needs Assessment survey.	English Learners	No additional cost
4.17	Parents will be encouraged to attend IEP meetings and participate in the IEP process for students with special education needs.	Students with Disabilities	5,000.00 LCFF 1000-1999: Certificated Personnel Salaries Substitute Salaries 1,116.00 LCFF 1000-1999: Certificated Personnel Salaries Substitute Benefits
4.18	Parents will be encouraged to attend and participate in Student Success Team (SST) meetings to discuss strategies to support students' academic, speech & language, and social-emotional needs.	All Students	2,500.00 Title I 1000-1999: Certificated Personnel Salaries Substitute Salaries 571.00 LCFF 1000-1999: Certificated Personnel Salaries Substitute Benefits
4.19	After-school program Parent Nights will be offered to provide parents with information and	Socioeconomically Disadvantaged All Students	ELOP

	presentations about the students' activities and the new skills they learned in the after school program.	English Learners	
4.24	Mail, through the postal service, is sent home to families to increase communication, and increase student engagement.	All Students	100.00 LCFF 5900: Communications Postage
4.30			

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Families will be welcomed and offered meaningful and productive opportunities to participate in their child's academic and social-emotional growth. Based on the Parent Survey, we have been meeting the needs by implementing strategies and activities. We will continue working with our community to implement and meet its needs.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This school year we offered two sessions professional development for parents. We offered a 10 week course of parenting classes and 6 sessions of social emotional awareness of parents and child. Parents requested school site day care in order for parents to be able to focus on the material. We were able to hire a campus supervisor to support.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Additionally, we will increase the number of parent development courses and parent and child engagement activities. Elm St. staff will offer ST Math and Literacy information nights to help parents support their students (see 4.2). We will be reaching out to community organizations and programs to bring in informative and engaging presentations, such as local authors, Oxnard College, CSU Channel Islands, Public Health, and On a Mission, to name a few.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Transformational leadership and infrastructure
Create a coherent and sustainable districtwide infrastructure and culture to support and communicate the district's identity and strategic work on behalf of all students; facilitate strategic plan implementation; monitor progress and assess effectiveness and sustainability; and position the district as a leader in equitable and excellent education.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 5 - Transformational leadership and infrastructure

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Ensure strategic plan implementation.
Work toward schoolwide coherence.
Provide accountability and progress monitoring of implementation.
Develop human capital.
Foster communications.
Support finance and technology infrastructure.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Professional Development for Teachers	In 2023-2024 school year professional development ELA Grade 2: 1 Teacher Grade 3: 1 Teacher In 2024-2025 School year professional development Incorporating the Arts in ELA Grade1: 3 Teachers Grade 4: 2 Teachers Inspiring to enter leadership Grade 1: 1 Teacher	In 2025 - 2026 we will increase outside of site organized professional development to 8 teachers.
Progress monitoring Meetings	In 2024- 2025 we were able to complete two our of the three progress	In 2025-2026 we will be conducting three out of three progress monitoring cycles with 100% attendance.

	monitoring meetings with 100% of teacher attendance.	
CAASPP English Language Arts (ELA)	2024-25 Results by Grade Level-Percentage of students who scored in the Met/Exceeded range: Grade 3 - 23% Grade 4 - 15% Grade 5 - 6%	Grades 3-5 have a five-year goal of 85% proficiency (Met/Exceeded combined). Grade 3 25-26 goal - 37% proficiency Grade 4 25-26 goal - 33% proficiency Grade 5 25-26 goal - 46% proficiency
CAASPP Mathematics	2024-25 Results by Grade Level-Percentage of students who scored in the Met/Exceeded range: Grade 3 - 27% Grade 4 - 10% Grade 5 - 3%	In grades 3-5, students will demonstrate growth by moving one or two levels across the different CAASPP Math bands. Grade 3 Increase Nearly Met to Met/Exceeded by 10% (7 students) Grade 4 Increase Nearly Met to Met/Exceeded by 10% (7 students) Grade 5 Increase Nearly Met to Met/Exceeded by 10% (7 students)
ELPAC	2024-25 Results by Grade Level-Percentage of students who scored Level 4 : Kindergarten: 3% Grade 1: 3% Grade 2: 4% Grade 3: 8% Grade 4: 2% Grade 5: 13% 2024-25 Results by Grade Level-Percentage of students who scored Level 3 : Kindergarten: 15% Grade 1: 22% Grade 2: 29% Grade 3: 33% Grade 4: 32% Grade 5: 48%	We will demonstrate growth by moving 10% of our students at least one level of our level 3 to level 4 students.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Educationally based employees will be able to attend conferences and professional development opportunities that connect to the California State Standards, development of lesson planning, behavioral interventions and leadership development offered by our district or educational organizations.	All Students	1,000 LCFF 5800: Professional/Consulting Services And Operating Expenditures Fees
5.2	Our district uses Canvas for staff to complete and upload assignments, grades, and attendance. Teachers receive professional development through CANVAS modules.	All Students	
5.3	District Technology Services Technicians provide repair and upkeep of our technology.	All Students	District Funded
5.4	Orenda is a collaborative partnership that empowers our educational team to design lesson plans and formative assessments that not only serve as evidence but also function as key communication tools for refining our tiered intervention process. This collaboration generates meaningful data to inform progress monitoring meetings between site leadership and grade-level teams, supporting more strategic and informed instructional decisions.	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures Contract
5.5	In collaboration with the principal and the teachers we will continue implementing progress monitoring cycles. In the progress monitoring cycles, we use Educlimber to document our interventions and individual student progress, which are reviewed, documented and monitored by teachers and principals. They meet one-on-one is to review student data and the given interventions to determine next steps.	All Students	5,000.00 LCFF 1000-1999: Certificated Personnel Salaries Substitutes District Funded 5000-5999: Services And Other Operating Expenditures Educlimber contract
5.6	The District Technology Services Technician (TST) will maintain equipment and software for students and teachers to support student learning through technology.	All Students	District Funded 2000-2999: Classified Personnel Salaries Classified Salary -TST 1,800.00 District Funded 2000-2999: Classified Personnel Salaries Repair or replacement of equipment

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Elm Street School has embarked on a collaborative initiative with Orenda Education to enhance English Language Arts (ELA) instruction through the development of a comprehensive Curriculum Matrix. This project was implemented in close partnership with two additional school sites, fostering a shared vision and alignment across multiple campuses. Teachers from all three schools engaged in collaborative planning sessions to co-create standards-aligned assessments and lesson plans. These instructional tools are designed to support accelerated student learning by ensuring that first instruction is both effective and purposeful. To sustain and deepen this work, the school will continue to invest in ongoing professional development. The focus will be on equipping educators with the skills to adapt and customize ELA lessons using high-impact instructional strategies, such as differentiated instruction, formative assessment practices, and evidence-based literacy techniques. This ongoing training will empower teachers to better meet the diverse needs of students and drive meaningful academic growth across the curriculum.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to conflict in the professional development schedule and a lack of substitutes, we were unable to conduct all three progress monitoring meetings per teacher as intended.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This is a new section in the SPSA document.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$83,548.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$396,799.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$55,431.00
Title III	$28,117.00

Subtotal of additional federal funds included for this school: $83,548.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
District Funded	$1,800.00
LCFF	$104,352.00
LCFF - Intervention	$500.00
Prop 28	$206,599.00

Subtotal of state or local funds included for this school: $313,251.00

Total of federal, state, and/or local funds for this school: $396,799.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	55,431	0.00
Title III	28,117	0.00
LCFF	104,352	0.00
LCFF - Intervention	500	0.00
Prop 28	206,599	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	1,800.00
LCFF	104,352.00
LCFF - Intervention	500.00
Prop 28	206,599.00
Title I	55,431.00
Title III	28,117.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	100,445.00
2000-2999: Classified Personnel Salaries	30,352.00
3000-3999: Employee Benefits	45,729.77
4000-4999: Books And Supplies	67,325.23
5000-5999: Services And Other Operating Expenditures	23,009.00
5800: Professional/Consulting Services And Operating Expenditures	12,000.00
5900: Communications	100.00
None Specified	117,838.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	District Funded	1,800.00
1000-1999: Certificated Personnel Salaries	LCFF	20,911.00
2000-2999: Classified Personnel Salaries	LCFF	1,500.00
3000-3999: Employee Benefits	LCFF	2,820.77
4000-4999: Books And Supplies	LCFF	55,920.23
5000-5999: Services And Other Operating Expenditures	LCFF	11,100.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	12,000.00
5900: Communications	LCFF	100.00
4000-4999: Books And Supplies	LCFF - Intervention	500.00
1000-1999: Certificated Personnel Salaries	Prop 28	42,000.00
2000-2999: Classified Personnel Salaries	Prop 28	10,875.00
3000-3999: Employee Benefits	Prop 28	28,481.00
4000-4999: Books And Supplies	Prop 28	7,405.00
None Specified	Prop 28	117,838.00
1000-1999: Certificated Personnel Salaries	Title I	37,534.00
2000-2999: Classified Personnel Salaries	Title I	1,177.00
3000-3999: Employee Benefits	Title I	8,720.00
4000-4999: Books And Supplies	Title I	3,000.00
5000-5999: Services And Other Operating Expenditures	Title I	5,000.00
2000-2999: Classified Personnel Salaries	Title III	15,000.00
3000-3999: Employee Benefits	Title III	5,708.00
4000-4999: Books And Supplies	Title III	500.00
5000-5999: Services And Other Operating Expenditures	Title III	6,909.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	347,824.00
Goal 2	15,221.23
Goal 3	6,971.00
Goal 4	18,982.77
Goal 5	7,800.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Christina Fernandez	Principal
Jose Torres	Classroom Teacher
Blanca Rodriguez	Classroom Teacher
Erica Cahue	Classroom Teacher
Perla Macias	Other School Staff
Paulina Magana	Parent or Community Member
Eloida Cabrera	Parent or Community Member
Mirna Rojas	Parent or Community Member
	Parent or Community Member
	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on June 4, 2025.

Attested:

Principal, Maria Christina Fernandez on June 5, 2025

SSC Chairperson, Paulina Magana on June 4, 2025

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of

adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on June 4, 2025.

Attested:



Principal, Maria Christina Fernandez on June 5, 2025

SSC Chairperson, Paulina Magana on June 4, 2025

School Year: **2025-26**



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Robert J. Frank Academy of Marine Science and Engineering	56725386111850	May 19, 2025	August 20, 2025

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Robert J. Frank Academy of Marine Science and Engineering for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

At R.J. Frank Academy, we are committed to providing the highest-quality educational experience for all students, as outlined in our Vision and Mission Statement. Our vision—to develop tomorrow's leaders through education, empowerment, and inspiration—guides our daily work. Our mission is to ensure that students are not only academically competitive but also socially competent, with life skills such as global thinking, persistence and grit, innovation, and problem-solving at the forefront.

We strive for all Frank Academy and Oxnard School District students to leave our system as self-confident, empowered multilingual global citizens—individuals who are focused on their futures and who recognize their unique potential within both individual and collective contexts. We proudly celebrate our students' courage, their readiness to take on new challenges, and the critical academic and life skills they develop along the way.

Our primary goal is to ignite students' passion for learning and empower them to achieve their full brilliance. To accomplish this, we are transforming school and classroom practices, expectations, and relationships to align with the Oxnard School District Student Profile and the Strategic Plan: Oxnard Empowers. This includes embracing high-leverage services and instructional strategies such as the implementation of Common Core State Standards, best-first instruction and differentiated teaching, effective integration of technology, robust academic and behavioral interventions, social-emotional supports, and meaningful community engagement. These practices aim to foster deep learning, real-world application, and 21st-century multilingual literacy, aligned with the district's vision of high intellectual performance for all students.

While academic excellence remains our central focus, we also place a strong emphasis on character development, leadership, and social-emotional learning (SEL) in a safe and affirming environment. We recognize the need to support students holistically—academically, linguistically, socially, emotionally, and creatively. Our SEL supports include a growing Wellness Center, our team of school counselors, and an Outreach Specialist who work collaboratively to meet students' needs.

We also recognize that parental involvement is a vital factor in student success. Our aim is to cultivate strong family and community alliances that empower parents as collaborative leaders in education. Through initiatives such as our English Learner Advisory Committee (ELAC), Parent Teacher Organization (PTO), and School Site Council (SSC)—alongside support from our Outreach Coordinator—we provide families with meaningful opportunities to participate in school life. Our Parent Involvement Policy outlines clear pathways for volunteering and engagement in events such as Back-to-School Night, Open House, and ongoing committee meetings.

By fostering high academic achievement, strengthening social-emotional supports, and building powerful home-school partnerships, R.J. Frank Academy is committed to meeting and exceeding the goals outlined in this School Plan for Student Achievement. Together, we will continue to nurture our students into empowered, multilingual, future-ready leaders.

Educational Partner Involvement

How, when, and with whom did Robert J. Frank Academy of Marine Science and Engineering consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Throughout the school year, site leadership, school staff, the School Site Council (SSC), and the English Learner Advisory Committee (ELAC) actively reviewed and monitored the School Plan for Student Achievement (SPSA). Disaggregated academic and school climate data—by English Learner (EL) status, race/ethnicity, socioeconomic status, and special education (SPED)—guided discussions and highlighted areas for growth. Star assessments, ELPAC, and CAASPP Interim Assessment Blocks (IABs) were used to identify academic trends and inform instruction.

Our SSC helped shape planning for the 2025–2026 school year by providing feedback on key components of the SPSA. In prior years, they recommended a family and staff survey regarding Prop 28 funding, which directly led to the hiring of a STEAM Lab teacher. This year, the focus shifted to gathering input on the class's impact and additional support needed. SSC members also recommended launching a monthly newsletter, improving communication methods, and identifying parent priorities for the student school experience.

Our ELAC provided ongoing input to ensure the needs of English Learners were addressed, including suggestions for targeted supports and family engagement strategies. They also provided a suggestion on a community engagement night tied to Dia De Los Muertos.

New this year, our Student Advisory Group—comprised of diverse student representatives in grades 6–8—was formed to bring authentic student voice to the SPSA process. These students shared perspectives on school culture, identified unmet needs, and proposed ideas to strengthen learning and foster a more supportive, inclusive environment.

As a result of input from all educational partners, adjustments were made to address social-emotional learning needs, behavioral concerns (including campus cleanliness and safety), and the need for more instructional support through classroom observations. Teachers emphasized the importance of additional collaboration time to analyze student data and monitor progress. Educational partners also stressed the value of student recognition through awards, assemblies, and events that build school spirit and connection.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

While progress has been made in several areas, key resource inequities continue to impact our ability to fully support all students. This year, we successfully implemented a full Tier 3 intervention system with the addition of a new mental health clinician. However, with only two school counselors on staff, there were significant challenges in consistently addressing Tier II interventions as intended. Much of the counseling team's time was redirected to Tier I services, including campus-wide social-emotional learning and schoolwide wellness support, limiting their capacity to deliver the targeted, small-group support our data indicates is needed.

Although we now have an additional administrator in place—no longer a new role—the need for more consistent classroom presence from administration persists. Refining leadership systems and redistributing responsibilities remain necessary to ensure more time can be devoted to instructional leadership and supporting first instruction.

Additionally, the Student Support Team (SST) process requires improvement. While there was strong intent to strengthen this system, the implementation lacked consistency and sufficient follow-through. The process was largely overseen by the principal, whose limited availability prevented timely action and support for all referred students. This created gaps in the multi-tiered support system that must be addressed going forward.

Additionally, systemic delays in securing necessary staff or services—whether through internal processes or external vendors—continue to impact our ability to respond quickly to student needs. More significantly, our current school schedule, structured around a traditional six-period day, presents challenges in fully addressing areas of need identified on the California School Dashboard. This includes providing targeted interventions and enrichment opportunities in English Language Arts, Mathematics, and addressing suspension rates, particularly for our English Learner population.

Looking ahead, we are prioritizing more intentional collaboration practices, including optimizing the use of high-quality Tuesday meetings, expanding "power planning" time for teachers, and exploring additional consulting support to strengthen our Professional Learning Communities and cycles of inquiry. For behavior and suspension concerns—particularly around peer conflict and physical altercations—we will continue proactive SEL instruction and expand targeted social skills groups to mitigate disciplinary infractions and build a stronger, safer campus culture.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

At R.J. Frank Academy, we continue to focus on both performance and improvement metrics from the California School Dashboard. Priority areas include ELA and Math for English Learners (ELs), Students with Disabilities (SWD), and all students, along with suspension rates and chronic absenteeism. We've seen encouraging progress this year. ELs improved by 6.6 points in ELA and 5.1 points in Math, while SWD demonstrated significant growth with a 17.7-point gain in ELA and 20.8-point gain in Math. Socioeconomically Disadvantaged students, Hispanic students, and All Students also showed improvements ranging from 6 to 10 points in both ELA and Math. While these student groups remain below grade level, the upward trend confirms that our interventions and instructional shifts are having an impact. One group that continues to require additional targeted support is our Long-Term English Learner population, as their academic growth—particularly in ELA—has not kept pace with other groups, highlighting a need for continued focus on language development and integrated instruction.

Suspension rates, particularly for English Learners, dropped from 17.7% to 9.0%, a significant improvement that reflects strategic changes to supervision schedules, behavior-focused Advisory lessons, and increased student engagement activities. Our goal is to continue reducing this rate, ideally bringing it below 3%. We will continue addressing suspension-related concerns by expanding our focus on restorative practices, increasing Tier II behavioral interventions, and providing SEL lessons through Advisory and our counseling team. These efforts are also intended to improve attendance and student engagement, which remain areas of concern. Chronic absenteeism saw slight increases and remains a challenge, though overall performance is in the yellow. We are strengthening outreach efforts and increasing SEL support to help students feel more connected and motivated to attend school consistently.

The English Learner Progress (ELPI) indicator declined this year, signaling that our current growth trajectory for English Learners—particularly Long-Term English Learners—is not meeting expectations. While we continue to see some reclassification gains and language development, the pace of improvement is not yet where we want it to be. Many of our LTELs entered middle school with longstanding language acquisition gaps, and the data suggests that more intentional and comprehensive strategies are needed to support their academic growth. This includes targeted instructional support, increased integration of language development across content areas, and consistent progress monitoring to ensure we are meeting their specific needs.

To continue addressing these areas, we are investing in stronger first instruction, refining Professional Learning Communities (PLCs), and working toward a guaranteed and viable curriculum by the end of 2025-2026. Title I funding is also supporting new tools for timely classroom observation and feedback, ensuring consistent focus on instructional quality and learning outcomes.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

This year, two student groups remain significantly behind their peers on the California School Dashboard: Students with Disabilities (SWD) in the area of Chronic Absenteeism and English Learners (ELs) in the area of English Learner Progress (ELPI). These areas are more than two levels below the All Students group and require targeted, sustained intervention.

For Students with Disabilities, chronic absenteeism remains high, and while there was notable academic growth—with a 17.7-point gain in ELA and a 20.8-point gain in Math—these students are still performing well below grade level. The root causes of chronic absenteeism must be addressed to build trust, motivation, and access to learning. Our goal is to implement more Universal Design for Learning (UDL) strategies and universal supports to increase students' ability to engage in the classroom, feel successful, and want to come to school. Greater collaboration between our general and special education teams, supported by increased data monitoring, will help ensure progress continues and that Tier I instruction becomes more accessible and inclusive.

In the area of English Learner Progress, the ELPI dropped significantly from 60.5% to 38.2%. While this may appear concerning, the shift in metric and inclusion of Long-Term English Learners (LTELs) has impacted how progress is measured. Many LTELs enrolled at our school already carrying that designation from elementary school, with gaps in support that we are now addressing. Moving forward, we will conduct a deeper analysis of our LTEL population and ensure they receive targeted support for language acquisition. This includes refining English Language Development (ELD) instruction with more direct lessons in reading fluency, comprehension, and writing, as well as scaffolding within content classes to support academic language development.

Though not more than two levels below this year, suspension rates remain a high priority as they disproportionately impact key student groups. We will continue implementing preventative, proactive strategies, including student reflection meetings, clear communication of expectations and consequences, and increased family engagement when concerns arise. Social-emotional learning and behavioral supports will be built into Advisory and Tier II structures to promote a safer, more inclusive campus.

Overall, while our All Students group has shown positive academic gains, these two student groups need specialized attention and support systems to help close persistent gaps. By addressing chronic absenteeism, improving inclusive instruction, and supporting targeted language development, we aim to lift outcomes for our most vulnerable students and create a more equitable path forward.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Through last year's Panorama survey data, we identified that students' sense of belonging and connection to school was low, which directly impacts both engagement and academic success. In response, we took intentional steps to create a stronger, more inclusive school culture by planning school-wide community-building efforts before the year began, ensuring they were embedded into the calendar rather than reactive. We increased opportunities for students and staff to connect through lunch-time sports, campus competitions, and non-academic events, which provided positive spaces for social interaction and built school pride.

We also implemented consistent Advisory lessons designed to address real student experiences, such as the influence of social media, racism, peer conflict, and navigating campus concerns. These lessons aim to cultivate empathy, empower students with tools for problem-solving, and reinforce behavioral expectations in a supportive way.

To further promote connection and student voice, we launched a Student Advisory Group representing all grade levels and student populations. This group provides insight into student experiences and helps us adjust schoolwide practices in real time based on their feedback. Their contributions have already informed decisions about campus activities, communication, and classroom climate.

While these efforts have made a noticeable impact, we recognize that more work is needed. Areas we will continue to address include: building stronger relationships between staff and students, increasing participation in school events across all student groups, and improving access to Tier I and Tier II social-emotional supports. We also plan to improve communication with families, ensuring they are connected to school events, behavioral expectations, and student support structures.

Ultimately, our goal is to create a campus where every student feels seen, valued, and safe, and where engagement is driven not only by academics but by a shared sense of community. A strong school climate, paired with meaningful pupil engagement, is essential for the success of all students—especially those historically underserved—and will remain a central focus of our continuous improvement work.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Robert J. Frank Academy of Marine Science and Engineering. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%		0	
African American	0.27%	0.29%	0.19%	3	3	2
Asian	1.91%	1.25%	1.16%	21	13	12
Filipino	1.18%	1.82%	1.73%	13	19	18
Hispanic/Latino	94.56%	93.1%	93.26%	1042	972	968
Pacific Islander	%	0.1%	0.10%		1	1
White	1.63%	3.07%	3.08%	18	32	32
Multiple/No Response	0.45%	0.38%	0.48%	5	4	5
			Total Enrollment	1102	1044	1038

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	Engineering	Engineering	
Grade 6			344
Grade 7	343	334	347
Grade 8	362	355	347
Total Enrollment			1,038

Conclusions based on this data:

Frank's enrollment and demographics have remained largely consistent over recent years. Our student population continues to be approximately 94% Hispanic/Latino, and although enrollment has steadily declined since 2018–2019, it has remained stable since the 2022–2023 school year.

Given our demographic makeup, it is essential that our instructional practices reflect our core purpose: to provide culturally responsive teaching, advance equity, and close opportunity gaps for all students. These values are foundational to how we serve our school community and drive ongoing decisions related to curriculum, intervention, and student support.

A growing and important trend within our demographics is the presence of Newcomer students—those who are new to the United States and adjusting to both a new country and school system. Our Newcomer population grew from approximately 50 students in 2022–2023 and has now remained steady at around 90 students for the past two years.

This group requires targeted support, including social-emotional resources, orientation to U.S. school structures, academic language development, access to basic needs, and ongoing guidance for families navigating the educational system.

As we plan for the year ahead, we remain committed to addressing the needs of our diverse student population through inclusive, asset-based approaches that foster belonging, academic growth, and long-term success.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	331	328	373	31.50%	#DIV/0!	35.9%
Fluent English Proficient (FEP)	513	459	426	45.70%	#DIV/0!	41.0%
Reclassified Fluent English Proficient (RFEP)				11.8%		

Conclusions based on this data:

English Learners (ELs) continue to make up approximately 21% of our student population, and when including Reclassified Fluent English Proficient (RFEP) students, over 63% of our students are current or former ELs. This highlights the need for consistent language supports and instructional scaffolds across all classrooms to ensure equitable access to rigorous, grade-level content.

Our Newcomer Academy now represents 26% of our EL population and provides foundational language development and transition support for students new to the country and school system. In 2024–2025, 84 students reclassified, either through ELPAC performance or their IEP, showing consistent progress in language acquisition.

However, the majority of our non-Newcomer ELs are Long-Term English Learners (LTELs). These students require targeted support, particularly in complex text comprehension, academic conversation, and opinion-based writing. Classroom data also indicates a need for explicit vocabulary instruction, with repeated exposure to academic language that supports both oral and written expression.

To meet these needs, we will continue to implement scaffolds and structured language opportunities in all content areas, ensuring ELs—especially LTELs—can meaningfully access curriculum and achieve at high levels.

School and Student Performance Data

Star Early Literacy

Robert J. Frank Academy of Marine Science and Engineering											
		Less than Proficient				Proficient				Star Early Literacy Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score

Conclusions based on this data:

N/A

School and Student Performance Data

Star Reading

Robert J. Frank Academy of Marine Science and Engineering											
		Less than Proficient				Proficient				Star Reading Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 6	284	129	45%	87	31%	50	18%	18	6%	Level 1	1000
Grade 7	324	160	49%	76	23%	77	24%	11	3%	Level 1	1016
Grade 8	288	145	50%	63	22%	68	24%	12	4%	Level 1	1018

Conclusions based on this data:

The 2024–2025 Star Reading data indicates that overall student performance remained relatively consistent from the beginning of the year to the end. Spring benchmark results show that 24% of 6th graders, 27% of 7th graders, and 33% of 8th graders are performing at or above benchmark. While these numbers reflect a similar pattern to last year, they also affirm that our current instructional systems have helped maintain baseline performance.

However, we recognize that greater acceleration is needed to move more students into proficiency bands, especially as the majority of students continue to fall below benchmark. Particular attention is still needed for our English Learners, Homeless students, and Students with Disabilities, who remain overrepresented in the lower tiers of performance. These patterns align with state assessment data and reinforce the importance of continued scaffolding and instructional support.

To improve student outcomes moving forward, we plan to build on our current work by expanding the use of Star Instructional Planning Reports, State Standards Mastery Reports, and data chats to inform day-to-day instruction. A deeper emphasis on reading comprehension, academic vocabulary, writing across content areas, and higher-order thinking questions will support our efforts to close gaps and promote equitable growth. These strategies, along with consistent formative assessments and goal tracking, will help ensure more students experience academic progress throughout the year.

School and Student Performance Data

Star Math

Robert J. Frank Academy of Marine Science and Engineering											
		Less than Proficient				Proficient				Star Math Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 6	156	106	68%	37	24%	12	8%	1	1%	Level 1	994
Grade 7	317	162	51%	100	32%	45	14%	10	3%	Level 1	1038
Grade 8	254	179	70%	42	17%	18	7%	15	6%	Level 1	1033

Conclusions based on this data:

The Spring 2025 Star Math results for Frank Academy show modest improvement across grade levels compared to last year, particularly in the percentage of students scoring at or above the benchmark. This positive shift suggests early impacts of math-focused strategies and instructional planning efforts implemented throughout the year.

In 6th grade, 11% of students scored at or above benchmark—up from 9% in the previous year. Similarly, 7th grade saw 16% of students reach at/above benchmark compared to 14% last year. The 8th grade cohort reached 13%, a slight improvement from 11% previously. While the gains are incremental, they represent a step in the right direction and evidence that some instructional supports and scaffolds are beginning to take root.

However, the overall data still show that a significant percentage of students remain below grade-level proficiency. With the majority of students scoring in Level 1 and Level 2, the need for strong Tier I instruction and consistent Tier II classroom-based supports remains clear. Moving forward, emphasis should remain on regularly using instructional reports such as the State Standards Mastery and Instructional Planning reports, along with data chats and frequent formative assessment cycles, to target specific skills and student needs. These tools, coupled with teacher collaboration and intervention tracking, will help accelerate math achievement and move more students toward proficiency.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	351	336	346	334	319	329	333	315	329	95.2	94.9	95.1
Grade 7	359	348	348	344	332	313	344	331	310	95.8	95.4	89.9
Grade 8	386	353	348	383	342	326	382	341	324	99.2	96.9	93.7
All Grades	1096	1037	1042	1061	993	968	1059	987	963	96.8	95.8	92.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2477.	2478.	2488.	6.91	6.98	6.69	23.12	25.08	30.09	27.03	26.35	27.96	42.94	41.59	35.26
Grade 7	2490.	2503.	2501.	7.56	12.39	15.48	21.22	22.05	21.29	26.45	26.59	16.77	44.77	38.97	46.45
Grade 8	2505.	2493.	2519.	6.28	5.87	7.72	26.18	19.35	29.01	25.65	27.57	25.93	41.88	47.21	37.35
All Grades	N/A	N/A	N/A	6.89	8.41	9.87	23.61	22.09	26.90	26.35	26.85	23.68	43.15	42.65	39.56

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	7.51	9.84	9.45	50.45	47.62	55.18	42.04	42.54	35.37
Grade 7	7.60	8.81	15.23	56.14	58.36	50.99	36.26	32.83	33.77
Grade 8	9.71	6.74	10.28	53.54	49.85	55.76	36.75	43.40	33.96
All Grades	8.33	8.43	11.57	53.41	51.98	54.05	38.26	39.59	34.38

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	6.31	7.03	9.48	50.75	52.72	55.05	42.94	40.26	35.47
Grade 7	13.16	17.33	20.79	45.03	40.73	36.30	41.81	41.95	42.90
Grade 8	8.66	5.88	9.03	46.19	45.59	52.34	45.14	48.53	38.63
All Grades	9.38	10.08	12.93	47.25	46.23	48.16	43.37	43.69	38.91

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	9.61	7.62	7.32	70.27	73.33	67.68	20.12	19.05	25.00
Grade 7	4.36	9.42	7.19	69.19	68.39	68.95	26.45	22.19	23.86
Grade 8	8.12	5.28	9.01	68.06	73.61	69.88	23.82	21.11	21.12
All Grades	7.37	7.41	7.85	69.12	71.78	68.83	23.51	20.81	23.33

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	13.81	13.33	14.33	59.76	60.00	64.94	26.43	26.67	20.73
Grade 7	12.50	14.85	14.84	58.43	61.21	57.10	29.07	23.94	28.06
Grade 8	13.09	11.73	14.60	69.11	63.34	67.08	17.80	24.93	18.32
All Grades	13.13	13.29	14.58	62.70	61.56	63.13	24.17	25.15	22.29

Conclusions based on this data:

CAASPP scores from 2024-2025 were utilized and compared to the scores from 2023-2024 school year. For the 2024-2025 school year, our test scores for our 6th grade students showed that 34% of the students met or exceeded the standards. That was a -% decrease from the 23-24 school year and fell short of our goal of 45% that met or exceeded. 47% of our 7th grade students met or exceeded the standards. This was a 10% increase from the 23-24 school year and exceeded our goal of 45% in the met or exceeded category. 40% of our 8th grade students met or exceeded on the standards on the CAASPP test. This was a 3% increase from the 23-24 school year, but barely fell short of our intended goal of 45% of our students in the met or exceeded standard.

Looking further into the data though, 62% of our students did increase toward the standard, by a minimum of 3 points, or they met the standard, which shows that though not all are at grade level, they are getting closer and increasing in their knowledge and understanding of the standards. This data indicates that overall there was growth in all grade levels in English Language Arts, though there is still significant work to be done in the category of Language Arts proficiency and standards to reach our goal of at least 45% of our students at or above grade level. We have been utilizing departmental grade level professional learning communities for teachers to discuss data and run cycles of inquiry to alter instruction and improve student performance. This shows that we need to ensure that our departments meet regularly about student performance, set smart goals, administer common formative assessments and discuss the data in order to differentiate our instruction and intervention to meet the needs of our students. A key takeaway is to ensure that all instruction is standards-based, utilizes the achievement level descriptors, and there are specific learning targets for each grade that all students need to master. Common formative assessment should mirror questions that appear on CAASPP and be provided more regularly so teachers can assess student learning and intervene quickly to ensure mastery. It will also extract best practices that can be utilized in multiple classrooms and create a collaborative culture.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	351	336	346	334	326	336	334	324	335	95.2	97.0	97.1
Grade 7	359	348	349	342	338	338	342	338	337	95.3	97.1	96.8
Grade 8	386	353	348	383	333	337	381	332	335	99.2	94.3	96.8
All Grades	1096	1037	1043	1059	997	1011	1057	994	1007	96.6	96.1	96.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2454.	2453.	2462.	3.59	8.02	6.57	11.08	9.88	16.72	32.93	27.47	23.58	52.40	54.63	53.13
Grade 7	2441.	2454.	2454.	2.63	4.44	5.93	7.31	8.88	11.28	21.93	25.74	21.96	68.13	60.95	60.83
Grade 8	2465.	2445.	2461.	3.67	3.01	5.07	10.50	5.42	10.45	21.26	19.28	17.61	64.57	72.29	66.87
All Grades	N/A	N/A	N/A	3.31	5.13	5.86	9.65	8.05	12.81	25.17	24.14	21.05	61.87	62.68	60.28

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	3.59	8.33	5.97	48.20	39.51	47.46	48.20	52.16	46.57
Grade 7	2.05	2.96	5.93	49.71	47.04	40.95	48.25	50.00	53.12
Grade 8	5.51	3.61	3.58	46.98	40.66	46.57	47.51	55.72	49.85
All Grades	3.78	4.93	5.16	48.25	42.45	44.99	47.97	52.62	49.85

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	5.39	6.79	6.57	58.98	55.25	59.40	35.63	37.96	34.03
Grade 7	2.92	6.51	7.12	54.09	55.33	54.30	42.98	38.17	38.58
Grade 8	3.94	3.01	5.37	52.76	48.80	55.22	43.31	48.19	39.40
All Grades	4.07	5.43	6.36	55.16	53.12	56.31	40.78	41.45	37.34

Conclusions based on this data:

CAASPP scores from the 2024-2025 were utilized and compared to 2023-2024 CAASPP test icores. For the 2024-2025 school year, our test scores for our 6th grade students showed that 22% of the students met or exceeded the standards. That was a 1% decrease from the 23-24 school year. It fell short of our goal of 30% that met or exceeded the standards. 23% of our 7th grade students met or exceeded the standards. This was a 6% increase from the 23-24 school year, but fell short of our goal of 30% in the met or exceeded category. 14% of our 8th grade students met or exceeded on the standards on the CAASPP test. This was a 1% decrease from the 23-24 school year, but short of our intended goal of 25% of our students in the met or exceeded standard category. Math is the greatest area of concern according to the data. In 6th and 8th grade we decreased by 1%, but in 7th grade we increased by 6%. There is still a lot of progress to make as roughly only 2 in 10 students are on grade level and we have not seen the same consistent gains like we have with ELA. Example – for this past year nearly 50% of our students are on grade level with reading instruction, but it is not translating over to Math instruction yet. Our Math team has been utilizing Priority Standards to identify student learning targets and has developed Common Formative Assessments (CFAs) aligned to those standards while embedding mathematical practices into daily instruction.

A key area for growth in the 2025–2026 school year is the consistent use of Achievement Level Descriptors (ALDs) from CAASPP to identify what mastery looks like for each standard. These descriptors provide a clearer understanding of what students are able to do and where their gaps lie. Additionally, we need to deepen the level of rigor and cognitive demand embedded in our instructional tasks. Tasks predict performance, and our assessments and instruction must include higher-order thinking, multi-step problems, and real-world application tasks that mirror the structure and expectations of the CCSS and CAASPP. There is also a need to ensure that CFAs reflect the format and complexity of the CAASPP by integrating more IABs into formative assessment cycles.To further improve outcomes, we must give teachers time and support to design student-centered lessons that promote explanation, justification, and discussion of mathematical reasoning. Data analysis from both summative and interim assessments should guide instruction, highlight areas of concern, and inform small-group interventions—particularly for key student groups such as English Learners, Students with Disabilities, and Homeless students, who continue to perform below standard.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	1501.0	1518.8	1500.0	1486.3	1506.7	1483.8	1515.2	1530.6	1515.6	110	117	113
7	1512.5	1510.2	1488.5	1495.5	1499.9	1473.0	1529.1	1519.9	1503.5	120	101	113
8	1518.2	1527.9	1480.4	1503.6	1516.6	1464.0	1532.4	1538.7	1496.3	108	111	80
All Grades										338	329	306

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	13.64	20.51	11.50	34.55	49.57	37.17	21.82	7.69	23.01	30.00	22.22	28.32	110	117	113
7	10.08	27.00	19.47	36.97	21.00	25.66	28.57	19.00	10.62	24.37	33.00	44.25	119	100	113
8	8.33	24.32	10.00	37.04	32.43	25.00	25.00	10.81	16.25	29.63	32.43	48.75	108	111	80
All Grades	10.68	23.78	14.05	36.20	35.06	29.74	25.22	12.20	16.67	27.89	28.96	39.54	337	328	306

Oral Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	28.18	45.30	26.55	34.55	29.06	35.40	8.18	3.42	10.62	29.09	22.22	27.43	110	117	113
7	13.45	34.00	30.97	46.22	23.00	18.58	15.13	9.00	8.85	25.21	34.00	41.59	119	100	113
8	15.74	32.43	15.00	41.67	30.63	26.25	14.81	5.41	11.25	27.78	31.53	47.50	108	111	80
All Grades	18.99	37.50	25.16	40.95	27.74	26.80	12.76	5.79	10.13	27.30	28.96	37.91	337	328	306

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	4.55	9.40	5.31	20.91	40.17	19.47	40.91	25.64	42.48	33.64	24.79	32.74	110	117	113
7	11.76	12.00	8.85	15.97	21.00	20.35	38.66	30.00	23.89	33.61	37.00	46.90	119	100	113
8	6.48	10.81	1.25	25.00	33.33	21.25	36.11	21.62	22.50	32.41	34.23	55.00	108	111	80
All Grades	7.72	10.67	5.56	20.47	32.01	20.26	38.58	25.61	30.39	33.23	31.71	43.79	337	328	306

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	9.09	14.53	18.58	60.00	64.96	52.21	30.91	20.51	29.20	110	117	113
7	5.04	15.00	17.70	64.71	50.00	38.94	30.25	35.00	43.36	119	100	113
8	9.26	15.32	15.00	63.89	52.25	38.75	26.85	32.43	46.25	108	111	80
All Grades	7.72	14.94	17.32	62.91	56.10	43.79	29.38	28.96	38.89	337	328	306

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	44.44	56.41	36.61	28.70	22.22	36.61	26.85	21.37	26.79	108	117	112
7	42.24	42.00	40.71	35.34	23.00	17.70	22.41	35.00	41.59	116	100	113
8	33.96	53.15	32.50	36.79	16.22	15.00	29.25	30.63	52.50	106	111	80
All Grades	40.30	50.91	37.05	33.64	20.43	23.93	26.06	28.66	39.02	330	328	305

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	7.27	10.26	5.31	31.82	49.57	34.51	60.91	40.17	60.18	110	117	113
7	13.45	13.00	7.08	36.13	34.00	35.40	50.42	53.00	57.52	119	100	113
8	13.89	17.12	6.25	31.48	36.94	28.75	54.63	45.95	65.00	108	111	80
All Grades	11.57	13.41	6.21	33.23	40.55	33.33	55.19	46.04	60.46	337	328	306

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	11.82	35.04	21.24	66.36	45.30	53.10	21.82	19.66	25.66	110	117	113
7	9.24	15.00	15.93	78.15	55.00	44.25	12.61	30.00	39.82	119	100	113
8	1.85	15.32	5.00	78.70	56.76	60.00	19.44	27.93	35.00	108	111	80
All Grades	7.72	22.26	15.03	74.48	52.13	51.63	17.80	25.61	33.33	337	328	306

Conclusions based on this data:

For English Learners, our reclassification numbers declined this year from 102 to 84 students. While this marks a decrease, it underscores the need to strengthen our systems of support—particularly for Long-Term English Learners (LTELs), who make up the majority of our non-Newcomer EL population. English Learners currently account for approximately 28% of our student body, including 102 students served through our Newcomer Academy. These students receive foundational language support as they adjust to a new academic system. Non-Newcomer ELs represent about 20% of our student population, and roughly 62% of all students at Frank are either current ELs or reclassified (RFEP), making consistent scaffolds and language supports a site-wide priority.

Though our overall reclassification rate decreased, the total number of English Learners in grades 7 and 8 also declined this year. This trend reflects some positive movement in reclassification over time, but it also emphasizes that more targeted support is still needed—especially for LTELs. Our ELPAC data shows that growth was not at the level we expected, particularly in key domains such as speaking, writing, and reading.

As a result, we will place greater emphasis on identifying the specific ELPAC domains where students struggle and intentionally address those areas through classroom lessons and small group instruction. We will also continue regular data chats with students to help them understand their scores, set personalized goals, and become more familiar with the test format—supporting both academic confidence and reducing assessment-related anxiety

School and Student Performance Data

California School Dashboard
Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1,038	**90%**	**35.9%**	**0.1%**
Total Number of Students enrolled in Robert J. Frank Academy of Marine Science and Engineering.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	373	35.9%
Foster Youth	1	0.1%
Homeless	205	19.7%
Socioeconomically Disadvantaged	934	90%
Students with Disabilities	191	18.4%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	2	0.2%
American Indian	0	0.0%
Asian	12	1.2%
Filipino	18	1.7%
Hispanic	968	93.3%
Two or More Races	5	0.5%
Pacific Islander	1	0.1%
White	32	3.1%

Conclusions based on this data:

Overall, our enrollment has stayed consistent in the number of students, minority percentage, and SES percentage. Our EL percentage has slightly decreased this year due to targeted efforts in ELPAC preparation and ELD instruction during 2024–2025. We remain the largest middle school in our district, with minority, SES, SPED, and EL percentages above the state average. For 2025–2026, we will continue to address the needs of individual student groups—particularly Homeless and Students with Disabilities—through SEL support, academic instruction, and increased access to services such as our Healthy Start Social Worker.

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Orange	**Suspension Rate** Green
Mathematics Orange		
English Learner Progress Red		

Conclusions based on this data:

For this year, we made fair growth in ELA and improved our suspension rate in all categories, including with English learners, so Math is the main area that continues to be a concern. For English Learners, the biggest area of growth is with suspension rate as we were at 9% this year, as compared to 17.7% the previous year. This was positive growth as it ensured students were getting the supports they need and able to remain on campus more often. English Learner Progress declined this year, with fewer students reclassifying compared to the previous year (84 vs. 102). While some

growth was seen, especially in grades 7 and 8, Long-Term English Learners continue to need targeted academic and behavioral support to accelerate progress. We made positive growth in reducing suspensions overall; however, Newcomer students continue to be suspended at a higher rate than other English Learners and remain an area of focus.For Homeless and Students with Disabilities, we saw encouraging growth this year. Students with Disabilities improved by 20.8 points in Math, while Homeless students increased by 5.9 points—both moving closer to meeting the standard.

Although these student groups remain in the very low performance category, the upward trend demonstrates that our targeted supports are beginning to make an impact and should be continued and strengthened. For the 2025–2026 school year, our focus will be on continuing to reduce our suspension rate by at least 2% and strengthening academic progress, particularly in Math. While we've seen gains in ELA and are closing the Distance from Standard across all student groups, Math remains a significant area of need—especially for English Learners and Students with Disabilities. Our goal is to be at least 3 points closer to the Distance from Met in both ELA and Math compared to the previous year. A renewed emphasis will be placed on clearly defined learning targets and outcomes, with Math instruction aligned to achievement level descriptors. In ELA, we will increase writing opportunities and deepen comprehension through targeted grade-level reading strategies.

School and Student Performance Data

Academic Performance

English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	2	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 Orange	 Orange
46.6 points below standard	76.8 points below standard	93.5 points below standard
Increased 10.3 points	Increased 16.2 points	Increased 5.7 points
971 Students	550 Students	180 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Orange	 Yellow
Less than 11 Students	88.4 points below standard	53.0 points below standard
2 Students	Increased 14.5 points	Increased 12.3 points
	176 Students	875 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
116.2 points below standard	Less than 11 Students	0 Students
Increased 15.5 points	2 Students	
187 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
6.9 points below standard	26.3 points above standard	49.8 points below standard
Declined 16.1 points	Maintained 1.4 points	Increased 10.8 points
12 Students	18 Students	904 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Less than 11 Students	Less than 11 Students	10.2 points below standard
5 Students	1 Student	Increased 23.4 points
		29 Students

Conclusions based on this data:

Reviewing the data shows various inequities and areas to highlight. Overall, our percentages for meeting the standards in ELA are 34% for 6th grade, 47% for 7th grade, and 40% for 8th Grade. Most of the grades were an improvement from the 2023-2024 school year, with the exception of 6th grade. We saw a slight decline as compared to previous years. For English Learners and Students with Disabilities student populations both their progress and performance according to the Dashboard indicates they improved and moved closer to the standard. Our English Learners were -93 points away last year and increased by 16.2 points to put them 76.8 points below the standard. For Students with Disabilities and Homeless, the both increased by 15 points closer to the standard. or the 2025–2026 school year, a concerted effort must be made to conduct data chats with students, implement consistent formative assessments, and place a stronger emphasis on writing across all content areas, as well as reading for comprehension with more frequent checks for understanding. Evidence-based strategies must be implemented with greater fidelity to yield measurable results and increase impact. Progress will be monitored through the PDSA cycle and ongoing implementation of Professional Learning Communities (PLCs). This work must be part of a sustained, collaborative effort in which educators engage in recurring cycles of collective inquiry, reflection, and job-embedded learning to improve outcomes for all students.

School and Student Performance Data

Academic Performance

Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	5	1	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 Orange	 Red
105.3 points below standard	130.3 points below standard	152.4 points below standard
Increased 6.6 points	Increased 5.0 points	Maintained 2.0 points
986 Students	567 Students	181 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Orange	 Orange
Less than 11 Students	146.8 points below standard	111.2 points below standard
2 Students	Increased 5.9 points	Increased 8.5 points
	187 Students	890 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
160.3 points below standard	Less than 11 Students	0 Students
Increased 20.8 points	2 Students	
184 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
5.6 points below standard	25.6 points below standard	109.0 points below standard
Maintained 1.0 points	Increased 7.4 points	Increased 7.7 points
12 Students	18 Students	917 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Yellow
Less than 11 Students	Less than 11 Students	80.0 points below standard
5 Students	1 Student	Increased 3.8 points
		31 Students

Conclusions based on this data:

Math remains a significant area of concern despite some encouraging growth across student groups. This year, all student groups—except for Long-Term English Learners (LTELs)—made progress toward meeting the standard, with gains ranging from 5 to 20 points. Students with Disabilities improved by 20.8 points and Homeless students by 5.9 points, demonstrating that targeted supports and interventions are beginning to have a measurable impact. However, LTELs declined by 2 points, highlighting the continued need for more intentional and focused support for this group. While we've made gains in ELA, math performance continues to lag, with only about 20% of students meeting grade-level expectations. Instructional tasks must better align to the rigor and format of the Common Core State Standards and CAASPP. Greater use of Achievement Level Descriptors (ALDs) and IABs will help ensure assessments and instruction target the appropriate depth of knowledge and skills.

For 2025–2026, we will continue to strengthen data-driven instruction and prioritize targeted supports for LTELs and Students with Disabilities. Our site goal is for all student groups to move at least 3 points closer to meeting the standard in math. Math remains the core academic focus in our SPSA.

School and Student Performance Data

Academic Performance

English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
Red	Orange
38.2% making progress.	47.9% making progress.
Number Students: 249 Students	Number Students: 119 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
12.4%	48.6%	1.2%	36.9%

Conclusions based on this data:

Our English Learner population continues to be a central focus at R.J. Frank. While we saw encouraging gains in academic performance for English Learners in both ELA and Math, English Learner Progress as measured by the ELPAC declined this year. The percentage of students making progress toward English proficiency dropped by 22%, with a particularly concerning 28% decline among Long-Term English Learners (LTELs). Additionally, our reclassification total decreased from 102 students in the previous year to 84 students this year. This reinforces the need for a more intentional and domain-specific approach to language development, especially in speaking, listening, reading, and writing. We will continue to support students through regular data chats, targeted instruction, and preparation for the ELPAC to help reduce anxiety and improve familiarity with the assessment. Our Newcomer Academy students—who typically enter at Level 1—remain a vital part of our program and require continued foundational support to access both language and academic content.

School and Student Performance Data

Academic Engagement

Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
2	5	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Orange	 Orange	 Red
11.2% Chronically Absent	10.5% Chronically Absent	15.3% Chronically Absent
Increased 1.4	Increased 1.6	Increased 4.9
1085 Students	420 Students	190 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Orange	 Orange
Fewer than 11 students - data not displayed for privacy	10.1% Chronically Absent	11.8% Chronically Absent
2 Students	Maintained 0.1	Increased 1.6
	237 Students	980 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
20.3% Chronically Absent	Fewer than 11 students - data not displayed for privacy	0 Students
Increased 2.5	3 Students	
197 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
8.3% Chronically Absent	0% Chronically Absent	11.3% Chronically Absent
Declined 7.1	Maintained 0	Increased 1.4
12 Students	18 Students	1013 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	18.2% Chronically Absent
5 Students	1 Student	Increased 5.7
		33 Students

Conclusions based on this data:

Attendance remains a focus area for Frank Academy, with chronic absenteeism still in the medium range based on internal tracking. While final data is not yet available, trends appear consistent with last year's progress, suggesting stability but also a continued need for improvement.

Students with Disabilities, Foster Youth, and Homeless Youth remain priority groups for intervention, and English Learners continue to be closely monitored due to fluctuating attendance. The Wellness Center and counselor-led attendance groups have supported student connection and addressed issues like anxiety, stress, and peer relationships. Moving forward, more proactive family outreach—including home visits and early conversations about excessive absences—will be key to removing barriers and improving consistent attendance across all student groups.

School and Student Performance Data

Conditions & Climate

Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	3	4	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 Yellow	 Yellow
6.8% suspended at least one day	9% suspended at least one day	10.2% suspended at least one day
Declined 6.5%	Declined 8.7%	Declined 11.4%
1103 Students	433 Students	196 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Yellow	 Green
Fewer than 11 students - data not displayed for privacy	10.9% suspended at least one day	7.2% suspended at least one day
2 Students	Declined 5%	Declined 6.8%
	247 Students	996 Students

Students with Disabilities	African American	American Indian
 Green	 No Performance Color	 No Performance Color
7% suspended at least one day	Fewer than 11 students - data not displayed for privacy	0 Students
Declined 6%	3 Students	
200 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Green
0% suspended at least one day	0% suspended at least one day	7% suspended at least one day
Maintained 0%	Declined 15.8%	Declined 6.5%
12 Students	18 Students	1031 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	6.1% suspended at least one day
5 Students	1 Student	Declined 2.5%
		33 Students

Conclusions based on this data:

This year, Frank Academy saw a slight overall decrease in suspension rates, improving from 7% in 2023–2024 to even lower rates across most student groups, including 7% for English Learners and 5% for Students with Disabilities. These improvements reflect the continued effectiveness of Tier I and Tier II supports, including early-year student check-ins, SEL-focused classroom lessons, and targeted wellness groups for students with prior behavioral incidents.

While overall suspension numbers have improved, we observed a shift in the timing and location of behavioral incidents. Unlike previous years, where most conflicts occurred during lunch and nutrition breaks, this year's suspensions were more likely to stem from altercations during passing periods and after school, suggesting a need for adjusted supervision and structured transitions during these times. Physical violence remains the leading cause of suspension, with an increase in incidents involving female students, signaling a need to develop more gender-responsive behavioral supports and conflict resolution strategies in the upcoming year.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student Academic Engagement and Achievement
Dramatically accelerate student academic engagement and achievement across all Oxnard populations through coherent additive approaches, essential pedagogical principles, and high-leverage practices.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1 - Student Academic Engagement and Achievement

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Foster high intellectual performance.
Strengthen instruction and student engagement.
Develop student profile-driven lesson design.
Foster multilingualism.
Use technology to enhance instruction.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	24-25 The percentage of students who Met or Exceeded the standard: 6th grade students: 34% 7th grade students: 47% 8th grade students: 40%	The number students scoring "Met Standard" or "Exceeded Standard" based on 2025-2026 CAASPP assessment data will increase by: 6th grade - 10% 7th grade - 10% 8th grade - 15%
CAASPP Math	24-25 The percentage of students who Met or Exceeded the standard: 6th grade students: 22% 7th grade students: 23% 8th grade students: 14%	The number students scoring "Met Standard" or "Exceeded Standard" based on 2025-2026 CAASPP assessment data will increase by: 6th grade - 15% 7th grade - 15% 8th grade - 10%
Star Reading	Spring 2025 The percentage of students who scored At or Above Benchmark: 6th grade students: 24% 7th grade students: 27%	Students will demonstrate growth by moving at least one or two levels across the different bands on Star Reading. The percentage of students who score At or Above Benchmark in Spring 2026 will increase by:

	8th grade students: 28%	6th grade - 16% 7th grade - 13% 8th grade - 12%
Star Math	Spring 2025 The percentage of students who scored At or Above Benchmark: 6th grade students: 12% 7th grade students: 16% 8th grade students: 13%	Students will demonstrate growth by moving at least one or two levels across the different bands on Star Math. The percentage of students who score At or Above Benchmark in Spring 2026 will increase by: 6th grade - 18% 7th grade - 14% 8th grade - 17%
Reclassification rate	The reclassification rate for 24-25 was: 67 students reclassified	The reclassification rate will increase by at least 25% based on 2024-2025 ELPAC data for 2025-2026.
ELPAC	The percentage of students that made progress/maintenance on the ELPAC in 2024-2025 was 39.2%	Increase the combined percentage of ELs who either progress at least one ELPI level or maintain ELPI Level 4 to 50% or higher in the 2025-2026 ELPAC test

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.2	School tutoring, including support for Long Term English Learner (LTEL) students, Homeless, African American and Foster Youth will be provided. Students not meeting standards will have high priority for the After School Program and during extended breaks to support academic improvement. The school will increase academic success through evidence-based reading intervention program - Leveled Literacy Intervention (LLI).	English Learners	ASES 10137 LCFF 1000-1999: Certificated Personnel Salaries Teacher Extra Help - Academic Intervention 1000 Title I 1000-1999: Certificated Personnel Salaries Teacher Extra Help - Academic Intervention
1.4	Provide daily designated English Language Development for English Learner students.	English Learners	No addiitonal cost
1.8	District EL TOSA (Teacher on Special Assignment) will work with ELD staff on strategies and differentiation for our LTEL students and implementation of EL Master Plan.	English Learners	District Funded 1000-1999: Certificated Personnel Salaries EL TOSA
1.9	AVID electives will be available for grades 6-8 to promote college readiness and implementation of	Socioeconomically Disadvantaged	1775 Title I

	AVID strategies: binder checks, Cornell Notes and WICOR Strategies. AVID Tutors will support AVID strategies in the elective classes. Field trips to local colleges and universities will support college readiness and create a college-going atmosphere on campus. Teachers and administration will participate in professional development.	All Students	2000-2999: Classified Personnel Salaries Classified - AVID Tutors 1500 Title I 4000-4999: Books And Supplies Warehouse Charges - Cost of binders and AVID Supplies 2000 Title I 5000-5999: Services And Other Operating Expenditures Field Trip - Transportation 2000 LCFF 5000-5999: Services And Other Operating Expenditures Field Trip - Services, Entrance Fees, and Operations 2500 LCFF 1000-1999: Certificated Personnel Salaries Teacher Extra Help - AVID Site Coordinator
1.12	Technology online subscriptions, licenses and applications will be used to support state standards, intervention programs, enrichment activities and strand focus.	All Students	15000 Title I 5000-5999: Services And Other Operating Expenditures Online Subscriptions - Flocabulary, Newsela, EdPuzzle 3500 Title III 5000-5999: Services And Other Operating Expenditures Online Subscriptions - Brain Pop for ELs
1.13	Fully implement the ELA and Math CCSS and ELD standards in all grade levels using the board adopted materials.	All Students	District Funded 4000-4999: Books And Supplies Curriculum
1.14	Students in ELPAC Levels 1 & 2, who have been in the U.S. less than two years, will be a part of the Newcomer's Academy, which offers an acceleration program to bring skills and language to grade level using ELD standards, as quickly as possible, in both Language Arts and Math.	English Learners	District Funded 2000-2999: Classified Personnel Salaries Two Bilingual Paraeducators for Program 1500 Title III 1000-1999: Certificated Personnel Salaries Teacher Extra Help - Collaboration and Progress Monitoring
1.15	Prop 28 - STEAM Lab (Science, Technology, Engineering, Arts, and Mathematics). The lab will	All Students	93118 Prop 28

	focus on and foster critical thinking, problem-solving, and creativity, which are crucial skills for success in both academic and real-world settings and align with our District's Student Profile. The lab will also provide hands-on, experiential learning opportunities that engage students and make learning more meaningful and relevant to their lives. This aligns with our Academy focus at RJ Frank, which is Marine Science and Engineering.		1000-1999: Certificated Personnel Salaries STEAM Lab Teacher 62500 Prop 28 2000-2999: Classified Personnel Salaries STEAM Lab Classified Personnel to Support 21898.48 Prop 28 4000-4999: Books And Supplies Materials and Supplies 10000 Prop 28 5000-5999: Services And Other Operating Expenditures Online Subscriptions, Licenses, Apps 148623 Prop 28 1000-1999: Certificated Personnel Salaries Rollover funds
1.16	Maximize use of Promethean Board and iPads to support English Learners and Special Education students.	All Students English Learners Students with Disabilities	No additional cost
1.17	Provide student learning materials and supplies to ensure all students are prepared, ready to learn and engaged. Teachers will have use of the laminator, Duplo and Canon copy machines in order to make the necessary copies of instructional materials. Specialized instructional materials and orders will be copied by the Graphics Dept.	All Students	6500 LCFF 5000-5999: Services And Other Operating Expenditures Maintenance Agreements - laminator, duplo, copy machines 30000 LCFF 4000-4999: Books And Supplies Materials and Supplies 4506 LCFF 5000-5999: Services And Other Operating Expenditures Publications - Graphics 1000 Title III 4000-4999: Books And Supplies Materials and Supplies - headphones, language cards 30000 LCFF 4000-4999: Books And Supplies Warehouse Charges 5000 LCFF

			4000-4999: Books And Supplies Non-Captilized Equipment
1.18	Provide first-hand interactive experiences through field trips. Field trips will be provided to students at the beginning of units to provide background and interest in future lessons and support the curriculum.	Socioeconomically Disadvantaged	2000 Title I 5000-5999: Services And Other Operating Expenditures Service, Entrance Fees - Field Trips 1354 Title III 5000-5999: Services And Other Operating Expenditures Service, Entrance Fees - Field Trips - Newcomer and AVID Excel 1546 Title III 5000-5999: Services And Other Operating Expenditures Transportation - Field Trips - Newcomer and AVID Excel
1.19	Utilize Library/Media Tech (LMT) to provide support for students in literacy through the use of books and media resources.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Library/Media Tech Salary 500 LCFF 2000-2999: Classified Personnel Salaries Library Extra Hours
1.20	An after-school Academic Bootcamp will be provided to prepare students for ELPAC testing. Students who participate, complete data chats, and show academic progress with growth during the year can participate in a reward field trip.	English Learners	ASES 1000-1999: Certificated Personnel Salaries Teachers Extra Help - Academic support hours and practice for ELPAC (6 sessions) 6000 LCFF 5000-5999: Services And Other Operating Expenditures Service, Entrance Fees - Field Trips - Academic Bootcamp for ELD 4000 LCFF 5000-5999: Services And Other Operating Expenditures Field Trip - Transportation

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Frank Academy continues to dedicate the majority of our time, effort, and focus to the implementation of Common Core State Standards (CCSS) and best first instruction. In collaboration with staff and based on input, our site plan emphasizes three priorities: 1) learning 2) a collaborative culture and collective responsibility and 3) a results orientation. Based on multiple years of data, our continued academic focus remains on priority standards in English Language Arts (ELA) and Mathematics to ensure equitable, grade-level instruction that meets students where they are academically.

According to 2024–2025 CAASPP results, approximately 40% of students are performing at or above grade level in ELA — a 3% increase from the previous year. This reflects strong overall growth; however, specific student groups, such as Long-Term English Learners (LTELs), continue to show stagnant progress. To address this, our instructional focus will include greater use of data to drive classroom instruction and targeted interventions. Teachers will implement scaffolded and differentiated lessons throughout the year and conduct regular student data chats to monitor progress. Learning targets will be identified, discussed, and addressed in real time to support student access to grade-level content while remediating key skills.

Frank Academy will continue to build on our momentum with Professional Learning Communities (PLCs) to align instructional practices, share data, and plan collaboratively. There will be increased use of Interim Assessment Blocks (IABs), a stronger cycle of inquiry, and intentional development of Common Formative Assessments (CFAs) aligned to deconstruct standards and achievement level descriptors. Our long-term goal is to establish a guaranteed and viable curriculum by the end of the 2025–2026 school year, ensuring that all students have equitable access to knowledge and skills, regardless of teacher or classroom placement.

Mathematics remains a key area of focus for the second consecutive year. While student proficiency in Math remains lower than in ELA across all grade levels, we observed a schoolwide gain of 1.6% this past year — evidence of a positive shift in our instructional practices. Currently, about 20% of students are meeting or exceeding standards in Math, with inconsistent trends across grade levels (23% in Grade 7, dropping to 14% in Grade 8). This suggests a need to further examine our mathematical practices and increase the use of higher-order questions, real-world applications, and open-ended problems.

We aim to promote a growth mindset around math, shifting away from fixed-ability thinking by reinforcing the message that ability is malleable and every student can grow. Achievement level descriptors from the CAASPP will be used to create rubrics and define mastery-based learning outcomes for each grade and unit. These outcomes will guide instructional planning and assessment, allowing students to apply formulas, reason through multi-step problems, and justify their thinking. Our focus is to align instruction to priority standards, build conceptual understanding, and ensure classroom practices prepare students for the rigor of state assessments. The need for this shift is particularly evident among English Learners and Students with Disabilities, both of whom have demonstrated persistent learning gaps. Targeted attention to instructional scaffolding and differentiation will be essential.

For English Learners, reclassification numbers declined slightly this year (from 102 to 84 students), but this coincided with a reduction in the overall EL population — from approximately 300 to 249 students (17% of enrollment). This decline reflects the success of our intentional focus on language development. Notably, the number of designated English Language Development (ELD) class sections has consistently decreased over the past several years, and our Newcomer Academy now accounts for 96 students — or 38% of the total EL population. This growth in our Newcomer program has led to increased focus on language acquisition, cultural acclimation, and academic readiness.

Sitewide, our emphasis on language development has supported improved outcomes for English Learners. Initiatives such as the ELPAC Bootcamp and targeted use of integrated ELD strategies both inside and outside the classroom have contributed to meaningful gains in language proficiency and reclassification readiness.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The primary difference between our intended and actual implementation this year stems from the challenge of executing all strategies with the depth and consistency needed to meet our articulated goals. While budgeted expenditures

supported several key areas, some expected outcomes were impacted by limitations in sitewide instructional coherence and available funding to sustain interventions during the school day.

A significant hurdle has been implementing Tier II supports within the classroom setting. Although we've been able to fund robust after-school tutoring programs, many students—especially those facing socioeconomic barriers—are unable to stay after school. This has emphasized the need to strengthen in-class intervention systems. Teachers need additional support and training to effectively deliver Tier II strategies during core instruction without compromising grade-level content.

We also continue to build toward greater consistency in the use of learning targets, CFAs, and instructional modeling. These practices are foundational to supporting student learning, but we recognize the need for more structured time, coaching, and collaboration to ensure they are fully and consistently implemented across classrooms.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Several changes to Goal 1 reflect our increased focus on instructional coherence and the urgent need to implement Tier II interventions during the school day. While after-school programs remain robust (Strategy 1.2), we recognize that not all students can access support outside regular hours. To address this, we are prioritizing classroom-based interventions and providing staff with support and training to embed these strategies during core instruction.

We are also working toward consistent implementation of CFAs, clearly posted learning targets, and instructional modeling across all classrooms. Strategies such as 1.1 (PLC-based data review), 1.6 (collaborative development of rubrics and CFAs), and 1.7 (STAR assessment analysis) will be key levers in deepening alignment between standards, instruction, and assessment. These refinements are designed to accelerate student learning, particularly in Math and ELA, and support equitable access to grade-level outcomes for all student groups.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Learning Environment and School Climate
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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2 - Learning Environment and School Climate

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Support a multi-tiered system of support (MTSS).
Foster access, equity and inclusion.
Utilize restorative practices.
Create affirming learning environment and relationships.
Maintain safe and inviting facilities and grounds.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate (24-25)	6% of students were suspended.	The suspension rate will decrease by 2%
Discipline Referral Totals (24-25)	There were 442 discipline referrals (inclusive of classroom referrals). Per grade level, the overall discipline incidents were as follows: 6th - 138 7th - 126 8th - 180	The overall number of discipline incidents will drop by 10% or more. Per grade level, discipline incidents will drop by the following percentages: 6th - 10% 7th - 15% 8th - 15%
Panorama SEL Survey (school climate and well-being)	40% of all students reported positively to "feeling a sense of belonging at school."	The percentage of students who feel a "sense of belonging" will increase by 20%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

2.1	Utilization of CHAMPS/PBIS will be campus wide. Common behavioral expectations will be developed and utilized campus wide.	All Students	No additional cost
2.2	Employ Campus Supervisors to monitor campus, including all buildings, and reduce student tardiness throughout entire school day.	All Students	District Funded 2000-2999: Classified Personnel Salaries Campus Assistant (10 employees)
2.3	The safety committee will review and update the Safety Plan. Safety drills will be conducted to prepare for emergency situations (Fire and Lockdown).	All Students	1000 LCFF 4000-4999: Books And Supplies Materials and Supplies
2.4	Student discipline data will be monitored by the PBIS Team and administration to ensure school practices align with restorative practices and the Safe & Civil School model.	All Students	1000 LCFF 1000-1999: Certificated Personnel Salaries Teacher Extra Help 2000 LCFF 2000-2999: Classified Personnel Salaries Classified Support - Campus Supervisor, Custodial team members
2.5	The PBIS Committee will evaluate the MTSS Pyramid and work with teachers to provide strategies for behavior support in the classroom based on the STOIC approach.	All Students	500 Title I 1000-1999: Certificated Personnel Salaries Teacher Extra Help
2.6	Research-and evidence-based intervention strategies will be utilized for early intervention to address chronic abseentism and tardiness, which include: mentor/check-in, family contact, reward system, workshops for families, regular communication with families, and after-school clubs and activities.	Foster Youth Homeless All Students	6500 LCFF 4000-4999: Books And Supplies Materials and Supplies - Incentives
2.7	Provide after school clubs for students to participate in strand focus activities, enrichment, and sports through a robost ELOP program and site funding.	Socioeconomically Disadvantaged Foster Youth Socioeconomically Disadvantaged Homeless	3000 LCFF 1000-1999: Certificated Personnel Salaries Teacher Extra Help - Enrichment Clubs 1500 Title I 5000-5999: Services And Other Operating Expenditures Service, Entrance Fees - Robotics Competitions and After School Club Dues 2500 Title I 4000-4999: Books And Supplies Equipment - Robotics, Sports, Etc. 500 Title I

			4000-4999: Books And Supplies Materials and Supplies - Clubs ELOP
2.8	Provide lunch time activities and incentives for students to create a positive, school environment. Activities encourage positive behavior, team building, and "get-to-know-you" opportunities to address social-emotional needs on campus.	All Students	2500 LCFF 4000-4999: Books And Supplies Materials and Supplies - Lunch Materials and Incentives
2.9	RJ Frank Games - School Events will be held throughout the year intended to boost student engagement, interaction, and school culture.	All Students	2000 LCFF 4000-4999: Books And Supplies Materials and Supplies
2.10	Provide a well-maintained, safe, and attractive learning environment for students.	All Students	3300 LCFF 4000-4999: Books And Supplies Materials and Supplies - Campus Beautification
2.11	Continued use of Positive Prevention Plus in 7th grade for sexual health education as part of the California Healthy Youth Act (CHYA).	All Students	No additional cost
2.13	Bullying prevention education will be provided to students, parents and teachers through assemblies, mandated trainings and parent informational nights.	All Students	6000 LCFF 5000-5999: Services And Other Operating Expenditures Assemblies contracts (Anti-Bullying)
2.14	Utilization of WEB (Where Everyone Belongs) - WEB is a transition program that trains 8th graders to be positive role models around campus who welcome 6th & 7th graders and make them feel comfortable through middle school. Students will participate in a transition to Middle School 6th grade event while in 5th grade. Incoming 6th graders will tour the school during a "get to know you event" with WEB Leaders. A 6th grade Orientation in August will provide more in-depth information on what to expect in Middle School.	All Students	1000 LCFF 4000-4999: Books And Supplies Materials and Supplies - WEB Activities After School 1500 LCFF 4000-4999: Books And Supplies Materials and Supplies - Orientation
2.15	The Opportunity classroom assists students in modifying behavior and gaining the skills necessary to function more successfully in the general education classroom. It supports the individualized needs of students within a positive, safe, respectful and academically rigorous environment.	All Students	District Funded 2000-2999: Classified Personnel Salaries Paraeducator II Position District Funded 2000-2999: Classified Personnel Salaries

			Campus Assistant
2.16	The Attendance Champions program and the Big Brothers, Big Sisters Case Manager will work with referred students.	Socioeconomically Disadvantaged Homeless	No additional cost
2.17	An ASB class will be offered for 7th & 8th Grade students. These student leadership groups will participate in activities to promote awareness of tobacco usage, drugs and alcohol, anti-bullying, and promote school spirit on campus. They will plan Red Ribbon Week activities and coordinate events with WEB leaders. ASB helps to build up a positive school culture.	All Students	No additional cost
2.18	Utilize Mental Health Grant to build a comprehensive mental health support system as a component of the greater MTSS system for OSD. A Mental Health Clinician is on site to work with students identified through MTSS process for Tier III level intervention.	Socioeconomically Disadvantaged	District Funded 2000-2999: Classified Personnel Salaries Mental Health Clinician
2.19	Students will be engaged in research-based programs and assemblies that tie into social-emotional well-being to create a learning environment that is safe, drug-free and conducive to learning. This includes Tier III support such as Recovery Starts Now.	All Students	1000 Title I 5000-5999: Services And Other Operating Expenditures Assemblies contracts (SEL, Kindness, Vaping)
2.21	School Counselors and Admin will monitor student SEL progress and needs. Counselors will meet with identified students and develop goals in order to increase success.	English Learners Foster Youth Homeless Socioeconomically Disadvantaged	1000 LCFF 2000-2999: Classified Personnel Salaries Extra Help - data 1000 LCFF 1000-1999: Certificated Personnel Salaries Extra Help
2.22	Site counselors will assist parents and students in crisis and trauma. The counselors will also support student behavior with conflict resolution strategies.	All Students	District Funded 1000-1999: Certificated Personnel Salaries School Counselors (2)
2.24	Students will be supported through the Student Wellness Center with healthy coping skills and to address social-emotional needs on campus.	All Students	2000 Title I 4000-4999: Books And Supplies Materials and Supplies - Supplies for Wellness Center
2.25	SEL curriculum (Second Step) will be implemented continuously through both Advisory class and classroom lessons with counselors using a consistent Tier I scope and sequence to promote belonging, emotional literacy, and coping strategies.	Homeless Students with Disabilities Foster Youth	District Funded 1000-1999: Certificated Personnel Salaries Counselors and ORC - Frank Healthy Start Team
2.26	Counselors and Wellness staff will deliver SEL support through group sessions and Tier I activities that affirm student identity and reflect culturally responsive practices.	All Students	No additional cost
2.27	Students will receive SEL lessons on behavior, attendance, and social skills to create a strong	All Students	6500 LCFF

	sense of belonging and support improvement in academics and behavior on campus. Extra time will be provided for counselors to support students with Academics and SEL.	Homeless Students with Disabilities Foster Youth	1000-1999: Certificated Personnel Salaries Counselor Extra Help
2.28	An Intervention Support Provider (ISP) will support the SST process by monitoring student goals, ensuring intervention implementation, and coordinating follow-up with staff and families.	All Students	25000 Title I 1000-1999: Certificated Personnel Salaries Intervention Support Provider (ISP)

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Attendance and discipline continued to be focal areas in the implementation of our school plan. While both chronic absenteeism and suspension rates showed improvement, they remain areas for continued focus, particularly for Students with Disabilities and English Learners. At the start of the school year, we proactively met with every student who had been suspended the prior year to assess their needs and determine the appropriate level of support and check-in required. This proactive step helped build stronger student-staff relationships and contributed to a reduction in suspensions and referrals compared to the previous year.

Our Wellness Center continued to serve as a cornerstone of our Tiered support system, but with a slight shift in focus. This past year, we expanded Tier I access by implementing more whole-class SEL lessons, while refining Tier II supports into more targeted and data-driven small groups. This adjustment allowed us to provide foundational SEL instruction for all students while reserving Tier II group time for those demonstrating elevated needs. Counselors continued to lead groups around attendance, peer relationships, and emotional regulation, while also partnering with teachers to address behavior and belonging in the classroom environment.

Additionally, we made progress in addressing the needs of our Newcomer Academy students by delivering intentional SEL lessons tailored to cultural adjustment, school norms, and emotional regulation. While our data reflects improvement in key climate metrics, we recognize the need for further training, systems alignment, and student support to ensure every learner—particularly those with repeated behavior concerns—feels safe, understood, and connected to school.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

While funding was allocated for lunch time engagement activities, we experienced challenges with implementation due to staffing schedules and the availability of personnel—primarily administrators—to consistently run or supervise these activities. This highlighted a need to better align our systems and site responsibilities to ensure structured events can take place during unstructured times.

We also made a strategic shift in how we approached Tier II supports by beginning to outsource some services to expand our reach. For example, Recovery Starts Now provided targeted intervention for students facing suspension or drug-related offenses. This model proved effective and will continue into the next school year as a way to scale services beyond what our internal team can provide.

Staffing gaps, due largely to absences, remained a challenge. While positions were filled, inconsistent coverage in supervision areas at key times made it difficult to intervene early or de-escalate situations before they led to disciplinary action. This revealed the need for more reliable and flexible coverage models to maintain a proactive and supportive campus environment.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This year, changes to Goal 2 focus on strengthening Tier I and Tier II systems to better support students' behavioral and social-emotional needs. While Strategy 2.20 provided funding for lunch activities, scheduling adjustments are needed to ensure consistent implementation by available staff. Strategy 2.23 (Wellness Center) was refined to emphasize Tier I SEL lessons schoolwide and more targeted Tier II group support. Additionally, new efforts were introduced to proactively support students with prior suspension history, helping to reduce discipline incidents across all grade levels. The continuation of Strategy 2.10 (Mental Health Clinician) and Strategy 2.2 (SEL support and student goal monitoring) further supports our MTSS framework, while Strategy 2.21 (PBIS Committee) will guide ongoing improvements in classroom behavior support and systems alignment.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Guidance and support to the site.
Provide strategic direction, guidance, and support focused on improving the quality of instruction, interaction, and engagement in every classroom, so that all students reach high levels of academic excellence, multilingual achievement, global competency, and healthy identity development, agency and voice.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 3 - Guidance and Support to Sites and District Departments.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Foster a culture of empowerment.
Provide professional learning and support.
Provide recognition to staff and students.
Utilize student assessment to measure student learning.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
EL and RFEP Growth - Star	2024-2025 34% of RFEP students currently meet Star Reading benchmark.	2025-2026 45% of RFEP students will meet the Star Reading benchmark.
Growth Celebrations	This is a baseline year.	2025-2026 RJ Frank will hold four types of growth celebrations (EL Reclassification, Newcomer Academy, Star, and CAASPP)
Staff Recognition (Newsletter)	This is a baseline year.	RJ Frank will highlight at least 3 staff members monthly for high-leverage instructional strategies and contributions to the school.
Star Reading	Spring 2025 The percentage of students who scored At or Above Benchmark: 6th grade students: 24% 7th grade students: 27% 8th grade students: 28%	Students will demonstrate growth by moving at least one or two levels across the different bands on Star Reading. The percentage of students who score At or Above Benchmark in Spring 2026 will increase by: 6th grade - 16% 7th grade - 13%

		8th grade - 12%
Reclassification rate	The reclassification rate for 24-25 was: 67 students reclassified	The reclassification rate will increase by at least 25% based on 2024-2025 ELPAC data for 2025-2026.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Use of various Growth Celebrations (parades, field trips, incentives) for improvement in Star and CAASPP tests throughout the year to foster a growth mindset and continuous academic progress.	All Students	4500 LCFF 4000-4999: Books And Supplies Materials and Supplies 2000 LCFF 5000-5999: Services And Other Operating Expenditures Services, Entrance Fees, and Operations 2000 LCFF 5000-5999: Services And Other Operating Expenditures Field Trip Transportation
3.2	Special Education PE Basketball Celebration - Opportunity to highlight our Adaptive PE class, the goals they have been working on, and allow families to come see their progress.	Students with Disabilities	1000 LCFF 4000-4999: Books And Supplies Materials and Supplies
3.3	Academic Awards Ceremonies will be held throughout the year (Trimester 1 and 2, CAASPP from previous year).	All Students	LCFF 4000-4999: Books And Supplies Materials and Supplies - Recognition
3.4	An 8th Grade Celebration will finish the school year. Rewards will be tied to academic growth and improvement in behavior.	All Students	4000 LCFF 4000-4999: Books And Supplies Materials and Supplies
3.5	Teachers and staff will be recognized for contributions to PD, PLC facilitation, or innovation through monthly staff shout-outs and end-of-year recognitions linked to the school's values and Student Profile.	All Students	1000 LCFF 4000-4999: Books And Supplies Materials and Supplies - Recognition
3.6	Teachers will receive professional development for curriculum implementation. Content area teachers will receive professional development in Math, Science and Social Studies and English Language Development.	All Students	1000 Title III 1000-1999: Certificated Personnel Salaries

			Teacher Extra Help - ELD Collaboration and English 3D training District Funded 1000-1999: Certificated Personnel Salaries Math - Thinking Classrooms Training
3.7	Teachers will attend conferences for professional development opportunities, site driven initiatives and the strand focus.	All Students	4000 LCFF 5000-5999: Services And Other Operating Expenditures Travel and Conference 10000 LCFF 1000-1999: Certificated Personnel Salaries Teacher Substitutes/Floater - Official Business 1000 LCFF 1000-1999: Certificated Personnel Salaries Teacher Substitutes/Floaters - Teacher Professional Development
3.8	Provide professional development focused on integrated ELD strategies and ELPAC preparation, and host a recognition night to celebrate student reclassification and English Learner progress.	English Learners	2908 Title III 4000-4999: Books And Supplies Materials and Supplies - Recognition Night for Reclassification 1500 Title III 4000-4999: Books And Supplies Books other than textbooks
3.10	Teachers will use Star, IAB, and CFA data during PLCs to identify areas for reteaching and develop short-cycle interventions tied to specific learning targets	All Students	No additional cost
3.11	Professional development will be provided for integrated ELD Strategies and ELPAC Preparation. Recognition night for reclassification and EL Progress	English Learners	
3.12	Teachers will analyze interim Assessment Blocks (IABs) through the CAASPP website to support ELA and Math standards.	All Students	No additional cost
3.13	Math Manager and district TOSAs (Ed. Tech, Science, and EL) will provide support to teachers through professional development throughout the year.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Professional Development
3.14	All core academic teachers will participate in professional development to incorporate UDL	Students with Disabilities	1000 LCFF

	principles and provide scaffolded supports for ELs and SWD within lessons using district-adopted curriculum	English Learners	5800: Professional/Consulting Services And Operating Expenditures Professional Development Opportunities
3.15	Professional development will be conducted both district wide and site based on PBIS/STOIC. All staff working with students with special needs will receive NCPI training.	All Students	No additional cost

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The implementation of Goal 3 strategies this year was effective in fostering a culture of empowerment, recognition, and student ownership of learning. Our academic growth celebrations for CAASPP and ELPAC were a highlight—students who improved or met standards were publicly acknowledged, which not only boosted morale but also increased engagement in their own progress. Students spoke confidently about their data and goals, demonstrating a stronger connection to their academic performance. Similarly, our reclassified English Learners were celebrated in a meaningful way, reinforcing the importance of language development and perseverance.

In addition to academic recognition, we strengthened school culture through well-attended awards ceremonies and by expanding our 8th-grade celebrations. The addition of a special 8th-grade dance created a memorable experience, increased student connection, and fostered a sense of pride and leadership among the oldest students on campus. Altogether, these strategies contributed to a more positive school climate and emphasized the importance of growth, achievement, and community.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no significant differences between the intended implementation and budgeted expenditures. There is still room to grow and expand on how we celebrate, what we celebrate and tying it in to Goal 4 by involving more of our community in our academic and school celebrations. Our PBIS team had success with Professional Development, but our expected outcomes and school wide incentive program does need some refining to ensure we are able to follow through consistently with what we put down.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Because this is the first year Goal 3 is being implemented with clearly defined outcomes and metrics, no major changes have been made at this time. However, strategies such as 3.3 (PLC-aligned professional learning), 3.7 (use of IABs and student data conferences), and 3.5 (English Learner monitoring and reclassification support) will be closely monitored to determine their impact and inform future adjustments. This year's implementation will serve as a baseline to refine practices, set more specific growth targets, and identify additional supports needed for full alignment in the 2025–2026 school year.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 4 - Family/Community Alliances for Student Success

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Create Student Profile Alliances.
Foster family engagement and support.
Provide parent/family resources.
Foster community partnerships and relationship building.
Promote higher education.
Strengthen family/community communications.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Parent Needs Survey (24-25)	52 parents took the survey. 73% felt welcomed when they visit the school. 4% did not. 1% of families said that someone was not available to speak the language of the parents in the office.	Percentages for the Needs Survey will improve by the following: Feeling welcomed at school-10%. Preferred language in office-1%.
Average attendance at ELAC Meetings (24-25)	An average of 10 parents attended ELAC Meetings (in-person).	Attendance will increase by 25% at ELAC Meetings.
Parent attendance at Back to School Night (24-25)	571 students had someone attend BTSN.	Back To School Night attendance will increase by 10%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

4.1	Title I parent information will be presented at Back to School Night.	All Students Socioeconomically Disadvantaged	No additional cost
4.2	Parent Compact and Title I School-Level Parent and Family Engagement Policy will be developed and revised with parent groups (SSC and ELAC) and distributed to all parents.	All Students Socioeconomically Disadvantaged	No additional cost
4.3	Parent empowerment classes will be provided, with support from the Outreach Specialist and Counselors, in the evening, throughout the school year, including, but not limited to Canvas, Project 2 Inspire, Technology/Internet Safety and classes for working with teenagers.	All Students Hispanic Socioeconomically Disadvantaged	1500 LCFF 4000-4999: Books And Supplies Materials and Supplies - Parent Project Materials District Funded 2000-2999: Classified Personnel Salaries ORC Salary 500 Title III 2000-2999: Classified Personnel Salaries Other Classified - Outreach OT
4.4	Parents will be invited to Fall Parent Conferences for all students. The school passed a site variance which moved up Fall Conferences to October, from November, to provide more early intervention and communication with families regarding their student's progress. Spring Parent Conferences will be held for students who need extra support to meet grade level standards. Translators are provided for parents of EL students for any additional meetings as needed.	All Students	3000 Title III 2000-2999: Classified Personnel Salaries Verbal Translation - Extra Help 2000 Title III 2000-2999: Classified Personnel Salaries Verbal Translation - OT 6500 LCFF 5000-5999: Services And Other Operating Expenditures Field Trip Transportation - Bus Transportation for Site Variance
4.5	The ORC provides outreach to families on a regular basis and helps to coordinate community services when possible. Food care packages are distributed to families in need during designated times.	Socioeconomically Disadvantaged	District Funded 4000-4999: Books And Supplies Care packages
4.6	ELAC meetings are held monthly to communicate EL student progress as well as develop plans for EL student success with parents and community partners.	English Learners	2232 Title III 4000-4999: Books And Supplies Materials and Supplies - supplies and refreshment
4.7	Collaborattion will occur with the Manager of Equity and Family Community Engagement to bring Mixteco and other cultural celebrations to the site and District.	African American Asian American Native American Hispanic	No additional cost

4.8	Provide parent involvement opportunities via committee meetings: SSC, PTO and ELAC.	All Students	No additional cost
4.10	District and Site opportunities provided for families to attend parent workshops, including academic and SEL, AVID Family night, 6th grade orientation, the CABE conference and other site workshops.	All Students Students with Disabilities Hispanic English Learners	3500 Title III 5000-5999: Services And Other Operating Expenditures Travel and Conference - CABE 1000 LCFF 4000-4999: Books And Supplies Materials and Supplies - supplies and refreshment
4.11	School counselors will provide parent workshops for high school transition regarding A-G Requirements. They collaborate with OUHSD about scholarships, high school resources, and programs.	All Students	No additional cost
4.12	Transition to Middle School Parent Night will be offered to incoming 6th grade students and families.	All Students	500 LCFF - Intervention 4000-4999: Books And Supplies Materials and Supplies - Refreshments for Parent event
4.13	Support teachers and staff with meetings such as SST and student monitoring conferences so they may connect with families to support student growth and progress.	All Students	1000 Title I 1000-1999: Certificated Personnel Salaries Teacher Substitutes/Floaters
4.14	Extra Clerical Support will be provided in the office to support student and family needs.	English Learners	4781 LCFF 2000-2999: Classified Personnel Salaries Clerical Substitutes 3000 LCFF 2000-2999: Classified Personnel Salaries Clerical O.T.
4.15	High School registration events will be held on campus to support families with registering and enrolling for high school the following year, for 8th grade students.	All Students	No additional cost
4.16	Encourage parents to attend EL Reclassification Meetings in the Fall and Spring to celebrate student success.	English Learners	See Goal 3.5
4.17	The school campus will be an inviting and accessible area for families when meeting with school staff. School staff will have all materials and equipment necessary to provide access to families and support their needs on campus.	Students with Disabilities All Students	5000 LCFF 4000-4999: Books And Supplies Non-Capitalized Equipment - Front Office Needs 2000 LCFF

			4000-4999: Books And Supplies Materials and Supplies
4.18	Current 8th graders will attend High School Transition Field Trips at designated schools in the Oxnard Union High School District. High School counselors will come on campus to select classes with students and review High School expectations.	All Students	No Additional Cost
4.19	Students will be introduced to careers through Career Day by bringing community members into the school to discuss their jobs and opportunities for students beyond school.	Socioeconomically Disadvantaged	1000 LCFF 4000-4999: Books And Supplies Materials and Supplies
4.20	Workshops will be offered focused on high school pathways, A-G requirements, and postsecondary options in partnership with OUHSD and local colleges.	All Students	500 Title I 2000-2999: Classified Personnel Salaries Outreach Specialist - OT 500 Title I 1000-1999: Certificated Personnel Salaries Counselor - Extra Help
4.21	A STEM Night will be hosted in partnership with CSUCI to strengthen the connection between families, the school, and the local university, while promoting college and career awareness.	Socioeconomically Disadvantaged	843 Title I 4000-4999: Books And Supplies Materials and Supplies
4.22	A Monthly Newsletter will be distributed and will include alignment to district Student Profile traits, highlighting how parents can support student persistence, collaboration, and goal-setting at home, and provide updates about events and learning going on at the school.	All Students	No additional cost
4.27			

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Parents were provided meaningful opportunities to participate in their children's academic and school experiences throughout the year. Families attended a variety of school-hosted events and trainings—both school-specific and in collaboration with our feeder schools—including College and Career Readiness (A-G requirements), Back to School Night, Academic Award Nights, Open House, and Parent-Teacher Conferences. These events supported parent engagement in both academics and student well-being.

To increase access and flexibility, school meetings such as PTO, SSC, and ELAC were offered in both in-person and virtual formats, allowing parents with different work and home commitments to participate in decision-making and remain involved. SSTs, IEPs, 504s, and teacher conferences were held using each family’s preferred method of communication to ensure equity and engagement.

This year also saw continued success with our Academic Award Ceremonies, which were improved upon in Year 2 by adjusting the format to allow for a more personal and grade-specific celebration, drawing over 600 attendees. New events such as our Día de los Muertos cultural celebration and a STEM Night co-hosted with CSUCI helped further strengthen the school's connection with families and the broader community, while also promoting college awareness and cultural inclusion.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

While platforms like Zoom, Canvas, and ParentSquare continued to provide families with access to school communications and meetings, we still faced challenges with parent adoption and consistent use. Despite multiple years of districtwide implementation, not all families signed up for ParentSquare, and many still experience confusion between Canvas and Q, which limits their ability to monitor student progress or stay fully informed about school updates. Additionally, while teachers use Q as the main platform for posting grades, there is a need for more consistent and frequent grade updates across all classrooms to ensure students and families have an accurate and timely understanding of academic performance.

One of our intended communication goals was to publish a consistent monthly newsletter to families. While we began the year with this effort in mind, the system to maintain it consistently was not fully developed, and as a result, the newsletter was not implemented as intended. This experience highlighted the need for clearer internal systems and shared responsibilities for ongoing communication tools. Additionally, as a middle school site, we continue to reflect on how to create more meaningful and age-appropriate opportunities for families to engage in their children's learning and development beyond traditional events.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on this year's implementation, we identified a need to strengthen consistency and clarity in school-home communication. While many families are signed up for ParentSquare and Canvas, not all are active users, and concerns were raised about message frequency. To address this, Strategy 4.22 has been adjusted to ensure families receive communication in a more organized and predictable format. We will now consolidate messages and align them by day and time per month. Additionally, parents will receive hands-on support during schedule pickup to sign up for both platforms.

To further increase access and engagement, ELAC meetings (Strategy 4.6) will continue in hybrid form, combining in-person and Zoom options to support working families. New strategies such as 4.21 (STEM Night with CSUCI) and 4.7 (Cultural Night) reflect our commitment to building inclusive, community-driven partnerships aligned to the Oxnard Student Profile. These events are designed to connect families to college and career pathways, cultural identity, and shared academic goals.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Transformational leadership and infrastructure
Create a coherent and sustainable districtwide infrastructure and culture to support and communicate the district's identity and strategic work on behalf of all students; facilitate strategic plan implementation; monitor progress and assess effectiveness and sustainability; and position the district as a leader in equitable and excellent education.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 5 - Transformational leadership and infrastructure

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Ensure strategic plan implementation.
Work toward schoolwide coherence.
Provide accountability and progress monitoring of implementation.
Develop human capital.
Foster communications.
Support finance and technology infrastructure.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Classroom Walkthroughs (DigiCoach)	This is a baseline year	Administrators will visit, on average, 10 classes per month and provide feedback to support teachers.
Panorama Survey (24-25)	82% of students took the Spring Panorama Survey	For the 2025-2026 school year, 90% of students will take the Spring Panorama survey
SSTs Smart Goals and Forms	This is a baseline year	90% of SST referrals will include a documented EduClimber Form for Tier 1 intervention, along with a SMART goal and classroom-based progress checks.
Star Reading	Spring 2025 The percentage of students who scored At or Above Benchmark: 6th grade students: 24% 7th grade students: 27% 8th grade students: 28%	Students will demonstrate growth by moving at least one or two levels across the different bands on Star Reading. The percentage of students who score At or Above Benchmark in Spring 2026 will increase by: 6th grade - 16% 7th grade - 13% 8th grade - 12%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Data analysis of assessment results through District Programs (Ellevation, LLI, ST Math, Lexia, MyOn, Star, AR) will be conducted to inform instruction and to monitor progress. Data will be used from Star, CAASPP, ELPAC, and from curriculum embedded assessments. Teachers will also use data from common formative assessments to drive instruction.	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures Program Contracts (Star, Ellevation, Lexia, STMath, LLI, myON, AR)
5.2	Site and District Technology Team will support implementation of management system (Canvas) and various learning applications to support a technology-based classroom.	All Students	District Funded 1000-1999: Certificated Personnel Salaries District TOSAs 2000 LCFF 1000-1999: Certificated Personnel Salaries Teacher Extra Help - PD, Tutorials, and Support for teachers 462 Title I 4000-4999: Books And Supplies Materials and Supplies
5.3	Progress monitoring via MTSS data analysis will occur with emphasis on Tier 1 interventions and SMART Goals. CUM and SST data review will occur for students not making fair progress. Attend California League of Educators Conference for Middle Schools.	All Students	3000 LCFF 1000-1999: Certificated Personnel Salaries Teacher Extra Help District Funded 2000-2999: Classified Personnel Salaries Outreach Specialist 5000 LCFF 5800: Professional/Consulting Services And Operating Expenditures Travel and Conferences - CA League of Educators or other conferences related to MTSS model 2000 LCFF 1000-1999: Certificated Personnel Salaries Teacher Substitutes/Floaters

5.4	Administrators will conduct streamlined Classroom Walkthroughs and recieve Personalized Coaching for Observation and Feedback, with an easy-to-use mobile platform for school leaders to provide teachers with positive, actionable feedback. Administrators and teachers will engage in instructional walkthroughs using high-leverage practices and Student Profile traits, to reflect on student learning.	All Students Students with Disabilities African American	4500 Title I 5000-5999: Services And Other Operating Expenditures Online Subscriptions - DigiCoach 1000 Title I 1000-1999: Certificated Personnel Salaries Teacher Substitutes/Floaters
5.5	Teachers will participate in the Oxnard School District Professional Learning Summit - 2 days of Professional Development for teachers on Tier I instruction and support, both academically and social-emotionally.	All Students	No Additional Cost
5.6	The Site Leadership Team will meet monthly to align implementation of the SPSA and LCAP goals, reflect on progress, and identify areas for realignment or deeper support.	All Students	1000 Title I 1000-1999: Certificated Personnel Salaries Teacher Extra Hours 2500 LCFF 4000-4999: Books And Supplies Materials and Supplies - PLC related books 7000 LCFF 1000-1999: Certificated Personnel Salaries Services, Entrance Feeds, Operations - Conference/Consultant to work specifically on PLC
5.7	The SST Team will meet regularly to discuss student needs based on teacher referrals and students with current SSTs. Teachers will be trained on SMART goals and data collection for intervention. Strategies will be developed and implemented in the classroom.	English Learners Foster Youth Homeless Socioeconomically Disadvantaged	No Additional Cost
5.8	Use Panorama's research-based surveys for students, families, teachers and staff to to monitor student needs.	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures Panorama contract
5.9	Clerical support to bridge the home-school connection by increasing parent participation and creating the infrastructure to align district wide initiatives.	English Learners Hispanic	46000 Title I 2000-2999: Classified Personnel Salaries Clerical/Office - OAII
5.10	Staff pulse surveys and feedback forms will be collected twice a year to gather staff and educational partner input on site initiatives, climate,	All Students	No additional cost

	and support systems, to inform decision-making and leadership actions		
5.11	The SPSA dashboard will be reviewed during staff meetings and School Site Council to monitor the impact of actions and adjust strategies as needed based on sitewide indicators.	All Students	No additional cost
5.12	Professional Learning Communities (PLC) will review ELA and Math performance to plan for data driven instruction at weekly meetings. Departments will use data to plan for common formative assessments.	All Students	1000 Title I 1000-1999: Certificated Personnel Salaries Teacher Extra Help
5.13	Teachers will engage in cross-grade level collaboration during PLCs at least four times a year to support vertical articulation of priority standards and address transition gaps between grade levels	All Students	No additional cost
5.14	During effective collaborative meetings, teachers will calibrate writing, develop common rubrics, share instructional techniques, and review pacing guides. Teachers will also develop common formative assessments (CFAs) and discuss data in relation to other assessments such as IABs and Star Data.	All Students	No additional cost
5.15	Conduct progress monitoring of English Learners and recently re-designated students as outlined in the EL Master Plan.	English Learners	2000 Title III 1000-1999: Certificated Personnel Salaries Teacher Extra Help - Progress Monitoring After School with R-FEP students and recently exited Newcomer Academy students
5.16	Teachers will participate in student monitoring conferences.	All Students	6000 LCFF 1000-1999: Certificated Personnel Salaries Teacher Substitutes/Floaters-Student Monitoring Conferences

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The overall implementation of Goal 5 was mixed, with several strong starts that now require more consistency and refinement to reach their full potential. One of the more successful areas was the refinement of our SST (Student Support Team) process. This year, the team implemented clearer procedures, developed more targeted goals aligned to student needs, and improved monitoring systems that allowed us to better track student progress and adjust interventions accordingly.

Other components, such as our observation and feedback cycles, as well as data chats and progress monitoring, showed promise but lacked consistency across the year. Early implementation was effective in setting the tone for accountability and support, but sustaining these practices requires more intentional planning, follow-through, and alignment across teams. As we move forward, developing human capital through more structured feedback, and

streamlining communication and data systems, will be essential to improving coherence and implementation across the school.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The major difference between the intended implementation and actual practice centered on our streamlined observation and feedback cycle. While the structure and purpose of the walkthrough process were clearly outlined and aligned to our strategic plan, the consistent execution fell short due primarily to time constraints. Competing priorities and the range of administrative responsibilities made it challenging to maintain the frequency and depth of classroom observations as originally planned. No significant discrepancies occurred with budgeted expenditures, but implementation fidelity remains an area for improvement.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No immediate changes have been made to this goal or its strategies, as this year serves as the initial implementation phase. However, the outcomes of strategies such as 5.1 (SPSA dashboard monitoring), 5.3 (monthly leadership team data reviews), and 5.4 (Panorama and MTSS data integration) will be closely reviewed to determine if refinements are needed in how progress is monitored and how feedback loops inform leadership decision-making. Data collected this year will be used to refine metrics and expand on systems of coherence in 2025–2026.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$140620.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$699,483.48
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$113,080.00
Title III	$27,540.00

Subtotal of additional federal funds included for this school: $140,620.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF	$222,224.00
LCFF - Intervention	$500.00
Prop 28	$336,139.48

Subtotal of state or local funds included for this school: $558,863.48

Total of federal, state, and/or local funds for this school: $699,483.48

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	113080.00	0.00
Title III	27540.00	0.00
LCFF	222224.00	0.00
LCFF - Intervention	500.00	0.00
Prop 28	336139.48	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	222,224.00
LCFF - Intervention	500.00
Prop 28	336,139.48
Title I	113,080.00
Title III	27,540.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	332,378.00
2000-2999: Classified Personnel Salaries	127,556.00
4000-4999: Books And Supplies	144,143.48
5000-5999: Services And Other Operating Expenditures	89,406.00
5800: Professional/Consulting Services And Operating Expenditures	6,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

1000-1999: Certificated Personnel Salaries	LCFF	55,137.00
2000-2999: Classified Personnel Salaries	LCFF	11,281.00
4000-4999: Books And Supplies	LCFF	106,300.00
5000-5999: Services And Other Operating Expenditures	LCFF	43,506.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	6,000.00
4000-4999: Books And Supplies	LCFF - Intervention	500.00
1000-1999: Certificated Personnel Salaries	Prop 28	241,741.00
2000-2999: Classified Personnel Salaries	Prop 28	62,500.00
4000-4999: Books And Supplies	Prop 28	21,898.48
5000-5999: Services And Other Operating Expenditures	Prop 28	10,000.00
1000-1999: Certificated Personnel Salaries	Title I	31,000.00
2000-2999: Classified Personnel Salaries	Title I	48,275.00
4000-4999: Books And Supplies	Title I	7,805.00
5000-5999: Services And Other Operating Expenditures	Title I	26,000.00
1000-1999: Certificated Personnel Salaries	Title III	4,500.00
2000-2999: Classified Personnel Salaries	Title III	5,500.00
4000-4999: Books And Supplies	Title III	7,640.00
5000-5999: Services And Other Operating Expenditures	Title III	9,900.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	469,457.48
Goal 2	71,300.00
Goal 3	35,908.00
Goal 4	39,356.00
Goal 5	83,462.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

4 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Tyler Higa	Principal
Christina Velarde	Classroom Teacher
Jacqueline Corcoran	Classroom Teacher
Maybellyne Frazer	Classroom Teacher
Crystal Reagan	Classroom Teacher
Amber Pergeson	Other School Staff
Raymundo Lupian	Parent or Community Member
Kelly Ochoa	Parent or Community Member
Annabel Herrera	Parent or Community Member
Lutena Faiivae-Suafoa	Secondary Student
Ariannah Mendez	Secondary Student
Adam Reveles	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 19, 2025.

Attested:

	Principal, Tyler Higa on 5/23/25
	SSC Chairperson, Amber Pergeson on 5/23/25

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of

adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023

School Year: **2025-26**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Fremont Academy of Environmental Science and Innovative Design	56725386055313	June 10, 2025	August 20, 2025

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Fremont Academy of Environmental Science and Innovative Design for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Comprehensive Support and Improvement

Fremont has been identified as CSI (Comprehensive Support and Improvement), due to low Language Arts and Math

Fremont Academy is a comprehensive 6-8 school middle school where we believe that every student can succeed. We also have a strong commitment to strengthening our community with all education partners. Our PBIS/Foundations team has been working with staff on building common expectations and forming strong relationships with students which has also contributed to creating a safe, positive environment for our students.

This 2025-2026 school year, the Oxnard SD Student Profile will be a driving force and core focus of our work with students, staff, parents, and the community. Each area - Focused on the Future, Digital Learner, Collaborator, Innovator, Problem Solver, Achiever, and Global Thinker will be embedded in all programs and key areas of instruction. As we mold our 21st Century scholars, the Student Profile will be the pathway to preparing our students for their future.

Oxnard School District has created a strategic plan in order to ensure that we fully develop our student profile and work toward fulfilling our Mission and Vision. Mission: In Oxnard School District, we nurture self-confident and empowered multilingual global citizens, strong in their multiple identities and potential, who achieve inspired levels of individual, community, and social accomplishment in school and beyond in their endeavors. Our Vision is Ignite, Transform, Nurture, Embrace.

Our strategies/activities support our values and principles: Equity and Excellence; Safe and Affirming Environments; Achievement/Performance, Multilingualism, Global and Socio-Cultural Competence; Relationships built on Integrity, Mutual Trust, Respect and Caring; and Professional Accountability and Service. Our goals can be realized by following a Theory of Action, which constitutes committing to a vision of success; to be relentless in clarifying and supporting classroom leadership; to build school leadership; to benefit from organized district leadership; and to engage our families and community, which will lead us to become a highly effective and equitable school.

A guiding focus for the district is on five strategic goals which form the framework for powerful and sustainable school and district transformation: Student Academic Engagement and Achievement; a Positive and Safe Learning Environment and School Climate; Guidance and Support to Sites; Family/Community Alliances for Student Success and Transformational Leadership and Infrastructure. All of our strategies/activities are designed to further these pedagogical principals:

1. Identify, activate, and build on student strengths.
2. Affirm student identities by challenging the devaluation of minoritized students' identities.
3. Establish powerful relationships that nurture equity and success.
4. Engage students actively in the learning process., by amplifying student voice.
5. Create environments of enrichment, rather than remediation, that engage students' multilingual repertoires.
6. Situate learning in the lives of students by connecting to their lives.
7. Elicit high intellectual performances that help connect students' identities to academic engagement.
8. Address the prerequisites for learning, including incorporating pedagogical practices that challenge coercive relations of power

As a collective group, the Fremont staff reflects on increasing student performance and striving to be among high achieving schools. Therefore, through our data analysis process, any low test scores have been the trigger and baseline for teachers and staff to rethink our practices, explore high-leverage strategies and analyze how we have been using data. The staff at Fremont Academy are working to build strong professional learning communities by collaborating with grade level and department teams to improve student learning. We have developed and have begun to implement our Fremont Collective Commitments that include moving students towards demonstrating proficiency, working collaboratively in teams to build shared knowledge, use of common formative assessments, providing increased opportunities for students to show mastery of grade level standards, building commonalities in pacing and grading, providing opportunities to celebrate student success, and participating and engaging in professional development opportunities. As part of our instructional plan we will focus more closely on our work with English Learners and the

opportunities provided on a daily basis that will support their academic language acquisition and their academic success.
.

Strong first instruction with high rigor, standards based lessons with effective instructional strategies, and an emphasis on analysis of data to drive instruction and intervention are the focal points for our Instructional Leadership Team and PLC work. The leadership team will facilitate this work in their PLCs and during collaboration with grade level colleagues and department chairs. Dedicated time for PLCs with additional resources for ongoing collaboration throughout the year for teachers to plan strong, first instruction, develop common assessments, analyze data and respond to the data are significant actions in our plan. Grade level teams have also been collaborating and planning for both lessons and short-term interventions based on data. The math department has been working with the District Math Manager to gather research on effective instructional practices for teachers and supported grade levels with data analysis of benchmark assessments. This year, we will work closely with the District Math Manager to plan staff development that targets effective and engaging initial first instruction lessons, as well as creating ways to properly monitor student growth.

In addition to strong first instruction and ELD instruction, an effective multi-tiered system of support provides students with targeted interventions. Teachers are also committed to providing structured extended learning opportunities for students based on analysis of data. Our plan is to provide instruction to help close the gaps that students may have without losing time for instruction of new skills/standards. We want to commit to providing enrichment opportunities for students during the instructional day and after school as well. Analysis of formative data and continued progress monitoring will provide key information for teachers to place students in correct interventions. Student monitoring meetings with grade level teams and administration will provide an additional structure for data analysis.

We have collaborated this year with the educational consultant firm Orenda. Site administration met with Orenda leadership to undergo "coaching" as we planned to implement the work that would be done with teachers. We prepared for the creation of an ELA and Math matrix that would align each classroom with a "floor" of expectations for grade level standards and committing to a pacing guide to drive a unit matrix. Teachers created five units and mapped out the timeline for the instruction of the agreed upon unit standards. Teachers and admin worked to review the blueprints and SBAC item specs to create unit assessments in the Illuminate platform with question stems that match the state testing that students will be held accountable for. Dates have been calendared for the reviewing of the assessment data and time set aside for collaborative lesson planning for grade level teams.

Students are engaged in electives connected to our strand focus of Environmental Science and Innovative Design. Our 3D design elective will push into core classes to better connect all of our classrooms to our school focus. Robotics is offered as an elective to students, as are the electives of Careers and Environmental Science. Students also have the opportunity to take an Art elective with a focus on graphic design

All educational partners must work together to support student needs. We are committed to working with parents and families to improve student learning through ELAC, SSC, parenting classes, coffee with the counselors and chats with the Principal.

Educational Partner Involvement

How, when, and with whom did Fremont Academy of Environmental Science and Innovative Design consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The 2025-2026 Fremont SPSA was developed with the input of the Fremont Leadership Team and with school staff during staff meetings, department meetings, and PLC/Collaboration Days. Teachers discussed in departments and in grade-level teams the areas of need and concern and made suggestions for strategies based on their team discussions. Parents had the opportunity to discuss and provide input for the development of the SPSA during School Site Council and English Learner Advisory Committee meetings. ELAC and parent groups submitted their recommendations to the School Site Council for actions to be included in the SPSA. The SPSA was presented to the School Site Council and reviewed during the Spring 2025 meetings and approved by School Site Council at the June 10, 2025 meeting. Discussions focused on the work we are doing with curriculum alignment and the commitment to grade-level standards in all classrooms each day to create the "floor" for all students' increased achievement. All parent committees (PTA, ELAC, SSC and PAC) participated in the development of the SPSA. School Site Council then reviewed and approved the SPSA.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

There had been a lack of meaningful access to homework help particularly for identified at promise students after school. This lack of access has been a result of not having designated teacher office hours and no designated teacher sponsored homework/tutoring help. This was addressed this year with our WEB program hosting an after school tutoring program. We also lacked access to an intervention program to support identified students that were below level grade level as measured by Star and CAASPP assessments. We also tried to address this with an after school intervention class based on low assessment scores. This needs to be restructured to provide a more impactful result. The certificated substitute shortage continues to be a barrier to conducting lesson studies, providing collaboration days for departments and grade levels, and effective student monitoring meetings. By not having adequate teacher subs to cover classroom teachers during their absences, certificated staff have to cover classes, which includes administration and sometimes counselors. This impacts instruction when there is a rotation of teachers throughout the day for coverage and creates an inconsistency in instruction. Lack of substitutes also created challenges for other positions as well, where the principal, assistant principals, and counselors have to be taken out of their roles in order to ensure student's learning and safety. Some planned Professional Development and Collaboration Days had to be rescheduled or adjusted due to the lack of substitutes. Moving forward, every effort will be made to stay on track with our regularly scheduled PLC and Collaboration times.

A commitment to progress monitoring will allow us to better determine or confirm our belief where targeting should take place. We will use our Panorama data as part of our progress monitoring to address the areas of attendance and behavior that many of our students need extra support in so that they can have the access they need to be successful. We also want to make sure that targeted groups of students have access to tutoring and intervention programs that we offer. We will use Star, CAASPP, and classroom assessment data to determine students in need of intervention in Math and ELA. When an incentive program was developed to help targeted groups like our Students With Disabilities and English Learners, we found that it did not have the impact we had planned. Students were not always provided the positive tickets that could be used in the student store. Our ORC, in coordination with our AP's, need to meet with our identified students on a more regular basis to review attendance and to provide incentives for positive attendance.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

We had 5 performance areas of concern this past year that led to a CSI program standing. We still need to address our ELA and Math scores. We remained in the "Red" for ELA, declining 6.5 points and we maintained our Math performance by -2.9 points and while still remaining in the "Red". We were in the "Red" for our EL progress declining by 24.3 points. Our chronic absenteeism rate and suspension both showed improvement and were in the "yellow ". As part of the plan to address these concerns Advisory teachers will meet with CSI identified subgroups of students and other students in need of extra support to discuss grades, Star scores, ST Math progress, behavior, attendance, etc. Teachers will discuss and support students in the creation of goals in these areas of concern that will be monitored during advisory data chats throughout the year. The creation of the "floor" when it comes to grade level standards expectations that all students should have access to in every ELA/Math class along with commonly paced out assessments that closely match state assessments will help our students better prepare for the summative testing by the state. In order to better support the growth and progress of our English learners we will hold English Learner parent nights to provide families access to school and classroom expectations in the form of family nights so that parents are also aware of the goals our EL students need to meet. We will increase our recognition opportunities for class and school awards for our EL students. The refocusing on EL strategies schoolwide in combination with our AVID focus will benefit students with an increased focus on their support and success. The collaborative work involved in selecting EL and AVID strategies with teachers will solidify our commitment to the Fremont Promise to better support our EL learners.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

The performance of our English language learners declined and we will commit to rebranding our schoolwide focus with AVID strategies across all content areas. This commitment will be supported with targeted professional development combined with our classroom observation and feedback cycle. This focus will be made clear in all communication with staff, such as providing consistent updates on the progress of our English on assessments, as well as classroom grades. This will be the center of Advisory check-ins with students and lead to a much more consistent updating of parents via Parent Square and during parent conferences. Our ELA scores did not meet the level of improvement we had planned for and we will continue to implement our work with curriculum alignment and the use of common formative assessments and evaluating the data prior to guided lesson planning time.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

We will need to address the social emotional concerns of students based on Panorama data and counselor collected data on the reasons for student visits to the counseling office. Panorama data is collected twice a year and provides insight as to where connections with students are lacking and need attention. Through the use of focused Advisory class check-ins we intend to increase the number of students that feel a connection to the campus and adults on campus.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Fremont Academy of Environmental Science and Innovative Design. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.26%	0%	0.14%	2	0	1
African American	1.05%	1.09%	1.57%	8	8	11
Asian	0.53%	0.95%	1.00%	4	7	7
Filipino	1.58%	1.77%	1.71%	12	13	12
Hispanic/Latino	90.14%	90.19%	90.00%	686	662	630
Pacific Islander	0.26%	0.27%	%	2	2	
White	5.26%	4.77%	4.86%	40	35	34
Multiple/No Response	0.92%	0.95%	0.71%	7	7	5
			Total Enrollment	761	734	700

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	Innovative Design	Innovative Design	
Grade 6		223	224
Grade 7	249	254	251
Grade 8	252	232	225
Total Enrollment			700

Conclusions based on this data:

At the end of the 2024-2025 school year, our 6th grade class had 183 students. 8th grade had 226 and Grade 7 has 206 students. Fremont will continue to hold Academy Tours in January for elementary schools in order to promote the academy focus and highlight the positive activities going on year-round. This will include AVID recruitment by the AVID Coordinator and school counselor. Fremont will host the 5th Grade Night, which will provide early exposure to elementary students on the middle school experience, which can decrease anxiety and aid families in determining which academy focus they are interested in. Through Fremont tours, incoming 6th graders and their families have the opportunity to see Fremont's outstanding garden which ties into the Environmental Science focus. The sports and club opportunities provided by staff will also continue to be a draw for families to want to send their children to Fremont. Our AVID team will visit sites for recruitment purposes and to provide needed information to possible future enrollees.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	197	180	175	21.80%	#DIV/0!	25.0%
Fluent English Proficient (FEP)	239	248	219	33.30%	#DIV/0!	31.3%
Reclassified Fluent English Proficient (RFEP)				6.0%		

Conclusions based on this data:

During the 2023-2024, school year we had 146 English Learners with 45 students that reclassified. In the 2024-2025 school year we had 109 total English Learners with only 16% meeting reclassification status. The focus will continue to build those foundational reading and writing skills, especially with L-TELs, to reclassify them while continuing to monitor them after reclassification. The ELD team will be provided collaboration time to use assessments to help determine target areas of need and will have time to work with the EL TOSA to offer instruction that will be rigorous and meet the needs of our students. A bilingual paraeducator will be assigned to the ELD classes to provide daily needed support for students. We plan to create a ELPAC Boot Camp with the intention of getting kids prepared academically and motivationally to tackle the ELPAC successfully.

School and Student Performance Data

Star Early Literacy

Fremont Academy of Environmental Science and Innovative Design											
		Less than Proficient				Proficient				Star Early Literacy Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score

Conclusions based on this data:

N/A

School and Student Performance Data

Star Reading

Fremont Academy of Environmental Science and Innovative Design											
		Less than Proficient				Proficient				Star Reading Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 6	157	68	43%	47	30%	34	22%	8	5%	Level 1	1011
Grade 7	169	83	49%	40	24%	36	21%	10	6%	Level 1	1030
Grade 8	131	66	50%	32	24%	23	18%	10	8%	Level 1	1038

Conclusions based on this data:

According to our 2025 Spring Star Reading assessment 27% of 6th graders performed at or above benchmark and 83% were below benchmark. in 7th grade, we had 28% perform at benchmark and 72% perform below. 26% of our 8th graders were at benchmark while 74% were below benchmark. In looking at specific skill areas, most students are low in decoding and reading comprehension. We have put structures in place to increase the Star participation and monitoring of completion so that the number of students tested is increased. ELA teachers will target the areas of need and develop interventions in collaboration with PLC teams. When we get this information into the hands of Social Studies and Science teachers, we will be able to find supports for students in all of their classes, not just ELA. Through collaboration, the other content teachers will be able to build lesson delivery with these student needs in mind. Although we have increased Star participation throughout the year, we still need more focus in this area on how we monitor the administration of the tests within the assessment window.

School and Student Performance Data

Star Math

Fremont Academy of Environmental Science and Innovative Design											
		Less than Proficient				Proficient				Star Math Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 6	124	70	56%	30	24%	17	14%	7	6%	Level 1	1037
Grade 7	145	91	63%	26	18%	17	12%	11	8%	Level 1	1032
Grade 8	192	127	66%	32	17%	20	10%	13	7%	Level 1	1046

Conclusions based on this data:

On our Spring Star Math assessment, 19% of 6th grade students tested were at or above benchmark and 81% were below benchmark. In 7th grade, 19% of students were at or above benchmark and 81% were below. In 8th grade, we had 17% of students at or above benchmark and 83% below benchmark. Students needing intervention will be supported during teacher afterschool office hours, homework club and after school intervention. Skills to be addressed will include factorization, multiplication concepts, long division, and other skill sets in math to strengthen the performance of students for the next math assessments. Math teachers have committed to our Fremont Collective Commitments that include common formative assessment, common pacing guides, more common grading practices, and sharing of data to help make common instructional decisions during PLC planning. Wednesday collaboration will be supported by our partnering with Orenda. We will utilize the Math TOSAs to help teachers build rigorous lessons at the students' levels. Teachers will be expected to create more common lessons through the sharing of best practices during PLC and Collaboration time.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	240	252	218	235	241	211	235	241	211	97.9	95.6	96.8
Grade 7	243	229	244	239	225	234	239	225	234	98.4	98.3	95.9
Grade 8	255	249	231	243	239	226	243	238	226	95.3	96.0	97.8
All Grades	738	730	693	717	705	671	717	704	671	97.2	96.6	96.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2455.	2461.	2454.	3.40	2.90	3.79	14.47	19.50	19.43	32.34	26.56	24.17	49.79	51.04	52.61
Grade 7	2487.	2457.	2462.	4.18	3.11	4.27	23.43	12.89	17.95	24.69	24.44	18.80	47.70	59.56	58.97
Grade 8	2491.	2471.	2463.	2.47	2.10	1.77	18.93	16.39	13.72	30.04	23.95	22.57	48.56	57.56	61.95
All Grades	N/A	N/A	N/A	3.35	2.70	3.28	18.97	16.34	16.99	29.01	25.00	21.76	48.68	55.97	57.97

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	5.11	8.30	5.69	49.36	43.15	45.97	45.53	48.55	48.34
Grade 7	9.62	4.44	8.12	58.16	57.33	50.00	32.22	38.22	41.88
Grade 8	5.79	4.20	5.75	52.48	47.90	42.04	41.74	47.90	52.21
All Grades	6.84	5.68	6.56	53.35	49.29	46.05	39.80	45.03	47.39

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	3.83	4.15	4.74	39.15	47.72	40.76	57.02	48.13	54.50
Grade 7	5.88	4.46	5.56	49.58	38.39	38.46	44.54	57.14	55.98
Grade 8	3.31	4.20	1.77	48.35	36.13	35.40	48.35	59.66	62.83
All Grades	4.34	4.27	4.02	45.73	40.83	38.15	49.93	54.91	57.82

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	4.68	4.56	7.11	71.06	76.35	63.98	24.26	19.09	28.91
Grade 7	6.69	4.89	4.70	73.22	70.67	64.10	20.08	24.44	31.20
Grade 8	8.26	8.82	4.87	66.53	61.76	67.26	25.21	29.41	27.88
All Grades	6.56	6.11	5.51	70.25	69.60	65.13	23.18	24.29	29.36

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	8.51	7.47	4.74	62.98	65.15	64.45	28.51	27.39	30.81
Grade 7	7.53	6.22	6.41	64.85	55.11	55.56	27.62	38.67	38.03
Grade 8	6.61	7.98	6.19	71.49	56.72	62.83	21.90	35.29	30.97
All Grades	7.54	7.24	5.81	66.48	59.09	60.80	25.98	33.66	33.38

Conclusions based on this data:

Overall, we did not meet our expected goals but we did see measurable gains in each grade level. We have identified areas of need and will continue our curriculum alignment work with an even more targeted focus. With an increased focus on EL supports in all classrooms we believe that we will see progress in this area and continued growth across the campus. We have developed and will recommit to our Fremont Collective Commitments and the use of agreed upon Highly Effective Teaching Practices. This will include the use of a structured Advisory for check-ins and progress monitoring. We will commit to writing across the content areas to support reading comprehension and writing with evidence. We have developed site goals to improve student achievement and growth in all areas (consistent, standards-based teaching with high rigor and progress monitoring with common formative assessments). Lesson studies, collaboration between departments and grade levels, progress monitoring through IABs and Star assessments will continue to be the focus for increased reading comprehension and writing across the content areas. Our work with our educational consultant Orenda has supported our goal of creating a "floor" of expectations for our students based on grade level standards in every classroom and assessment windows for ELA.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	240	252	216	234	241	210	234	241	210	97.5	95.6	97.2
Grade 7	243	229	244	239	223	235	239	223	235	98.4	97.4	96.3
Grade 8	255	249	231	240	238	226	239	238	226	94.1	95.6	97.8
All Grades	738	730	691	713	702	671	712	702	671	96.6	96.2	97.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2423.	2431.	2421.	2.14	3.32	2.38	4.27	6.64	6.67	23.08	25.31	20.95	70.51	64.73	70.00
Grade 7	2433.	2441.	2441.	2.51	3.59	4.26	8.37	7.62	7.23	22.18	21.52	22.55	66.95	67.26	65.96
Grade 8	2439.	2434.	2448.	4.18	4.20	5.31	3.35	6.72	7.08	16.32	15.55	15.49	76.15	73.53	72.12
All Grades	N/A	N/A	N/A	2.95	3.70	4.02	5.34	6.98	7.00	20.51	20.80	19.67	71.21	68.52	69.30

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	1.28	2.07	2.86	37.18	41.08	32.86	61.54	56.85	64.29
Grade 7	4.18	2.69	3.83	42.26	44.84	38.30	53.56	52.47	57.87
Grade 8	2.93	4.20	3.10	39.75	36.55	45.13	57.32	59.24	51.77
All Grades	2.81	2.99	3.28	39.75	40.74	38.90	57.44	56.27	57.82

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2.99	3.32	2.86	53.42	53.53	51.90	43.59	43.15	45.24
Grade 7	3.35	3.14	2.55	56.49	56.05	54.89	40.17	40.81	42.55
Grade 8	2.51	3.36	2.21	53.56	43.70	52.65	43.93	52.94	45.13
All Grades	2.95	3.28	2.53	54.49	51.00	53.20	42.56	45.73	44.26

Conclusions based on this data:

The data showed that we did not meet our expected goals across all grade levels; However, there was measurable growth in 7th and 8th grade with a significant increase in 6th grade math. .All grades demonstrate a need to focus on concepts and procedures with the most number of students in the Not Met standard for this claim. This claim will be targeted through lesson studies with the assistance of the district instructional Math strategist to build strong, rigorous lessons designed to target the initial lesson delivery. We will utilize District Math TOSAs to support good first instruction and intervention and support needs of students. We are partnering with educational consultants Orenda to create the "floor" of expectations for our students on grade level standards in all of our classrooms. Through the increased use of unit assessments, teachers will be able to closely monitor student progress and determine next steps to build on strengthening skills targeting the SBAC-based content. Our goal is to increase the number of students in the met or exceeded category by 6%.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	1517.0	1523.3	1506.9	1511.5	1514.1	1504.3	1522.1	1532.1	1509.0	67	59	45
7	1544.8	1536.8	1517.0	1541.4	1528.4	1512.6	1547.7	1544.9	1521.0	53	50	54
8	1544.0	1542.9	1534.0	1540.9	1530.5	1534.4	1546.6	1554.9	1533.2	51	37	51
All Grades										171	146	150

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	7.58	11.86	11.11	42.42	44.07	24.44	34.85	32.20	40.00	15.15	11.86	24.44	66	59	45
7	26.42	18.00	5.56	33.96	46.00	37.04	35.85	28.00	46.30	3.77	8.00	11.11	53	50	54
8	11.76	16.22	9.80	45.10	48.65	43.14	39.22	24.32	33.33	3.92	10.81	13.73	51	37	51
All Grades	14.71	15.07	8.67	40.59	45.89	35.33	36.47	28.77	40.00	8.24	10.27	16.00	170	146	150

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	24.24	25.42	20.00	48.48	55.93	40.00	13.64	11.86	31.11	13.64	6.78	8.89	66	59	45
7	39.62	26.00	22.22	35.85	46.00	50.00	22.64	20.00	20.37	1.89	8.00	7.41	53	50	54
8	21.57	24.32	15.69	58.82	45.95	54.90	17.65	18.92	19.61	1.96	10.81	9.80	51	37	51
All Grades	28.24	25.34	19.33	47.65	50.00	48.67	17.65	16.44	23.33	6.47	8.22	8.67	170	146	150

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	0.00	10.17	0.00	18.18	25.42	17.78	57.58	42.37	37.78	24.24	22.03	44.44	66	59	45
7	13.21	8.00	5.56	24.53	30.00	11.11	47.17	48.00	48.15	15.09	14.00	35.19	53	50	54
8	5.88	10.81	1.96	23.53	40.54	23.53	60.78	35.14	41.18	9.80	13.51	33.33	51	37	51
All Grades	5.88	9.59	2.67	21.76	30.82	17.33	55.29	42.47	42.67	17.06	17.12	37.33	170	146	150

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	13.64	18.64	11.11	72.73	71.19	57.78	13.64	10.17	31.11	66	59	45
7	11.32	10.00	5.56	81.13	82.00	66.67	7.55	8.00	27.78	53	50	54
8	7.84	16.22	17.65	76.47	75.68	58.82	15.69	8.11	23.53	51	37	51
All Grades	11.18	15.07	11.33	76.47	76.03	61.33	12.35	8.90	27.33	170	146	150

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	46.15	47.46	37.78	38.46	44.07	53.33	15.38	8.47	8.89	65	59	45
7	52.94	61.22	64.81	41.18	30.61	27.78	5.88	8.16	7.41	51	49	54
8	56.00	35.14	56.00	40.00	51.35	34.00	4.00	13.51	10.00	50	37	50
All Grades	51.20	48.97	53.69	39.76	41.38	37.58	9.04	9.66	8.72	166	145	149

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	3.03	15.25	6.67	43.94	35.59	13.33	53.03	49.15	80.00	66	59	45
7	20.75	16.00	3.70	50.94	40.00	35.19	28.30	44.00	61.11	53	50	54
8	13.73	21.62	7.84	27.45	35.14	31.37	58.82	43.24	60.78	51	37	51
All Grades	11.76	17.12	6.00	41.18	36.99	27.33	47.06	45.89	66.67	170	146	150

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	7.69	28.81	8.89	84.62	61.02	77.78	7.69	10.17	13.33	65	59	45
7	7.55	20.00	5.56	90.57	80.00	85.19	1.89	0.00	9.26	53	50	54
8	3.92	13.51	1.96	94.12	78.38	90.20	1.96	8.11	7.84	51	37	51
All Grades	6.51	21.92	5.33	89.35	71.92	84.67	4.14	6.16	10.00	169	146	150

Conclusions based on this data:

According to the 2024-2025 ELPAC data, the largest percentage of 6th grade EL students performed at Level 3 followed by at 28% at level 2. We had 13% of our students reach level 4. 7th grade was similar in that we had 16% reach level four and 34% of students were at levels 2 and 3. 8th Grade scores showed 23% of students reached . Scores showed that most EL students have strong oral language skills. For Written Language, most EL students were at Level 2 This shows that this is the area to develop and improve on with targeted strategies in writing. The current ELPAC test scores show that our EL students need further development in their reading skills. This will be an area of focus in all of our content areas.

School and Student Performance Data

California School Dashboard
Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
700	**87.7%**	**25%**	**0.4%**
Total Number of Students enrolled in Fremont Academy of Environmental Science and Innovative Design.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	175	25%
Foster Youth	3	0.4%
Homeless	55	7.9%
Socioeconomically Disadvantaged	614	87.7%
Students with Disabilities	196	28%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	11	1.6%
American Indian	1	0.1%
Asian	7	1%
Filipino	12	1.7%
Hispanic	630	90%
Two or More Races	5	0.7%
Pacific Islander	0	0.0%
White	34	4.9%

Conclusions based on this data:

In 2024-2025 year the largest subgroups in Fremont's student demographics are Socioeconomically Disadvantaged, English Learners, and Students with Disabilities. Additionally, the largest subgroup based on ethnicity was the Hispanic subgroup with 86% of the total population. For the 2025-2026 school year, Fremont will focus on schoolwide EL supports in combination with AVID strategies. We will also look to both designated and integrated ELD for English Learners throughout the school day and provide collaboration time for the ELD team to analyze EL data and progress monitor throughout the school year using Star and IAB data. Progress monitoring will occur during collaboration days and PLCs to focus on the progress of our SED, SWD, African American and Hispanic subgroups in order to identify underperforming students and develop targeted, intensive intervention for students not meeting grade level standards.

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Red	**Chronic Absenteeism**  Yellow	**Suspension Rate**  Yellow
Mathematics  Red		
English Learner Progress  Red		

Conclusions based on this data:

The latest Dashboard shows that we did not have the significant growth needed in ELA to pull us out of the Very Low level. All students are performing in the Low area in Math. We had growth for our 8th graders, but did not see growth for 6th and 7th grades. Reading comprehension and writing across content areas will continue to be the focus to increase student performance in ELA. Math teachers will continue to work with the District TOSA and admin in order to progress monitor student performance, build strong math lessons, and improve rigor for strong first instruction lessons.

The math department will continue its focus on the mathematical mindset concept and using collaboration days and PLCs to analyze data for Star and building common formative assessments with the guidance and support of our educational consultants, Orenda. Chronic absenteeism data shows a performance in the Very Low level and will continue to be a focus in the next school year. We made some gains in the area of increasing attendance through home visits, attendance incentives, as well as attendance monitoring through the attendance process. The suspension rate did decrease. This was a continued goal in this school year to decrease the suspension rate through using analysis of our Panorama data to build stronger student/staff relationships and provide counselors with the necessary tools to provide more SEL support through the classroom. Presently ,we are making gains with lowering our suspension rate. PBIS will be a continued collective agreement with more staff training as well as using other means of correction when applicable.

School and Student Performance Data

Academic Performance

English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
4	2	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Red	 Red	 Red
88.6 points below standard	113.0 points below standard	130.9 points below standard
Declined 6.5 points	Declined 10.4 points	Declined 7.6 points
647 Students	272 Students	113 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Orange	 Red
Less than 11 Students	104.3 points below standard	98.1 points below standard
1 Student	Increased 39.0 points	Declined 8.6 points
	56 Students	570 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
157.4 points below standard	Less than 11 Students	Less than 11 Students
Declined 8.5 points	10 Students	1 Student
178 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Red
Less than 11 Students	8.8 points above standard	94.5 points below standard
7 Students	Increased 31.6 points	Declined 5.8 points
	12 Students	578 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Orange
Less than 11 Students	0 Students	38.3 points below standard
5 Students		Declined 5.5 points
		34 Students

Conclusions based on this data:

According to the 2024 dashboard data All our students are currently in the Very Low category. Our SED, Students with Disabilities, English Learners Hispanic, Homeless subgroups are in the Very Low area for English Language Arts. Current EL students are significantly below English Only as are RFEP students in ELA. These underperforming subgroups will be closely monitored through data analysis in PLCs by reviewing Star reading reports and targeting specific students for intervention. In the 2025-2026 school year, our instructional commitment will be on providing EL professional development to all staff that focuses on the support needed for ELs to be more successful. We plan on utilizing AVID strategies in all of our content areas as a way to better support the commitment to grade level standards in classrooms each day. MTSS monitoring will be utilized to target the lowest performing students in reading to provide direct and intensive intervention.

School and Student Performance Data

Academic Performance

Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
4	2	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Red	 Red	 Red
130.3 points below standard	153.6 points below standard	173.6 points below standard
Maintained 2.9 points	Declined 8.5 points	Declined 10.7 points
647 Students	272 Students	112 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Orange	 Red
Less than 11 Students	141.6 points below standard	140.7 points below standard
1 Student	Increased 38.0 points	Declined 4.2 points
	56 Students	570 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
197.6 points below standard	Less than 11 Students	Less than 11 Students
Declined 8.2 points	10 Students	1 Student
177 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Red
Less than 11 Students	14.5 points below standard	137.1 points below standard
7 Students	Increased 9.6 points	Maintained 0.6 points
	12 Students	578 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Orange
Less than 11 Students	0 Students	89.4 points below standard
5 Students		Declined 28.2 points
		34 Students

Conclusions based on this data:

The 2024 dashboard data shows all students performing in the Low category in Mathematics. Mathematics will continue to be a schoolwide focus for 2025-2026. These student groups, along with our ELs, continue to be the target groups. Parents will become partner through 1:1 student conferences and regular communication. Interventions will be provided for target students. The work with educational consulting partner Orenda will help us create a standards "floor" of expectations and build assessments for each unit of instruction.

School and Student Performance Data

Academic Performance

English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
Red	Red
25% making progress.	27.3% making progress.
Number Students: 148 Students	Number Students: 110 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
45.3%	29.7%	0%	25%

Conclusions based on this data:

Fremont teachers will continue to strengthen both Integrated and Designated English Language Development (ELD) in order to increase English Learners' language proficiency skills throughout the instructional day. English Learners will be clustered at each grade level to enable teachers to provide targeted, standards-based language proficiency instruction using the district-adopted curriculum materials English 3-D. Oral and written language supports and scaffolds will also be integrated throughout all core subject areas by classroom teachers in order to enable English Learners to access grade-level subject matter. According to the 2024 dashboard data, English Learners continue to be mostly at the Level 3 development level. AVID Excel was offered at the 6th grade level in the 2024-2025 school year. Students were hand-selected and interviewed for the AVID Excel classes to provide necessary skills for Level 3 L-TELs to increase and move into Level 4. In 2025-2026, we will add a section of 7th grade ELD and provide added professional development opportunities to teachers.

School and Student Performance Data

Academic Engagement

Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	6	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
		
Yellow	Yellow	Yellow
18.5% Chronically Absent	18.1% Chronically Absent	17.7% Chronically Absent
Declined 9.1	Declined 9.4	Declined 8.7
724 Students	188 Students	130 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
		
No Performance Color	Orange	Yellow
Fewer than 11 students - data not displayed for privacy	30.6% Chronically Absent	19.4% Chronically Absent
3 Students	Declined 14.4	Declined 9.4
	72 Students	638 Students

Students with Disabilities	African American	American Indian
 Yellow	 No Performance Color	 No Performance Color
24% Chronically Absent	16.7% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Declined 16	0	1 Student
204 Students	12 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - data not displayed for privacy	0% Chronically Absent	19.4% Chronically Absent
7 Students	Declined 15.4	Declined 9.3
	12 Students	651 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - data not displayed for privacy	0 Students	13.9% Chronically Absent
5 Students		Declined 5.2
		36 Students

Conclusions based on this data:

According to the 2023-2024 dashboard data we were able to show improvement in attendance by lowering our chronic absenteeism rate by 9% for all students. . ELs and Hispanic student groups lowered their rate of chronic absenteeism as well. The goal is to continue to show a decline in chronic absenteeism for all of our student groups. This will be done through home visits, the attendance process, and SARB, when necessary. All student groups will continue to be closely monitored in 2025-2026 through attendance reports and home visits by the ORC and administration. The daily attendance rate increased to 90%. This did not meet our school expectation and this will continue to be a metric of focus schoolwide, The goal is a 95% positive attendance rate. Through attendance incentives, SSTs, SARB, and phone calls, the goal will be move all student groups and schoolwide performance to the medium range.

School and Student Performance Data

Conditions & Climate

Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	5	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 Yellow	 Orange
11.6% suspended at least one day	12.8% suspended at least one day	16.9% suspended at least one day
Declined 7.4%	Declined 11.9%	Declined 12.2%
747 Students	195 Students	136 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Orange	 Yellow
Fewer than 11 students - data not displayed for privacy	14.5% suspended at least one day	12.8% suspended at least one day
3 Students	Declined 14.1%	Declined 7.8%
	76 Students	656 Students

Students with Disabilities	African American	American Indian
 Yellow	 No Performance Color	 No Performance Color
14.1% suspended at least one day	16.7% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Declined 5.1%	12 Students	1 Student
213 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - data not displayed for privacy	0% suspended at least one day	12% suspended at least one day
7 Students	Declined 7.7%	Declined 7.7%
	12 Students	674 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - data not displayed for privacy	0 Students	11.1% suspended at least one day
5 Students		Declined 5.2%
		36 Students

Conclusions based on this data:

As a schoolwide focus, the PBIS team will facilitate activities and work with students who frequently have behavior concerns. The PBIS team will also provide strategies and recommendations for staff to decrease the suspension rate and to focus on stronger staff-student relationships. We will focus on the Falcons Guidelines for Success to represent a behavior model for students to follow. Structures have been put in place to deal with physical areas which contributed to some of the behavior issues this year. Campus assistants supervision areas have been adjusted and morning and lunch protocols changed to lessen the opportunity for inappropriate behaviors. Office detentions and other means of corrections will also be used, when applicable, to decrease the overall suspension rate. Positive incentives such as Praise Notes and Fun Fridays will be utilized to model expectations and increase positivity schoolwide. We will also offer Student of the Month awards, as well as Perfect Attendance and No Tardy awards for deserving students. We have added supervised lunch activities to give kids more positive opportunities to keep them engaged and participating. We have lowered our total suspension numbers and unique suspension numbers and plan to continue to make improvements in this area.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student Academic Engagement and Achievement
Dramatically accelerate student academic engagement and achievement across all Oxnard populations through coherent additive approaches, essential pedagogical principles, and high-leverage practices.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1 - Student Academic Engagement and Achievement

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Foster high intellectual performance.
Strengthen instruction and student engagement.
Develop student profile-driven lesson design.
Foster multilingualism.
Use technology to enhance instruction.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Assessment	Baseline data is Preliminary from June 2025 Percentage of students who scored at Met or Exceeded: All Students: 25% 6th Grade: 25% 7th Grade: 22 % 8th Grade: 29 %	Increase Met/Exceeded percentage by 10% for All Students. Decrease the percentage of Nearly Met by 8% Decrease the percentage of Not Met by 10%
CAASPP Math Assessment	Baseline data is Preliminary from June 2025 Percentage of students who scored at Met or Exceeded: All Students: 15 % 6th Grade: 18 % 7th Grade: 13% 8th Grade: 15%	Increase Met/Exceeded percentage by 10% for All Students. Decrease the percentage of Nearly Met by 8% Decrease the percentage of Not Met by 10%

Star Reading - Spring assessment	Baseline data is Preliminary from June 2025 Percentage of students who scored At or Above the benchmark: All students: 29% 6th grade: 27% 41% Met SGP goal 7th grade: 27% 36% Met SGP goal 8th grade: 33% 46% Met SGP goal	Decrease percentage of students below 40.0% by 10% Increase the SGP(Student Growth Percentile) by 12% points.
Star Math - Spring assessment	Percentage of students who scored At or Above the benchmark: All Students: 18% 6th grade: 19% 41% Met SGP goal 7th grade: 19% 38% Met SGP goal 8th grade: 17% 51% Met SGP goal	Decrease percentage of student below 50% by 10%. Increase the SGP (Student Growth Percentile) by 12% points.
Reclassification data	In the 2024-2025 school year, 19% of EL students were reclassified.	Increase Reclassification percentage by 10%.
ELPAC Assessment	Baseline data is Preliminary from June 2025 Percentage of students who scored at Level 4: All Students: 19% 6th grade: 15% 7th grade: 18% 8th grade: 24%	Increase the percentage of students scoring at level 4 by 10%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Fremont will utilize the services of the educational consulting group, Orenda Education, to focus on curriculum alignment and build highly effective teaching strategies and collective commitments to accelerate learning through effective first instruction. Much of this work will revolve around the commitment to creating "the floor" of expectations when it comes to providing assignments with grade level standards, creating grade level assessments, and reviewing data from assessments to drive lesson planning.	All Students	162,525 CSI Funding 5800: Professional/Consulting Services And Operating Expenditures Consulting firm contract

1.2	A teacher will lead the Implementation of a schoolwide plan to support and monitor the use of IXL, Lexia, ST Math, DreamBox, for intervention during daily Advisory class.	All Students	2000 CSI Funding 1000-1999: Certificated Personnel Salaries Teacher extra hours
1.3	Commit to instructional focus areas like EL and AVID strategies that center around the OSD Student Profile and our OSD Strategic Plan. This would include conference opportunities and visitation of similar schools that are high performing to enhance instruction in the classroom.	All Students	10000 CSI Funding 1000-1999: Certificated Personnel Salaries Conference costs
1.4	Teachers will use class starters/bell ringers at least twice a week to review standards not passed from the previous assessment based on the reviewed data. Teachers will utilize weekly exit tickets to gather data on upcoming common formative assessments.	All Students	District Funded 1000-1999: Certificated Personnel Salaries No extra cost
1.5	Make available grade level, engaging, and affirming novels in content areas to support comprehension, vocabulary building, and foster a love for reading. Provide increased opportunities for students to access a wide range of books in the school library through the purchase of books and extension of Library/Media Tech (LMT) hours.	All Students	5000 CSI Funding 4000-4999: Books And Supplies Novels for classrooms and library 4000 Title I 2000-2999: Classified Personnel Salaries LMT extra hours
1.6	Utilize Advisory time for academic and SEL check-ins in order to support students with schoolwide academic, behavior, and SEL goals. Grades and academic goals will be discussed and documented for review at parent conferences.	All Students	District Funded 1000-1999: Certificated Personnel Salaries No extra cost
1.7	A bilingual para-educator will be assigned to all ELD classes to provide additional academic support in the classroom to English Learners in levels 1-3 for 50 minutes daily. The para-educator will also assist in the AVID Excel classes.	English Learners	31,000 Title I 2000-2999: Classified Personnel Salaries Paraeducator-classified salary
1.8	Share CFA data and standards matrix from our curriculum alignment work to all content area classes so that literacy and math standards will be supported schoolwide.	All Students	No extra cost
1.9	Administer district assessments, including Star and IABs to collect data for analysis during department collaboration meetings. District funded supplemental programs such as Myon, ST Math, and Lexia will also be used to build fundamental skills for mastery. This data will be collected to progress monitor essential skills needed to scaffold for claim targets such as reading comprehension, writing fluency, and conceptual math skills.	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures Software contracts

1.10	Implement a schoolwide focus on English Learner and AVID strategies, including the use of academic language, speaking and writing frames, three reads, student talk time, focused note-taking, graphic organizers, Socratic Seminars, interactive notebooks. Materials will be provided to support these activities across all core subjects on campus. This implementation will be supported by staff PD. A pathway will be created for AVID students to have content area classes with AVID trained teachers.	All Students	1000 Title I 4000-4999: Books And Supplies AVID materials and supplies 1500 Title I 2000-2999: Classified Personnel Salaries AVID tutor-classifed salaries 1000 Title I 1000-1999: Certificated Personnel Salaries Teacher extra hours
1.11	Partner with Art Trek for Project-Based Art Integration in ELD Instruction to support English Language Development (ELD) through integrated instructional practices that promote academic language acquisition and cultural relevance.	English Learners	1000 Title III 5000-5999: Services And Other Operating Expenditures Art Trek contract
1.12	Administration, assigned Technology Services Tech, and TOSAs will assist and support teachers with the implementation of the Canvas Learning Management System, technology based programs (i.e., Nearpod, coding, etc.) and various learning applications to facilitate technology-based classroom environments, inlcuding the Illuminate data system to facilitate data-driven planning.	All Students	District Funded 2000-2999: Classified Personnel Salaries Technology Services Tech (TST)-classified salary District Funded 1000-1999: Certificated Personnel Salaries TOSAs-certificated salaries District Funded 5800: Professional/Consulting Services And Operating Expenditures Software contracts
1.13	Instructional materials, technology and software/apps/subscriptions will support the implementation of core curriculum and state standards, intervention programs, enrichment activities and the site academy focus.	All Students	50,130 LCFF 4000-4999: Books And Supplies Instructional Supplies/Materials
1.14	Provide additional academic support through teacher office hours/tutoring, an after-school Homework Club, a targeted math intervention with progress monitoring data, After School Program with intervention and enrichment opportunities. Targeted students will be English Learners, at-promise students, Homeless/Foster youth, and students receiving special education services. This will be combined with our "Advisory Check-in" to progress monitor targeted groups for increased academic success.	English Learners Foster Youth Homeless Students with Disabilities	ELOP 1000-1999: Certificated Personnel Salaries Teacher extra hours 5000 CSI Funding 1000-1999: Certificated Personnel Salaries Teacher extra hours
1.16	Monitor student progress toward meeting promotion criteria and conference with targeted students to assist in the development of goal-setting and identifying opportunities for academic support.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Counselors-certificated salaries

1.17	Maintain maintenance agreement for Duplo machines and Xerox machines for reproduction of instructional materials and printer repairs.	All Students	4000 LCFF 5000-5999: Services And Other Operating Expenditures Maintenance Agreeements
1.18	Conduct student support meetings, including SST, IEP and 504 meetings to support students in the areas of academics, behavior, social/emotional, and attendance. Substitutes will be used to ensure teacher attendance.	All Students	5000 LCFF - Intervention 1000-1999: Certificated Personnel Salaries Sub Costs 1000 LCFF 1000-1999: Certificated Personnel Salaries Sub costs
1.19	Provide students with field trip opportunities to support the college and career ready focus of AVID.	All Students	8000 Title I 5000-5999: Services And Other Operating Expenditures Transportation costs
1.20	Support our arts program by hiring a graphic arts teacher utilizing Prop 28 funding.	All Students	135,410 Prop 28 1000-1999: Certificated Personnel Salaries Teacher-certificated salary 33,852 District Funded 1000-1999: Certificated Personnel Salaries Teacher-certificated salary 22,670 Prop 28 4000-4999: Books And Supplies Art supplies - resources 4000 Prop 28 5000-5999: Services And Other Operating Expenditures Busses - transportation costs 1000 Prop 28 5000-5999: Services And Other Operating Expenditures Field trip entrance fees 3000 Prop 28 5000-5999: Services And Other Operating Expenditures Teacher conference opportunities/Professional development
1.21	Department chairs and grade level team leaders will facilitate PLC meetings and instructional planning on Collaboration Wednesdays. All classroom teachers will commit to posting grade-level standards, and "Learning Targets/I Can Statements" for students and classroom visitors to view to support our continued curriculum alignment	All Students	District Funded 1000-1999: Certificated Personnel Salaries No extra cost

1.22	The Fremont ELD Team will be provided regularly scheduled collaboration time for data analysis of English Learners and to identify students for additional intervention during, before, and after-school. This inlcudes tutoring and intersession. Star data and site assessments will be used to monitor growth. The ELD Team will be provided the opportunity for lesson studies with the District EL TOSA to build rigorous lessons targeting key areas to build language acquisition and development, as well as reading comprehension and writing in the content areas.	English Learners	5000 CSI Funding 1000-1999: Certificated Personnel Salaries Teacher extra hours District Funded 1000-1999: Certificated Personnel Salaries TOSA-certificated salary
1.23	Support our academy focus of Innovative Design by purchasing 3D printers, Robotics equipment, design equipment for our science electives, and Science materials to support our Science program needs.	All Students	10,774 LCFF 4000-4999: Books And Supplies Science materials and design equipment
1.24	Provide various field trip opportunities for students that will enrich the educational experience at school.	All Students	3000 Title I 5000-5999: Services And Other Operating Expenditures Field trip entrance fees 4555 Title I 5800: Professional/Consulting Services And Operating Expenditures Transportation costs
1.25	Para-educators will be trained in our curriculum alignment work so that they are better able to provide student support in the classroom based on assessment data.	Students with Disabilities English Learners	2000 CSI Funding 2000-2999: Classified Personnel Salaries Classified extra hours
1.26	Admin will implement a cycle of observation and feedback for classroom observations centered around our schoolwide and District focus areas to include GLEAM commitments.	All Students	 District Funded 1000-1999: Certificated Personnel Salaries No extra cost
1.30			

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The strategies created were implemented and showed some positive results in each of our three grade levels in Math and 8th grade CAST. We still have significant work to be done through our Leadership team, teacher committees, and entire staff to meet our expected goals of significantly raising ELA and Math scores. We intend to be more targeted in our collaboration time and better monitor the work done during that time. This collaboration time will be more focused on our grade level standards, learning targets, and common formative assessments. These efforts will be greatly supported by our commitment to curriculum alignment and data review.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major concerns with the way the expenditures were tied to our implementation but minor adjustments can be made to maximize impact on student success.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Although our academic expectations of significant growth at each grade level was not as we had planned we are still holding to the goal that academic achievement will be met. The strategy that should most impact this expectation is the assessment work that ELA and Math teachers have completed with our curriculum alignment and the commitments to follow common pacing when administering these assessments. 8th grade Science teachers have committed to the use of Newsela to increase reading comprehension, vocabulary building surrounding the CAST, and implementation of assessments to mirror the CAST to better prepare students for the 8th grade Science test. Science and Social Studies teachers will recommit to providing reading and writing expectations everyday and focus on a claim, evidence, reasoning writing focus to better support our ELA goals.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Learning Environment and School Climate
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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2 - Learning Environment and School Climate

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Support a multi-tiered system of support (MTSS).
Foster access, equity and inclusion.
Utilize restorative practices.
Create affirming learning environment and relationships.
Maintain safe and inviting facilities and grounds.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Data (23-24)	11.6 % unique suspensions	Decrease the suspension rate by 3%.
Panorama Survey Data (Fall 2024)	42% of students feel that they are valued members of the school community.	Increase positive repsonses on key areas on the survey, such as Teacher-Student Relationships and Sense of Belonging by 15%.
Attendance Data (24-25)	The Average Daily Attendance Rate is 92%.	Increase the Average Daily Attendance Rate to above 94%.
Office Referral Data	600 office referrals	Lower office referrals by 60 referrals.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Continue work with Safe and Civil Schools for a School-wide implementation of CHAMPS/STOIC/PBIS model in both the classroom and throughout the campus. Survey students and staff regarding school climate and utilize feedback to guide the PBIS Committee	All Students	1000 LCFF 4000-4999: Books And Supplies PBIS Posters

	(Foundations Team) in developing plans for ensuring an environment conducive to teaching and learning. Guide actions relating to the improvement of school climate and provide targeted support for teachers in implementing positive behavior strategies to improve student behavior. Staff will be provided PD on how to best implement strategies like voice levels and routines referred to on posters. Students will also be presented the basics of CHAMPS in grade level assemblies.		3000 Title I 1000-1999: Certificated Personnel Salaries Teacher extra hours
2.2	Implementation of 8th grade promotion eligible student incentives (8th grade dance, field day, movie night, 8th grade breakfast, etc).	All Students	5000 LCFF 4000-4999: Books And Supplies Promotion incentives
2.3	Implement the delivery of Second Step lessons bi-monthly during an extended Advisory class.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Wellness Wednesdays
2.4	Host an orientation day for incoming students to check out textbooks, receive schedules, and school guidelines	All Students	2000 LCFF 1000-1999: Certificated Personnel Salaries Extra hours 1500 LCFF 2000-2999: Classified Personnel Salaries Extra hours
2.5	Counselors and admin will evaluate the Panorama data results to help develop a needs assessment for implementation of activities and programs to serve student needs and build connectedness to campus.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Counselors-certificated salaries
2.6	Utilize multiple campus supervisors to monitor school grounds, supervise common areas to ensure a safe school campus, and to minimize student tardiness. Increased training, targeted scheduling and placement of campus supervisors on campus will take place as needed as determined by the collected data. Bi-weekly meetings with admin and campus assistants will take place to better support campus needs.	All Students	2000 LCFF 2000-2999: Classified Personnel Salaries Campus supervisors extra hours
2.9	Counselors will provide counseling support both individually and in groups. Counselors will visit classes to provide lessons centered around emotional well-being and positive decision making. Weekly Admin/Counseling Team meetings will be held to discuss and implement the provision of on-site counseling and support services for students through school counselors and outside agencies working with the school site.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Counselors-certificated salaries
2.10	In collaboration with the PBIS team, Administration will monitor site discipline data, including referrals and suspensions, to make data-driven decisions regarding school climate to improve the	All Students	500 LCFF 1000-1999: Certificated Personnel Salaries

	suspension rate and positively affect the lowering of behaviors that lead to office discipline. The Fremont PBIS/Foundations Team will report out to staff and/or provide professional development at least once a month.		Teacher extra hours
2.11	Ensure a successful transition from middle school to high school by coordinating with local high schools for on-site registration events, participation in high school orientation and visitation events, and continued pathways in programs such as AVID.	All Students	2000 LCFF 1000-1999: Certificated Personnel Salaries Teacher extra hours
2.12	Ensure a successful transition from elementary school to middle school by coordinating with Oxnard District elementary sites to conduct elementary school visits to promote Fremont academic focus and encourage student interest in site programs, hosting WEB orientation and monthly WEB events for incoming 6th grade students and provide support to keep the WEB program a positive influence on campus.	All Students	1000 Title I 1000-1999: Certificated Personnel Salaries Techer extra hours 1000 Title I 5800: Professional/Consulting Services And Operating Expenditures Conference costs
2.13			
2.14	Provide a variety of extracurricular options to increase student connectedness, including WEB, ASB, lunchtime activities coordinated by teachers and a variety of clubs which are offered after school and or during lunches/nutrition.	All Students	5000 CSI Funding 1000-1999: Certificated Personnel Salaries Teacher extra hours 600 LCFF 4000-4999: Books And Supplies Supplemental materials
2.15	Office and custodial staff will effectively maintain daily school operations to respond to student safety needs, monitor student attendance, and assist in documenting and filing incident reports.	All Students	3000 LCFF 2000-2999: Classified Personnel Salaries Clerical substitutes, extra hours, overtime 1000 LCFF 2000-2999: Classified Personnel Salaries Custodial extra hours
2.16	School safety operational supplies will be maintained.	All Students	3000 LCFF 5000-5999: Services And Other Operating Expenditures Supplies
2.17	Implementation of mentoring groups, to build relationships and positivity among students that may be, but not limited to, at-promise students. Implementation of a Principal's Think Tank to include students representing various groups on campus. Students will meet to discuss their thoughts for improvement of specific needs of Fremont. This would include any student groups whose focus would be on social emotional well-being, campus safety, campus cleanliness, and campus improvement.	All Students	500 LCFF 4000-4999: Books And Supplies Supplies/incentives 1000 LCFF 1000-1999: Certificated Personnel Salaries Teacher extra hours

2.18	After school and lunch time detention groups will be utilized to discuss behavior choices with students in need of mentoring and help support the reteaching of appropriate behaviors to promote a positive school climate.	All Students	4000 LCFF 1000-1999: Certificated Personnel Salaries Teacher/counselor extra help 3000 LCFF - Intervention 1000-1999: Certificated Personnel Salaries Teacher/counselor extra help
2.20	Plan schoolwide assemblies to include motivational speakers, guest speakers, and groups to increase empathy, motivation, and a growth mindset for our students. Mindset Academy ia an educational service that facilitates training through dynamic workshops and assemblies tailored for students and parents.	All Students	35,000 CSI Funding 5800: Professional/Consulting Services And Operating Expenditures Contract
2.21	Actively recruit students students receiving special education services, English learners, McKinney Vento, African American, and Foster students to be a part of student committees and clubs representing the campus.	Students with Disabilities English Learners Foster Youth Homeless	No additional cost
2.22	Implementation of viable alternatives to suspension to increase education and mentorship in changing unacceptable behaviors on campus. When suspensions do take place, a reintegration process will be implemented to ensure that suspended students come back to campus with the opportunity to make contact with a "safe adult" on campus and are provided a check-in with the counseling team.	All Students	No additonal cost
2.23	The Falcon Landing (Wellness Center) will be open to provide students with activities during lunchtime. Students that need a "safe" place during lunch or just want to participate in adult supervised activities will be able to utilize the center. This will include the use of Counselor Dollars to incentivize positive behavior on campus to focus on our Guidelines For Success.	All Students	1500 LCFF 4000-4999: Books And Supplies Incentives
2.24	Advisory teachers will meet with CSI identified student groups and other students in need of extra support to discuss grades, Star scores, ST Math progress, behavior, attendance, etc.	English Learners Homeless Foster Youth	No additional cost
2.25	Provide opportunities for academic competitions, events, and experiences for students to develop the characteristics of the Student Profile (spelling bees, African-American speech contest, Cesar Chavez Speech and Art contest, Math Competition, Battle of the Books, etc.)	All Students	500 LCFF 1000-1999: Certificated Personnel Salaries Teacher extra hours 500 LCFF 4000-4999: Books And Supplies Materials and incentives
2.26	A Teacher Liaison will be designated for the After School Program to coordinate communication with the after school program and help isupport school needs by organizing curriculum, providing	All Students	ASES 1000-1999: Certificated Personnel Salaries Teacher extra hours

	modeling, mentoring, and professional development for after school staff		

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

We have seen a second year of decline in office discipline and student out of school suspensions. The efforts made to build relationships with students paid off, as did the implementation of increased active supervision by campus assistants. The efforts to build relationships via our SEL work, Falcon's Landing use, as well as student mentoring opportunities, led to an increase in students feeling they are valued members of the school community.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major changes to our implementation plan, although we did organize Wellness Wednesdays to include the provision of Second Step lessons through Advisory classes.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There will be increased opportunities for student mentorship and for students to offer their voice on campus issues through mentoring groups and focus committees. These opportunities include the Principal's Fellows and we will recruit students from various student groups including students from lower performing student groups.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Guidance and support to the site.
Provide strategic direction, guidance, and support focused on improving the quality of instruction, interaction, and engagement in every classroom, so that all students reach high levels of academic excellence, multilingual achievement, global competency, and healthy identity development, agency and voice.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 3 - Guidance and Support to Sites and District Departments.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Foster a culture of empowerment.
Provide professional learning and support.
Provide recognition to staff and students.
Utilize student assessment to measure student learning.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Common Formative Assessment Data ELA	16% of all students at or above benchmark	Increase by 16%
Common Formative Assessment Data Math	11% of all students at or above benchmark	Increase by 20%
Common Formative Assessment Data ELA - EL and SWD	3% of EL students at or above benchmark and 8% of SWD	Increase by 18%
Common Formative Assessment Data Math - EL and SWD	2% of EL students at or above benchmark and 5% of SWD	Increase by 18%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Utilize subs to provide collaboration time for ELA, Math, Social Studies, and Science teachers (supported by Administration and/or District Math Manager, TOSA, or District Science Specialist) to develop common pacing guides, common grading policies, assessments, analyze assessment data	All Students	85,090 CSI Funding 1000-1999: Certificated Personnel Salaries Sub costs

	and develop data-driven plans to support student learning. Academic conferences will be held to review data and instructional plans to better support students during classroom common formative and summative assessments and District and State assessments.		
3.2	Hold grade level/department collaboration meetings to review data, including grade level standards assessments, Star, CAASPP, IAB data, and ELPAC data; at the school level, grade level, classroom level and individual student level and utilize this data to inform instruction. Teachers will plan instruction, analyze data, monitor student progress and develop interventions as needed.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Collaboration time - no extra cost
3.3	Provide professional development and support for teachers so that ELA, Math, Science, and Social Studies teachers will support reading and writing in class everyday. Science and Social Studies teachers will commit to a Claim, Evidence, and Reasoning writing focus in class. Site and District Administration will provide on-site curriculum support. Department chairs and grade level team leads will also provide training on Best Practices through Department/PLC meetings and Collaboration Days. Lesson Studies will be utilized to design strong lessons targeting first, best instruction lesson delivery.	All Students	5000 CSI Funding 5800: Professional/Consulting Services And Operating Expenditures Conferences/Professional Development
3.4	Implement staff recognition opportunities at staff meetings, in school bulletin, during morning announcements, and with communication home to families.	All Students	500 LCFF 4000-4999: Books And Supplies Rewards, certifcates
3.5	Create Site Sip Days and/or after school opportunities to offer mini workshops focused on Special Education accommodations and supports, EL supports, SEL strategies, AVID strategies, progress monitoring, and PBIS/STOIC professional development presented by teachers and supported by district TOSAs to better support English learners, students with disabilities, and other lower performing student groups	English Learners Students with Disabilities	6000 CSI Funding 1000-1999: Certificated Personnel Salaries Teacher extra hours
3.6	A special education teacher will be a team lead to provide targeted mentorship, professional development, and teacher support centered around curriculum alignment work. This work would focus on supporting any student group that is low performing.	Students with Disabilities	4000 CSI Funding 1000-1999: Certificated Personnel Salaries Teacher extra hours
3.7	Create a data review room that will house assessment materials and provide a standing collaboration location.	All Students	6000 CSI Funding 4000-4999: Books And Supplies Materials and Supplies
3.8	Utilize EL TOSA to provide professional development for teachers during PLCs and subbed out collaboration days to support ELD through content-specific trainings in science, social studies and math including AVID Excel. Site teachers will also lead professional development for staff. ELD	English Learners	4700 Title III 5000-5999: Services And Other Operating Expenditures CABE Conference 5000 CSI Funding

	teachers and ELAC parents will have the opportunity to attend the CABE conference.		5000-5999: Services And Other Operating Expenditures Conferences and other PD opportunities 4000 CSI Funding 1000-1999: Certificated Personnel Salaries Teacher extra hours
3.9	Administration, ELA Department chairs, and District TOSA will train all teachers to monitor students' reading progress through Lexia and the Accelerated Reader program in both Advisory and ELA classes. The Library Tech will assist and encourage students with reading during nutrition and lunches. Incentives will be offered for completion of AR goals.	All Students	2000 CSI Funding 1000-1999: Certificated Personnel Salaries Teacher extra hours 1000 LCFF 4000-4999: Books And Supplies Incentives
3.10	Celebrate student achievement with a family awards ceremony for reclassification and/or other celebratory events.	English Learners	1837 Title III 5000-5999: Services And Other Operating Expenditures Child nutrition services sponsored refreshments 400 Title III 1000-1999: Certificated Personnel Salaries Teacher extra hours 400 Title III 2000-2999: Classified Personnel Salaries ORC and other classified staff extra hours
3.11	Provide increased opportunities to attend AVID conferences, particularly the AVID Summer Institute and National Conference, to enhance understanding and implementation of the AVID College and Career Readiness Framework as we continue to implement these strategies schoolwide.	All Students	25,000 CSI Funding 5000-5999: Services And Other Operating Expenditures Conference costs
3.12	ELPAC boost sessions to support preparedness of students prior to ELPAC testing.	English Learners	800 Title III 1000-1999: Certificated Personnel Salaries Teacher extra hours 6000 CSI Funding 1000-1999: Certificated Personnel Salaries Teacher extra hours
3.13	Provide off calendar collaboration time to review implementation of our schoolwide plan.	All Students	8000 CSI Funding 1000-1999: Certificated Personnel Salaries Teacher extra hours
3.14	School leadership and teacher teams will identify and visit high-performing model schools with similar student demographics (e.g., high English	English Learners	10,000 CSI Funding

	Learner population, socioeconomically disadvantaged) to observe effective instructional practices, schoolwide systems, and intervention strategies. The goal is to analyze and replicate proven practices that align with our school's needs.	Students with Disabilities	1000-1999: Certificated Personnel Salaries Subs
3.15	Implement instructional rounds to foster a culture of collaboration, enhance reflective practice, improve instructional consistency that leads to improved student outcomes.	All Students	10,000 CSI Funding 1000-1999: Certificated Personnel Salaries Subs
3.16	Utilize the expertise of educational partner Solution Tree to help support the continued implementation of our PLC work and curriculum alignment.	All Students	25,000 CSI Funding 5800: Professional/Consulting Services And Operating Expenditures Contract
3.17	Implement incentive programs for students to be recognized for academic achievement such as Renaissance t-shirts, Praise Notes, Fun Fridays, AR incentives,. Recognize students meeting school behavior and academic expectations through student of the month awards, monthly reward day activities, Renaissance rewards, an end of the year incentive, "FLY" guidelines for success drawings and teacher specific monthly awards.	All Students	9000 LCFF 4000-4999: Books And Supplies Academic incentives 500 LCFF 2000-2999: Classified Personnel Salaries ORC extra hours 1000 LCFF 1000-1999: Certificated Personnel Salaries Teacher extra hours

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

In the first year of curriculum alignment and common formative assessment implementation we had 16% of students at or above benchmarks and in Math we had 11% at or above benchmark The implementation was as expected and was effective in increasing collaboration with departments and with using data more effectively.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major deviations from what was expected.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We plan to monitor the guided lesson planning commitments more closely and tie it it our classroom observation and feedback cycle.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 4 - Family/Community Alliances for Student Success

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Create Student Profile Alliances.
Foster family engagement and support.
Provide parent/family resources.
Foster community partnerships and relationship building.
Promote higher education.
Strengthen family/community communications.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at parent meetings/workshops through sign-in sheets.	Attendance rates were at or above 5% of total enrollment for most parent engagement activities.	For grade level family activities, parent attendance will be at least 7% of grade level enrollment. For school wide activities, parent attendance will be at least 7% of total school enrollment.
Panorama Survey-communication	Only 50% of parents responded that communication from school to home was helpful in 24-25.	75% of parents will respond that communcaition between home and school is strong.
Parent Square communication	Only 54% of our parents are registered with Parent Square.	90% of parents will be registered with Parent Square.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

4.1	Continue providing essential programs and support services by hosting parent nights (e.g. parent training and education, promotion guidelines, school guidelines, and support programs like Pyles etc.) for identified students and families through in-person sessions or virtual formats as necessary.	All Students	2600 Title I 1000-1999: Certificated Personnel Salaries Counselor extra hours 1000 LCFF 4000-4999: Books And Supplies Materials and Supplies
4.2	Update the Student-Parent Compact and Parent Involvement Policy with feedback from necessary team members and distribute to parents to strengthen home-school partnerships.	All Students	No additional cost
4.3	Invite parents to attend student-led parent/teacher conferences in October and February to discuss student progress and review promotion criteria. We want to hold parent conferences before trimester grades are final so that students and parents have time to review and complete needed work before end of trimester grades are due. A site variance is necessary to change the fall conference dates. There are transportation costs due to the site variance.	All Students	3800 LCFF 5000-5999: Services And Other Operating Expenditures Transportation 1200 LCFF 2000-2999: Classified Personnel Salaries Classified extra hours
4.4	Schedule "Chat with the Principal" meetings with parents to improve home-school partnerships. Webinars will held be held virtually on various topics to assist and encourage parents to remain engaged and involved in their child's educational journey. These events will be used to reinforce the schoolwide expectations in regards to digital, behavior, academic, and dress code rules.	All Students	No additional cost
4.5	Prepare events to highlight site programs and accomplishments (Open House, Academy Tours, academic nights, AVID Night, Family Nights, literacy and math nights) and share student learning opportunities with parents and community members virtually when necessary. The OSD Student Profile will be communicated to parents during these events.	All Students	10,000 CSI Funding 1000-1999: Certificated Personnel Salaries Certificated extra hours 5004 CSI Funding 2000-2999: Classified Personnel Salaries Classified extra hours
4.6	Administrators will support teachers in documenting instructional rewards, incentives, and social events for publication online or through social media to highlight learning opportunities taking place at Fremont, in order to inform families. A monthly newsletter will be drafted and communicated via Parent Square to highlight school activities and information to increase contact with families. Family surveys will be used to gather necessary information from home to implement necessary programs and activities to better serve our students.	All Students	500 LCFF 1000-1999: Certificated Personnel Salaries Certificated extra hours
4.7	Host student and parent orientation day that will include the distribution of student textbooks, schedules, and student expectation material. The orientation will promote Fremont Academy and introduce parents to educational programs and encourage parent involvement for elementary to	All Students	2000 LCFF 2000-2999: Classified Personnel Salaries Classified extra hours

	middle school transition. This will include the training of new WEB leaders.		2000 LCFF 1000-1999: Certificated Personnel Salaries Certificated extra hours
4.8	Seek English Learners' parent feedback about EL academic programs, EL needs and school climate through surveys, including the EL Needs Assessment survey. Continue to meet monthly as an ELAC team with relevant agendas driven by need. Provide opportunities for English Learner family nights.	English Learners	1500 Title III 1000-1999: Certificated Personnel Salaries Certificated extra hours
4.9	Encourage parent participation in meetings to discuss student performance, including IEPs, SSTs and promotion meetings through the use of Save the Date announcements via Parent Square, social media, and the school website.	All Students	No additional cost
4.10	Support PTA in providing parents meaningful and productive opportunities to participate in their children's academic and social-emotional growth.	All Students	No additional cost
4.11	Counselors will host high school transition information meetings for parents to meet high school counselors to learn about registration and orientation dates and opportunities for parent involvement in high school.	All Students	1000 Title I 1000-1999: Certificated Personnel Salaries Counselor extra hours
4.12	Encourage parent participation in parent workshops and trainings such as Latino Literacy Project workshops, Project 2 Inspire, Parent Project, African-American Parent Advisory Committee, and other committee opportunities through in-person or a virtual platform.	All Students	1000 Title I 4000-4999: Books And Supplies Materials and Supplies 2000 Title I 2000-2999: Classified Personnel Salaries ORC extra hours 2000 LCFF 5800: Professional/Consulting Services And Operating Expenditures Contracts
4.13	Coffee with the Counselors Chats to discuss school offerings and important event dates. These chats will include opportunities to review school expectations and policies.	All Students	300 LCFF 4000-4999: Books And Supplies Materials and Supplies
4.14	Admin will meet weekly with the ORC and attendance clerk to review attendance data and develop a list of students to determine attendance incentives and encourage daily and timely attendance for students to attend all classes on a regular basis. Fremont ORC will continue to implement and build upon our attendance protocols to increase student attendance by calling parents of chronically absent students to remind them of attendance procedures and the importance of good attendance and create individual attendance contracts to encourage students to attend school	All Students	1000 LCFF - Intervention 4000-4999: Books And Supplies Attendance incentives 1000 LCFF 4000-4999: Books And Supplies Attendance incentives

	daily. Incentives to increase attendance will be a part of the plans developed. This will include communication with families via parent Square and home visits. The attendance data will also be used to determine which students will be referred to SARB.		
4.15	Support and increase participation in the current parent volunteer program by communicating need with families and teachers.	All Students	District Funded 1000-1999: Certificated Personnel Salaries No additional cost
4.16	Implement Family And Community Engagement (FACE) Committee at the school site to include members from SSC, PTA, ELAC, Outreach Specialist, Counselor, Principal/Assistant Principal, etc.	All Students	1500 CSI Funding 2000-2999: Classified Personnel Salaries ORC extra hours
4.17	Purchase fence banners to advertise programs and achievements of Fremont to the community.	All Students	1000 LCFF 4000-4999: Books And Supplies Materials and Supplies
4.18	Expand student access to STEM education and real-world learning experiences by leveraging partnerships with higher education institutions, local government agencies, and businesses to improve student academic success, engagement, and career readiness.	All Students	4000 CSI Funding 5000-5999: Services And Other Operating Expenditures Services 3000 CSI Funding 1000-1999: Certificated Personnel Salaries Teacher extra hours 1000 CSI Funding 2000-2999: Classified Personnel Salaries Classified extra hours
4.31			
4.32			
4.34			

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

We were able to effectively reach parents by providing parent evenings that generated the interests of our families. We hosted a family movie night where students and their families brought blankets, chairs, food, and drink to enjoy a holiday

movie night. We provided a snack bar with snacks and drinks for those that wanted to purchase instead of bringing their own food. The evening was an opportunity to connect with families and bring them to campus. We also hosted a family Loteria Night where families played bingo and won prizes. We had Fremont students and teachers read the Loteria cards. Parents were also able to visit campus and participate in our AVID afternoon wax museum gallery walk. We reached families through Parent Square to advertise and increase attendance. We were able to host information nights describing the dangers of alcohol and drug use. We hosted an information and registration evening for the Pyles summer camp.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We spent funds in the areas that we had planned on and there were no major variations from what was planned. We will continue to offer many of the same opportunities and make efforts to increase the chances for families to access important school information.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We are implementing more opportunities to engage parent voice through increased family surveys, committee opportunities, and parent volunteer opportunities. There will be an increased emphasis on the evenings being driven by academic schoolwide focus areas to better inform our families of our curriculum alignment work.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Transformational leadership and infrastructure
Create a coherent and sustainable districtwide infrastructure and culture to support and communicate the district's identity and strategic work on behalf of all students; facilitate strategic plan implementation; monitor progress and assess effectiveness and sustainability; and position the district as a leader in equitable and excellent education.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 5 - Transformational leadership and infrastructure

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Ensure strategic plan implementation.
Work toward schoolwide coherence.
Provide accountability and progress monitoring of implementation.
Develop human capital.
Foster communications.
Support finance and technology infrastructure.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Leadership and committee team members presenting at staff meetings/SIP days/student and family events.	Baseline year	25% of team leaders will present and/or participate in school events.
Safety information will be communicated to staff/families/students.	Communication home to families once a month.	Provide updates on safety information at least twice a month.
The classroom observation and feedback cycle will monitor admin visitations and accountability towards instructional focus commitments.	Admin classroom visits at least twice a trimester.	Classroom visitations and feedback will take place twice a month.
Participation in site committees by teachers/staff.	Baseline year	All teachers/staff involved in at least one committee on campus.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Support a Fremont Leadership Team consisting of department chairs and other lead teachers to maintain our school vision and collective commitments focused on building and implementing programs centered around student achievement/ Agendas and topics discussed will shared with staff at Tuesday staff meetings and department meetings by leadership team members.	All Students	2500 LCFF 1000-1999: Certificated Personnel Salaries Teacher extra hours
5.2	The Fremont Safety Committee will review and update the Comprehensive School Safety Plan. Safety information will be reviewed with School Site Council and ELAC for input. The team will provide updates and info to families to insure preparedness for emergency situations. Fremont will conduct drills as recommended to ensure emergency preparedness for staff and students and drills will be followed by debrief sessions with the safety team.	All Students All Students	500 LCFF 1000-1999: Certificated Personnel Salaries Teacher extra hours 1000 LCFF 4000-4999: Books And Supplies Materials and Supplies
5.7	An ELA and a Math teacher will support admin to lead the collection of data and review of the data during PLC time and curriculum alignment.	All Students	3000 CSI Funding 1000-1999: Certificated Personnel Salaries Teacher extra help
5.8	Create and monitor a schoolwide instructional and events calendar to insure events and instructional dates align with schoolwide goals. To Improve alignment between day-to-day operations and long-term school improvement goals. The calendar will be reviewed during Instructional Leadership Team meetings to ensure continued alignment.	All Students	No additional cost
5.9	Implement a new teacher onboarding process that will introduce new employees to schoolwide expectations and existing systems that support students, families, and staff. This will include opportunities for continued mentorship to support staff.	All Students	500 LCFF 1000-1999: Certificated Personnel Salaries Teacher extra hours
5.10	Implement and monitor a schoolwide Tuesday meeting plan to include monthly staff meetings, grade level progress monitoring meetings, Department PLC meetings, and school committee meetings.	All Students	No additional cost
5.11	Purchase extra Chromebooks (computer technology) for student use during common formative assessments cycles.	All Students	12,000 CSI Funding 4000-4999: Books And Supplies Chromebooks

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The strategies targeted key areas of academic and operational need. These efforts helped generate initial momentum and fostered pockets of success; however, the overall progress fell short of our intended goals. While measurable gains were evident in certain subgroups and initiatives, the broader impact across all student populations was limited. This reflection has informed our need for more data-driven decision-making, increased staff collaboration, and more consistent implementation of evidence-based practices to achieve sustainable and equitable outcomes.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Expenditures were aligned with our SPSA goals and supported the intended objectives, the implementation of strategies could have been more targeted and cohesive. Moving forward, we aim to strengthen the alignment between expenditures and measurable outcomes by refining implementation processes and ensuring ongoing evaluation and adjustment.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We have added more accountability to existing strategies particularly in the area of cur classroom observation and feedback cycle and have also added strategies to better monitor the implementation of the work that will help us meet our goals.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$76,292
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$884,147.00
Total Federal Funds Provided to the School from the LEA for CSI	$472,119.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
CSI Funding	$472,119.00
Title I	$65,655.00
Title III	$10,637.00

Subtotal of additional federal funds included for this school: $548,411.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
District Funded	$33,852.00
LCFF	$126,804.00
LCFF - Intervention	$9,000.00
Prop 28	$166,080.00

Subtotal of state or local funds included for this school: $335,736.00

Total of federal, state, and/or local funds for this school: $884,147.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	65,655	0.00
Title III	10,637	0.00
LCFF	126,804	0.00
LCFF - Intervention	9000	0.00
Prop 28	166,080	0.00
CSI Funding	472,119	0.00

Expenditures by Funding Source

Funding Source	Amount
CSI Funding	472,119.00
District Funded	33,852.00
LCFF	126,804.00
LCFF - Intervention	9,000.00
Prop 28	166,080.00
Title I	65,655.00
Title III	10,637.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	384,652.00
2000-2999: Classified Personnel Salaries	59,604.00
4000-4999: Books And Supplies	133,474.00
5000-5999: Services And Other Operating Expenditures	71,337.00
5800: Professional/Consulting Services And Operating Expenditures	235,080.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	CSI Funding	178,090.00
2000-2999: Classified Personnel Salaries	CSI Funding	9,504.00
4000-4999: Books And Supplies	CSI Funding	23,000.00
5000-5999: Services And Other Operating Expenditures	CSI Funding	34,000.00
5800: Professional/Consulting Services And Operating Expenditures	CSI Funding	227,525.00
1000-1999: Certificated Personnel Salaries	District Funded	33,852.00
1000-1999: Certificated Personnel Salaries	LCFF	18,000.00
2000-2999: Classified Personnel Salaries	LCFF	11,200.00
4000-4999: Books And Supplies	LCFF	84,804.00
5000-5999: Services And Other Operating Expenditures	LCFF	10,800.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	2,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	8,000.00
4000-4999: Books And Supplies	LCFF - Intervention	1,000.00
1000-1999: Certificated Personnel Salaries	Prop 28	135,410.00
4000-4999: Books And Supplies	Prop 28	22,670.00
5000-5999: Services And Other Operating Expenditures	Prop 28	8,000.00
1000-1999: Certificated Personnel Salaries	Title I	8,600.00
2000-2999: Classified Personnel Salaries	Title I	38,500.00
4000-4999: Books And Supplies	Title I	2,000.00
5000-5999: Services And Other Operating Expenditures	Title I	11,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	5,555.00
1000-1999: Certificated Personnel Salaries	Title III	2,700.00

2000-2999: Classified Personnel Salaries	Title III	400.00
5000-5999: Services And Other Operating Expenditures	Title III	7,537.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	517,416.00
Goal 2	77,600.00
Goal 3	221,227.00
Goal 4	48,404.00
Goal 5	19,500.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

4 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Dave De Los Santos	Principal
Bianca Aguilar	Classroom Teacher
Sarah Passno	Classroom Teacher
Rachel Bratten	Classroom Teacher
Joy Fedele	Classroom Teacher
Robert Duenas	Other School Staff
Jasmine Duron	Parent or Community Member
Sepulveda	Parent or Community Member
Ashley Gonzalez	Parent or Community Member
Maria Corpus	Secondary Student
Mia Manzanares	Secondary Student
Lily Marroquin	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on June 10, 2025.

Attested:

	Principal, Dave De Los Santos on 6/10/25
	SSC Chairperson, Jasmine Duron on 6/10/25

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of

adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
Clear	☑ English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on June 10 2025 .

Attested:

Clear	Principal, Dave De Los Santos on 6/2/25
Clear	SSC Chairperson, on Jasmine Duron 6/16/25

School Year: **2025-26**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Norma Harrington Elementary School	56725386055297	April 30, 2025	August 20, 2025

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Norma Harrington Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

☒ Schoolwide Program

Harrington operates with one goal in mind: high academic achievement for all students. As a result, our teachers and staff work tirelessly to meet the diverse needs of our student body. We understand that for all students to reach academic excellence, we must cultivate strong partnerships with parents and community stakeholders. We also recognize the importance of giving students a voice and empowering them to take an active role in their academic journey.

Our staff is dedicated to creating a welcoming, safe, and nurturing environment that supports learning and is inclusive of parents and community members. We encourage students and staff to live by our Guidelines for Success: BEARS — Be Responsible, Engage in Learning, Act Safely, Respect Yourself and Others, and Show a Positive Attitude.

The Oxnard School District Vision, Mission, and Student Profile are essential components in addressing the needs of all learners. The district-approved contract variance allows teachers common planning time once a week. This collaborative time is used to reflect on first instruction and analyze student data to better serve all students, especially English Language Learners, Dual Language Immersion students, and those receiving Special Education services. Through this planning structure, Harrington staff have engaged in foundational work in aligning instruction to the Common Core Standards, implementing biliteracy units, and supporting SBAC skill development. While the majority of our students demonstrated growth in Spanish language arts, we acknowledge that some student groups have not made adequate progress. We will continue to refine our instructional practices as we build on the work from last year.

This year, we aim to deepen our understanding of the Next Generation Science Standards (NGSS) and Social Science Standards, integrating them with our English Language Arts and Math instruction. The implementation of biliteracy units will support this effort. As our biliteracy program expands across grade levels, it is essential that teachers in grades 2–5 are well-prepared for unit design and instructional alignment. Additionally, teachers will support students through Universal Access Time, ensuring differentiated instruction that meets each learner's needs. While our instructional practices continue to be guided by the Common Core, our goal this year is to increase the overall rigor of our instructional program, with a particular emphasis on Writing Standards.

Harrington remains committed to ensuring that the Strategic Plan, the LCAP, and the Student Profile are consistently addressed, supporting whole-child development and ensuring that every student makes meaningful academic growth. This work is aligned with our school's Vision and Mission:

- Vision: We are creating a learning community that encourages all students/scholars to strive for academic and social-emotional success.
- Mission: We ensure all students receive an equitable education rich in collaboration, problem-solving, and global thinking for lifelong success.

As a team, we will collaborate on the following goals:

- Create and maintain a safe learning environment conducive to student success.
- Uphold the essential pedagogical principles from the Oxnard School District Strategic Plan.
- Address student needs through the MTSS framework and provide necessary interventions and enrichment opportunities.
- Actively engage students in their learning.
- Monitor foundational skills in reading and math weekly, while increasing rigor across Science and Social Science content areas.
- Build powerful relationships that nurture equity and success by involving students in reviewing their academic data regularly.

We are confident that, with a laser focus and shared accountability, our students will benefit from an engaging, rigorous, and meaningful instructional program. Our dedicated staff remains committed to continuously improving our practice to best serve the needs of our diverse learning community.

Educational Partner Involvement

How, when, and with whom did Norma Harrington Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

During the summer and at the start of the year, the site leadership team, which includes the principal, meet in order to review academic progress and develop site academic and social-emotional goals to target student needs. This information is shared with School Site Council and the English Learner Advisory Committee during SPSA development. School Site Council will meet at least six times a year and revise the SPSA with final approval occurring in the Spring.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

In order to better address the needs of our students, it is imperative that we adopt a more systematic approach to collaboration and data review. This year, our focus will be on deepening our understanding and implementation of effective, Common Core Standards-based instruction. To enhancing instructional quality, we will place a greater emphasis on improving student attendance. Chronic absenteeism continues to impact student achievement and engagement. To address this, we will implement a coordinated strategy involving multiple stakeholders. My Attendance Clerk and the ORC will work collaboratively to follow up on student absences through parent phone calls and home visits. Furthermore, we will enhance our incentive programs to encourage and reward consistent attendance. These targeted interventions aim to foster a culture of accountability and support, ultimately contributing to improved attendance and student success. Our efforts to maintain consistent, high-quality instruction and opportunities for teachers to participate in essential professional development are currently challenged by a districtwide shortage of substitute teachers. Previously, our substitute coverage was primarily allocated for full-day IEP meetings, further straining available resources.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

We are currently in the “Red” category for English Learner Progress, with only 43.9% of our English Learners making progress, representing a decline of 14.3% from the previous year. As a result, we are taking a schoolwide approach to improve outcomes for our English Learners. Grade-level teams are collaborating more intentionally to support one another with effective ELD strategies. A key focus is ensuring that all teachers are aware of their students' English proficiency levels so that instruction can be appropriately planned and differentiated to meet student needs. For our newcomer students, whose numbers significantly increased last year, we are implementing Lexia English (Core5) to support foundational language development. In addition, English Learner progress is closely monitored every 6 to 8 weeks through our Student Monitoring process to ensure students are on track and receiving the support they need to make growth.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Our primary area of concern this year is the academic growth of our English Learner (ELD) students. We are currently in the “Red” category for English Learner Progress, with only 43.9% of our English Learners making progress, representing a decline of 14.3% from the previous year. In response, we are implementing a schoolwide approach to improve outcomes for our English Learners. Grade-level teams are collaborating intentionally to support one another with effective ELD strategies. A key focus is ensuring that all teachers are aware of their students’ English proficiency levels, so instruction can be purposefully planned and differentiated to meet student needs. For our newcomer students, whose

numbers significantly increased last year, we have implemented Lexia English (Core5) to support foundational language development.
Additionally, student progress is closely monitored every 6 to 8 weeks through our Student Monitoring process, ensuring timely interventions and supports are in place to help students stay on track and continue making growth.

Our second group of students we are concerned with are those with disabilities. We currently have 111 students with active IEPs (Individualized Education Programs). These students are being closely monitored to ensure they are making progress toward their IEP goals. To tracking their academic and behavioral growth, we are also evaluating their readiness to be mainstreamed into general education classes where appropriate. This ongoing review allows us to provide the necessary support while promoting inclusion and access to the broader curriculum.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Language Arts, Math, and English Language Development (ELD) continue to be areas of growth for our students. To support improvement across these domains, we will utilize Star and Panorama data to ensure we are effectively meeting the needs of all learners. Teachers will review Star data at least three times a year, and more frequently as needed, to guide first instruction and lesson planning. For Language Arts, teachers will continue to integrate the Biliteracy Units to ensure instruction is rigorous, standards-based, and aligned with student needs. In Math, we will maintain our collaboration with the Math Manager to analyze Star data and refine instructional strategies that support academic growth for all students. In the area of English Language Development, we are taking a schoolwide approach to improve outcomes for our English Learners. Teachers are collaborating more intentionally within grade levels to share and implement effective ELD strategies. A key focus is on ensuring all teachers know their students' English proficiency levels, so they can differentiate instruction accordingly. For newcomer students, we are utilizing Lexia English (Core5) to build foundational language skills. Progress for English Learners is closely monitored every 6 to 8 weeks through our Student Monitoring process to ensure timely interventions and support.

We will also use Panorama data to support students' social-emotional development. Both teachers and counselors will use this data to deliver targeted SEL lessons that promote growth in self-management, emotional regulation, and social awareness.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Norma Harrington Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%		0	
African American	%	0%	0.20%		0	1
Asian	0.18%	0%	%	1	0	
Filipino	0.73%	0.37%	0.40%	4	2	2
Hispanic/Latino	96.72%	98.52%	98.42%	530	532	498
Pacific Islander	%	0%	%		0	
White	1.82%	1.11%	0.79%	10	6	4
Multiple/No Response	0.55%	0%	0.20%	3	0	1
			Total Enrollment	548	540	506

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	75	105	76
Grade 1	103	73	75
Grade 2	87	102	75
Grade3	76	80	99
Grade 4	102	82	77
Grade 5	105	98	78
Total Enrollment	548	540	506

Conclusions based on this data:

Our current student population consists of the following: 2 Filipino, 507 Latino, and 2 Pacific Islander students. We make it a priority to know who our students are so we can provide the necessary materials and supports to meet their individual needs. Our goal is to remain equitable and culturally responsive, ensuring that all students feel seen, valued, and supported. Understanding our demographics also helps us align our practices with the district's Strategic Plan and serve our students in a way that honors their identities and experiences.

While we remain focused on supporting every student, our enrollment is currently declining due to factors beyond our control. When we are notified that a student will be leaving, our office staff engages in conversations with families to

understand the reason for the move. In many cases, families are relocating due to the high cost of living in the area. Additionally, we've had families choose to leave the school out of fear related to recent changes in the federal administration, particularly for those concerned about their immigration status or lacking legal documentation.

These challenges highlight the importance of continuing to build trust with our families and providing a school environment that is safe, welcoming, and inclusive for all.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	396	383	334	67.70%	72.3%	66.0%
Fluent English Proficient (FEP)	52	49	53	12.50%	9.5%	10.5%
Reclassified Fluent English Proficient (RFEP)				10.3%		

Conclusions based on this data:

Last year, we successfully reclassified 37 students. However, this year, the number decreased to 23 students, reflecting a reduction of 14 students compared to the previous year. While this decline is notable, our staff remains committed to addressing the instructional needs of our English Learners. We are taking intentional steps to strengthen English language development instruction, and as a result, we anticipate that more students will meet the criteria for reclassification moving forward. Our teachers have been deliberate in providing strong initial reading instruction specifically tailored to English Learners, helping them build the foundational skills necessary to succeed on the ELPAC assessment.

School and Student Performance Data

Star Early Literacy

Norma Harrington Elementary School											
		Less than Proficient				Proficient				Star Early Literacy Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade K	71	8	11%	10	14%	7	10%	46	65%	Level 4	849
Grade 1	68	41	60%	9	13%	4	6%	14	21%	Level 4	851
Grade 2	21	14	67%	5	24%	2	10%	0	0%	Level 1	719

Conclusions based on this data:

This year, we have seen encouraging growth in student performance. As we move forward, we will continue to emphasize the importance of strong initial instruction to ensure students develop both foundational literacy skills and critical thinking abilities. These elements are essential for sustained progress on the Star Early Literacy Test. In the Spanish Star Early Literacy assessment for kindergarten and first grade, 75% of students scored at the Benchmark or On Watch levels, while 25% were identified at the Intervention level. Similarly, in the English Star Early Literacy assessment, 74% of students were at Benchmark or On Watch, and 26% were at the Intervention level. Our goal for the coming year is to maintain these positive trends and continue building on this progress across both languages.

School and Student Performance Data

Star Reading

Norma Harrington Elementary School											
		Less than Proficient				Proficient				Star Reading Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 2	42	14	33%	12	29%	8	19%	8	19%	Level 2	894
Grade 3	52	30	58%	15	29%	4	8%	3	6%	Level 1	912
Grade 4	77	44	57%	14	18%	15	19%	4	5%	Level 1	941
Grade 5	69	31	45%	13	19%	22	32%	3	4%	Level 1	995

Conclusions based on this data:

This year, our students have shown steady growth on the Star Early Literacy Test. We continue to focus on strengthening foundational literacy skills in both English and Spanish to support our bilingual learners. In kindergarten and first grade, results were promising. We are encouraged by the progress our students are making—particularly in Spanish, which is the first language for the majority of our learners. Our goal for the year ahead is to maintain these achievements and support continued growth in both English and Spanish literacy.

School and Student Performance Data

Star Math

Norma Harrington Elementary School											
		Less than Proficient				Proficient				Star Math Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 1	75	38	51%	27	36%	8	11%	2	3%	Level 1	801
Grade 2	76	40	53%	23	30%	9	12%	4	5%	Level 1	879
Grade 3	67	45	67%	16	24%	6	9%	0	0%	Level 1	914
Grade 4	91	54	59%	29	32%	7	8%	1	1%	Level 1	949
Grade 5	69	32	46%	18	26%	8	12%	11	16%	Level 1	1034

Conclusions based on this data:

In math, we still have a long way to go, but we have made significant progress. This year, we implemented use of more IABs, a Math Lab for intervention, and Building Thinking Classrooms structures, and worked closely with our district's math manager. Our end-of-year data shows notable growth: First grade 13%, Second grade by 19%, Third grade by 10%, Fourth grade by 10%, and Fifth grade by 59%. We will continue to support our students to ensure they make adequate growth.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	79	76	101	79	73	98	79	73	98	100.0	96.1	97
Grade 4	107	80	78	107	79	74	107	79	74	100.0	98.8	94.9
Grade 5	107	95	80	104	95	79	104	95	79	97.2	100.0	98.8
All Grades	293	251	259	290	247	251	290	247	251	99.0	98.4	96.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2341.	2356.	2363.	1.27	9.59	12.24	8.86	13.70	10.20	27.85	24.66	25.51	62.03	52.05	52.04
Grade 4	2404.	2394.	2425.	3.74	7.59	13.51	15.89	21.52	24.32	21.50	13.92	21.62	58.88	56.96	40.54
Grade 5	2462.	2470.	2468.	16.35	13.68	18.99	22.12	31.58	31.65	20.19	17.89	12.66	41.35	36.84	36.71
All Grades	N/A	N/A	N/A	7.59	10.53	14.74	16.21	23.08	21.12	22.76	18.62	20.32	53.45	47.77	43.82

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	1.27	5.48	7.14	58.23	60.27	53.06	40.51	34.25	39.80
Grade 4	6.54	2.53	5.41	62.62	55.70	64.86	30.84	41.77	29.73
Grade 5	12.50	8.42	8.86	57.69	63.16	59.49	29.81	28.42	31.65
All Grades	7.24	5.67	7.17	59.66	59.92	58.57	33.10	34.41	34.26

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	1.27	4.11	4.08	36.71	47.95	45.92	62.03	47.95	50.00
Grade 4	1.87	2.53	9.46	47.66	54.43	54.05	50.47	43.04	36.49
Grade 5	18.27	10.53	18.99	42.31	62.11	51.90	39.42	27.37	29.11
All Grades	7.59	6.07	10.36	42.76	55.47	50.20	49.66	38.46	39.44

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.33	6.85	1.02	70.89	72.60	65.31	22.78	20.55	33.67
Grade 4	5.61	8.86	4.05	74.77	65.82	74.32	19.63	25.32	21.62
Grade 5	8.65	13.68	7.59	70.19	65.26	68.35	21.15	21.05	24.05
All Grades	6.90	10.12	3.98	72.07	67.61	68.92	21.03	22.27	27.09

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	0.00	9.59	11.22	58.23	57.53	50.00	41.77	32.88	38.78
Grade 4	2.80	3.80	14.86	71.03	68.35	55.41	26.17	27.85	29.73
Grade 5	11.54	11.58	16.46	58.65	65.26	53.16	29.81	23.16	30.38
All Grades	5.17	8.50	13.94	63.10	63.97	52.59	31.72	27.53	33.47

Conclusions based on this data:

Although we are not yet where we would like to be, our data shows progress. In 2024-2025, 18% of our third graders met or exceeded standards on the CAASPP test. In fourth grade, 31% of students met or exceeded standards, and in fifth grade, 42% met or exceeded standards. Teachers worked every Wednesday during their collaboration, planning and analyzing data. IABs were taken frequently in each grade level. The Biliteracy Units were implemented to the best of our ability, ensuring that all standards were taught and mastered by the students. There was also extensive planning with the DLI TOSA. We will continue to focus on our first instruction to provide students with the foundational and critical thinking skills necessary to move them across proficiency bands, aiming for them to meet or exceed standards. While we made positive growth last year, we recognize that a significant number of students are still not making the progress they need to. As a site, we will review our instructional program to better meet the needs of these students.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	79	76	101	79	73	100	79	72	100	100.0	96.1	99
Grade 4	107	80	78	107	77	76	107	77	76	100.0	96.3	97.4
Grade 5	107	95	80	104	95	79	104	95	79	97.2	100.0	98.8
All Grades	293	251	259	290	245	255	290	244	255	99.0	97.6	98.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2339.	2357.	2379.	0.00	2.78	10.00	6.33	8.33	18.00	25.32	26.39	24.00	68.35	62.50	48.00
Grade 4	2396.	2398.	2415.	0.93	1.30	2.63	9.35	10.39	19.74	30.84	29.87	31.58	58.88	58.44	46.05
Grade 5	2433.	2461.	2463.	5.77	10.53	17.72	15.38	15.79	17.72	23.08	32.63	24.05	55.77	41.05	40.51
All Grades	N/A	N/A	N/A	2.41	5.33	10.20	10.69	11.89	18.43	26.55	29.92	26.27	60.34	52.87	45.10

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	1.27	5.56	7.00	40.51	37.50	45.00	58.23	56.94	48.00
Grade 4	1.87	2.60	3.95	42.06	46.75	47.37	56.07	50.65	48.68
Grade 5	4.81	9.47	12.66	45.19	48.42	48.10	50.00	42.11	39.24
All Grades	2.76	6.15	7.84	42.76	44.67	46.67	54.48	49.18	45.49

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	5.06	1.39	12.00	53.16	55.56	51.00	41.77	43.06	37.00
Grade 4	2.80	1.30	2.63	47.66	51.95	57.89	49.53	46.75	39.47
Grade 5	5.77	4.21	10.13	50.96	75.79	58.23	43.27	20.00	31.65
All Grades	4.48	2.46	8.63	50.34	62.30	55.29	45.17	35.25	36.08

Conclusions based on this data:

In 2024-2025, we saw growth in math. Our results showed that 10% of third graders, 22% of fourth graders, and 35% of fifth graders were meeting or exceeding standards. Reflecting on this progress, our teachers adopted a more systematic approach to planning, utilizing the Wednesday banking day for collaboration. Throughout the year, teachers worked together to align their instruction with standards and address the needs of students at all levels. Specifically, teachers focused on growth and targeted their first instruction to help students advance through the proficiency bands. Their instruction was guided by STAR Data, IABs, and Math Lab. Additionally, we implemented Building Thinking Classrooms with support from our district math manager, adapting our teaching methods accordingly. We will continue our efforts to move students across proficiency bands, with the goal of having more students meet or exceed standards. Our commitment remains to provide students with the high-quality instruction necessary to meet their diverse academic needs

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		1392.7	1382.4		1401.5	1394.8		1372.4	1353.2	0	69	69
1	*	1431.7	1438.2	*	1441.8	1443.6	*	1421.1	1432.3	7	61	51
2	1472.6	1453.0	1455.7	1481.7	1458.1	1456.5	1463.0	1447.5	1454.4	63	68	61
3	1490.8	1485.5	1468.7	1493.8	1489.6	1459.7	1487.2	1481.0	1477.2	56	50	63
4	1519.6	1534.8	1495.1	1521.7	1540.4	1489.2	1516.9	1528.7	1500.6	75	42	45
5	1537.4	1561.8	1528.8	1530.9	1561.3	1510.2	1543.2	1561.8	1547.1	44	44	22
All Grades										245	334	311

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		10.14	8.70		23.19	15.94		37.68	40.58		28.99	34.78		69	69
1	*	4.92	9.80	*	24.59	33.33	*	47.54	31.37	*	22.95	25.49	*	61	51
2	6.90	10.29	4.92	50.00	32.35	37.70	32.76	36.76	39.34	10.34	20.59	18.03	58	68	61
3	12.50	18.00	11.11	41.07	28.00	25.40	32.14	40.00	30.16	14.29	14.00	33.33	56	50	63
4	24.00	42.86	6.67	42.67	30.95	44.44	24.00	21.43	31.11	9.33	4.76	17.78	75	42	45
5	31.82	40.91	9.09	36.36	43.18	63.64	18.18	15.91	22.73	13.64	0.00	4.55	44	44	22
All Grades	17.99	18.56	8.36	43.10	29.64	32.48	27.62	34.73	34.08	11.30	17.07	25.08	239	334	311

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		10.14	8.70		20.29	23.19		39.13	34.78		30.43	33.33		69	69
1	*	11.48	15.69	*	36.07	33.33	*	34.43	37.25	*	18.03	13.73	*	61	51
2	29.31	14.71	14.75	41.38	32.35	40.98	25.86	35.29	29.51	3.45	17.65	14.75	58	68	61
3	25.00	36.00	17.46	46.43	36.00	38.10	19.64	10.00	15.87	8.93	18.00	28.57	56	50	63
4	45.33	52.38	20.00	33.33	38.10	51.11	14.67	7.14	13.33	6.67	2.38	15.56	75	42	45
5	43.18	59.09	22.73	38.64	36.36	54.55	6.82	4.55	9.09	11.36	0.00	13.64	44	44	22
All Grades	35.98	26.95	15.43	38.91	32.34	37.62	17.57	24.55	25.40	7.53	16.17	21.54	239	334	311

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		4.35	5.80		18.84	10.14		47.83	42.03		28.99	42.03		69	69
1	*	4.92	3.92	*	11.48	39.22	*	40.98	23.53	*	42.62	33.33	*	61	51
2	3.45	5.88	6.56	32.76	29.41	31.15	39.66	35.29	31.15	24.14	29.41	31.15	58	68	61
3	5.36	8.00	9.52	28.57	18.00	9.52	35.71	38.00	38.10	30.36	36.00	42.86	56	50	63
4	8.00	11.90	4.44	34.67	45.24	31.11	41.33	28.57	33.33	16.00	14.29	31.11	75	42	45
5	20.45	29.55	13.64	27.27	25.00	31.82	36.36	36.36	50.00	15.91	9.09	4.55	44	44	22
All Grades	8.79	9.58	6.75	31.38	23.65	23.47	38.08	38.62	35.37	21.76	28.14	34.41	239	334	311

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		18.84	13.04		56.52	57.97		24.64	28.99		69	69
1	*	26.23	29.41	*	65.57	60.78	*	8.20	9.80	*	61	51
2	24.14	19.12	34.43	70.69	69.12	55.74	5.17	11.76	9.84	58	68	61
3	33.93	22.00	25.40	58.93	68.00	47.62	7.14	10.00	26.98	56	50	63
4	61.33	57.14	40.00	32.00	38.10	51.11	6.67	4.76	8.89	75	42	45
5	22.73	47.73	31.82	63.64	47.73	50.00	13.64	4.55	18.18	44	44	22
All Grades	38.08	29.34	27.65	53.97	58.98	54.34	7.95	11.68	18.01	239	334	311

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		10.14	14.49		43.48	37.68		46.38	47.83		69	69
1	*	9.84	3.92	*	65.57	64.71	*	24.59	31.37	*	61	51
2	31.58	23.53	4.92	61.40	57.35	78.69	7.02	19.12	16.39	57	68	61
3	47.27	42.00	22.22	40.00	44.00	42.86	12.73	14.00	34.92	55	50	63
4	45.33	52.38	13.33	44.00	42.86	66.67	10.67	4.76	20.00	75	42	45
5	72.73	75.00	50.00	20.45	25.00	36.36	6.82	0.00	13.64	44	44	22
All Grades	46.41	31.44	14.79	44.30	47.90	55.31	9.28	20.66	29.90	237	334	311

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		4.35	2.90		72.46	66.67		23.19	30.43		69	69
1	*	11.48	27.45	*	37.70	37.25	*	50.82	35.29	*	61	51
2	10.53	11.76	3.28	64.91	54.41	65.57	24.56	33.82	31.15	57	68	61
3	5.36	6.00	6.35	53.57	52.00	38.10	41.07	42.00	55.56	56	50	63
4	8.00	11.90	0.00	69.33	66.67	62.22	22.67	21.43	37.78	75	42	45
5	20.45	34.09	13.64	56.82	56.82	72.73	22.73	9.09	13.64	44	44	22
All Grades	10.50	12.28	8.04	61.76	56.59	55.63	27.73	31.14	36.33	238	334	311

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		36.23	22.22		27.54	42.22		36.23	35.56		69	45
1	*	4.92	3.92	*	60.66	64.71	*	34.43	31.37	*	61	51
2	12.07	10.29	13.11	62.07	57.35	59.02	25.86	32.35	27.87	58	68	61
3	8.93	14.00	7.94	76.79	68.00	60.32	14.29	18.00	31.75	56	50	63
4	16.00	30.95	26.67	72.00	61.90	57.78	12.00	7.14	15.56	75	42	45
5	34.09	29.55	27.27	50.00	65.91	68.18	15.91	4.55	4.55	44	44	22
All Grades	16.32	20.36	14.98	67.36	55.09	58.19	16.32	24.55	26.83	239	334	287

Conclusions based on this data:

Due to changes in reclassification requirements, we must focus our efforts on providing necessary English language development instruction to help the 20% of our students who scored at Level 3 (Moderately Developed) on the ELPAC move to Level 4 (Well Developed), making them eligible for reclassification. Additionally, we need to ensure that our Level 4 students (16%) achieve reading levels comparable to their non-English Learner peers to meet reclassification criteria. Our English Learner parents are very concerned about reclassification and have committed to supporting our teachers in reclassifying our Level 3 English Language Learners.

School and Student Performance Data

California School Dashboard
Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
506	**91.3%**	**66%**	**0.0%**
Total Number of Students enrolled in Norma Harrington Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	334	66%
Foster Youth	0	0.0%
Homeless	74	14.6%
Socioeconomically Disadvantaged	462	91.3%
Students with Disabilities	96	19%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	0.2%
American Indian	0	0.0%
Asian	0	0.0%
Filipino	2	0.4%
Hispanic	498	98.4%
Two or More Races	1	0.2%
Pacific Islander	0	0.0%
White	4	0.8%

Conclusions based on this data:

Our student population is predominantly Hispanic, with 99.2% of students identifying with this group. This significant representation allows us to align many of our resources effectively to support their specific needs. However, it is essential that we remain attentive to the diverse needs of our other student groups as well, including African American, White, Asian, and Filipino students, ensuring equity and inclusivity in our support systems. While our population of English Learners is substantial, an even larger percentage of our students are socioeconomically disadvantaged. This overlap suggests that many students belong to both groups, highlighting the importance of addressing their intersecting needs through integrated and targeted support strategies.

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Yellow	**Suspension Rate** Orange
Mathematics Yellow		
English Learner Progress Red		

Conclusions based on this data:

Our data reveals that key areas of concern across all student groups include Language Arts, Mathematics, and Chronic Absenteeism. In response, we have developed targeted improvement plans for each area.

- ELP: We are committed to supporting our English Learner population by deepening our understanding of the ELD standards and increasing professional development opportunities for teachers in effective ELD strategies.
- Suspension Rate: We will maintain a strong emphasis on PBIS (Positive Behavioral Interventions and Supports. We are dedicated to reducing suspension rates and addressing the social-emotional needs of all students through consistent implementation of PBIS practices.

School and Student Performance Data

Academic Performance

English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	0	4	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 Yellow	 No Performance Color
48.5 points below standard	52.7 points below standard	0 Students
Increased 9.8 points	Increased 9.3 points	
244 Students	178 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Yellow	 Yellow
Less than 11 Students	45.4 points below standard	46.5 points below standard
1 Student	Increased 13.5 points	Increased 13.0 points
	40 Students	226 Students

Students with Disabilities	African American	American Indian
 Red 157.3 points below standard Maintained 1.4 points 60 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color Less than 11 Students 1 Student	 Yellow 49.4 points below standard Increased 9.7 points 241 Students

Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students 2 Students

Conclusions based on this data:

The data highlights a critical need to implement strategies that effectively support the academic success of our English Learner and Hispanic student populations. As we emphasize collaboration in our instructional planning, it is essential to not only monitor overall student growth, but to place a particular focus on the progress of English Learners and Hispanic students. Our central focus is on developing academic language proficiency, recognizing that language is foundational to achievement across all content areas. To support this goal, we are committed to working with students at their current language proficiency levels, tailoring instruction to meet their specific needs. In addition, we are investing in increased professional development to deepen teachers' understanding and application of ELD (English Language Development) strategies. By equipping educators with effective tools and targeted practices, we aim to create more inclusive and linguistically responsive classrooms that foster language growth and academic achievement for all learners.

School and Student Performance Data

Academic Performance

Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	3	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 Yellow	 No Performance Color
58.6 points below standard	61.7 points below standard	0 Students
Increased 17.9 points	Increased 16.9 points	
245 Students	179 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Orange	 Yellow
Less than 11 Students	61.6 points below standard	58.7 points below standard
1 Student	Declined 3.7 points	Increased 19.5 points
	41 Students	227 Students

Students with Disabilities	African American	American Indian
 Orange 148.9 points below standard Increased 12.3 points 60 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Asian	**Filipino**	**Hispanic**
 No Performance Color 0 Students	 No Performance Color Less than 11 Students 1 Student	 Yellow 59.2 points below standard Increased 18.2 points 242 Students
Two or More Races	**Pacific Islander**	**White**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students 2 Students

Conclusions based on this data:

Although we have observed promising growth in mathematics, a substantial number of students across all groups are still not meeting grade-level standards. This highlights the need to closely examine the specific needs of each student group and use that information to guide collaborative planning for future instructional steps. To promote student agency, we are committed to involving students in data conversations; helping them clearly understand academic expectations and their individual progress. Our efforts will remain centered on delivering high-quality first instruction to all learners, with a strong focus on addressing the needs of our English Learner and Hispanic students. To strengthen our math instruction, we are implementing Building Thinking Classrooms practices and incorporating Zearn as a supplemental tool to reinforce student learning. Additionally, we will continue working closely with the district math department to refine our strategies, align with best practices, and ensure consistency in instructional quality across classrooms.

School and Student Performance Data

Academic Performance

English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
Red	No Performance Color
43.9% making progress.	making progress.
Number Students: 228 Students	Number Students: 0 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
19.7%	36.4%	2.2%	41.7%

Conclusions based on this data:

We have made meaningful progress in reducing the number of students performing at Level 1, which now stands at 23%. At Level 2, 16% of students are currently placed, while 20% are at Level 3, and 16% have reached Level 4. Overall, 75% of our English Learners have progressed by at least one proficiency level, which is a strong indicator of growth. However, we remain focused on supporting the remaining 25%, including those still at Level 1, to ensure they also make meaningful progress. These students will be closely monitored, and targeted supports will be put in place to address their individual needs and promote continued development. To accelerate growth, especially for students who have yet to move up a level, we will continue to emphasize the development of reading, writing, listening, and speaking skills. Instruction will be tailored to students' current proficiency levels, ensuring they receive the support and challenge needed for continued progress. We will also enhance professional development for teachers, equipping them with effective English Language Development (ELD) strategies to support language acquisition and academic success for all English Learners.

School and Student Performance Data

Academic Engagement

Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	4	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 Yellow	 No Performance Color
20% Chronically Absent	16.8% Chronically Absent	0 Students
Declined 13.6	Declined 15.3	
524 Students	352 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Yellow	 Yellow
Fewer than 11 students - data not displayed for privacy	16.5% Chronically Absent	20% Chronically Absent
1 Student	Declined 13	Declined 13.5
	85 Students	484 Students

Students with Disabilities	African American	American Indian
 Orange 35.5% Chronically Absent Declined 11 121 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	 Yellow 19.8% Chronically Absent Declined 13.9 516 Students

Two or More Races	Pacific Islander	White
 No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students

Conclusions based on this data:

Based on our data and a reflection on the strategies implemented last year, it is clear that an individualized approach is necessary to effectively support our chronically absent students. In response, our school counselor has made this group a top priority, with the goal of increasing their attendance rates through personalized support plans that address their unique needs. To further reinforce this effort, our Outreach Specialist will collaborate with the counselor to design and launch a student incentive program aimed at encouraging consistent attendance. In addition, our attendance clerk will also implement complementary incentive initiatives, ensuring a coordinated and schoolwide effort to improve daily attendance. Together, these efforts are designed to provide both personalized support and positive reinforcement, helping students build stronger attendance habits and stay engaged in their learning.

School and Student Performance Data

Conditions & Climate

Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	2	0	1

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 Yellow	 No Performance Color
1.5% suspended at least one day	1.1% suspended at least one day	0 Students
Increased 0.3%	Maintained 0.1%	
530 Students	354 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Blue	 Orange
Fewer than 11 students - data not displayed for privacy	0% suspended at least one day	1.6% suspended at least one day
1 Student	Declined 3.8%	Increased 0.3%
	87 Students	490 Students

Students with Disabilities	African American	American Indian
 Yellow 1.6% suspended at least one day Maintained 0% 123 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	 No Performance Color 0 Students
Asian	**Filipino**	**Hispanic**
 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	 Orange 1.3% suspended at least one day Increased 0.3% 521 Students
Two or More Races	**Pacific Islander**	**White**
 No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students

Conclusions based on this data:

While our suspension rate remains within the limits outlined in our goal, we are encouraged to see a decreasing trend in suspensions, reflecting the positive impact of our proactive and restorative practices. We continue to review each suspension individually, allowing us to assess whether expectations, interventions, or procedures need adjustment to better support student success. Our data suggests that the strategies we've implemented are making a difference. We are actively engaging in Restorative Justice (RJ) circles, utilizing a Multi-Tiered System of Supports (MTSS) framework, and ensuring that our school counselor delivers social-emotional learning lessons directly in classrooms. These efforts help address behavior at its roots, build community, and reinforce positive relationships among students and staff. By maintaining this proactive and reflective approach, we aim to foster a safe, supportive environment where every student has the opportunity to thrive.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student Academic Engagement and Achievement
Dramatically accelerate student academic engagement and achievement across all Oxnard populations through coherent additive approaches, essential pedagogical principles, and high-leverage practices.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1 - Student Academic Engagement and Achievement

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Foster high intellectual performance.
Strengthen instruction and student engagement.
Develop student profile-driven lesson design.
Foster multilingualism.
Use technology to enhance instruction.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	2024-2025: 3rd Grade Exceeded or Met: 0% Nearly Met: 18% Not Met : 26% 4th Grade Exceeded or Met: 37% Nearly Met: 21% Not Met: 17% 5th Grade Exceeded or Met: 17% Nearly Met: 25% Not Met: 27%	2025-2026: Focus on Growth from level to level: 10% of students from each level will increase their score in order to move to next level. 3rd Grade will increase to 30 % 4th Grade will increase to 47 % 5th grade will increase to 30%
CAASPP Math	2024-2025: 3rd Grade Exceeded or Met :0% Nearly Met:11% Not Met:20%	2025-2026: Focus on Growth from level to level: 10% of students from each level will increase their score in order to move to next level.

	4th Grade Exceeded or Met: 2% Nearly Met:18% Not Met:25% 5th Grade Exceeded or Met: 16% Nearly Met:19% Not Met:31%	3rd Grade will increase to 30% 4th Grade will increase to 30% 5th grade will increase to 30%
Reclassification	2024-2025: 46 English Learners were reclassified.	2025-2026: Reclassify 20% of 395 EL (80 students or more).
Star Early Literacy- English	2024-2025: Current domain mastery is at 50%	2025-2026: Domain mastery will exceed 60% .
Star Early Literacy- Spanish	2024-2025: Current domain mastery is at 68 %	2025-2026: Domain mastery will exceed 78%
Star Reading- English	2024-2025: 2nd Grade Above/Watch: 34% Intervention/Urgent: 66% 3rd Grade Above/Watch: 17% intervention/Urgent: 83% 4th Grade Above/Watch: 26% Intervention/Urgent: 74% 5th Grade Above/Watch: 41% Intervention/Urgent: 59%	2025-2026: Focus on growth from level to level: 10% of students from each level will increase their score in order to move to the next level. 2nd grade will increase to 44% 3rd grade will increase to 30% 4th grade will increase to 36% 5th grade will increase to 51%
Star Reading - Spanish	2024-2025: 2nd Grade Above/On Watch: 79% Intervention/Urgent: 21% 3rd Grade Above/ On Watch: 62% Intervention/Urgent: 38% 4th Grade: Above/ On Watch: 57% Intervention/Urgent: 43% 5th Grade: Above/On Watch:66% Intervention/Urgent:34%	2025-2026: Focus on growth from level to level: 10% of students from each level will increase their score in order to move to the next level. 2nd grade will increase to 89% 3rd grade will increase to 72% 4th grade will increase to 67% 5th grade will increase to 76%
Star Math	2024-2025: 1st Grade	2025-2026:

	Above/On Watch: 14% Intervention/ Urgent: 86% 2nd Grade Above/On Watch: 18% Intervention/ Urgent: 82% 3rd Grade Above/On Watch: 10% Intervention/Urgent: 90% 4th Grade Above/On Watch : 10% Intervention/Watch: 90% 5th Grade Above/On Watch: 30% Intervention/Urgent: 70%	Focus on growth from level to level: 10% of students from each level will increase their score in order to move to the next level. 1st grade will increase to 24% 2nd grade will increase to 28% 3rd grade will increase to 28% 4th grade will increase to 28% 5th grade will increase to 40%
ELPAC	2024-2025 Level 1 : 34% Level 2: 25% Level 3: 26% Level 4: 15%	2025-2026: Focus on growth from level to level: 10% of students from each level will increase their score in order to move to the next level. Level 1: 44% Level 2: 35% Level 3: 36% Level 4: 25%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	An Art Teacher and program will complement our existing music curriculum thus providing support and a path to a true Comprehensive Arts Program at Harrington. Prop 28 funds will be used.	All Students	96380 Prop 28 1000-1999: Certificated Personnel Salaries Art teacher salary & benefits 60000 LCFF 2000-2999: Classified Personnel Salaries Art teacher salary & benefits 2000 LCFF 4000-4999: Books And Supplies Art supplies
1.2	Instructional materials and supplies will be provided to support learning.	All Students English Learners Foster Youth Socioeconomically Disadvantaged	9000 LCFF 4000-4999: Books And Supplies Warehouse supplies 9000 LCFF

		Homeless Students with Disabilities	4000-4999: Books And Supplies Matrerials and supplies 1000 LCFF - Intervention 4000-4999: Books And Supplies student intervention
1.3	The Literacy Intervention Teacher (LIT) and the Intervention Service Provider (ISP), will provide reading intervention to identified students to support growth in literacy.	Homeless All Students English Learners Foster Youth Socioeconomically Disadvantaged	District Funded 1000-1999: Certificated Personnel Salaries Literacy Intervention Teacher salary 26663 Title I 2000-2999: Classified Personnel Salaries Intervention Svc. Provider (ISP)
1.4	Support enrichment and student experiences linked to Biliteracy Units, NGSS Science Standards, Common Core Standards, and strand focus	All Students English Learners Homeless Socioeconomically Disadvantaged	9000 Title I 5000-5999: Services And Other Operating Expenditures Field trips to support Common Core Standards 2000 LCFF 4000-4999: Books And Supplies GATE program support/Enrichment
1.5	Additional books and instructional materials will be provided to enhance student access to a diverse range of literature and nonfiction texts. Special education students will receive targeted resources to ensure equitable access to high-quality literary and informational content. Supplemental literature, texts and materials will be purchased to support English Language Development.	All Students English Learners Students with Disabilities	1000 LCFF 4000-4999: Books And Supplies DLI books 1000 LCFF 4000-4999: Books And Supplies Materials for SDC 5000 Title I 4000-4999: Books And Supplies DLI books 8123 Title III 4000-4999: Books And Supplies Books and materials for EL's
1.6	The school's Accelerated Reader reading program will be supported by the Library/Media Tech. Students will earn incentives for meeting AR goals	All Students	District Funded 2000-2999: Classified Personnel Salaries Classified Salary: Library/Media Tech 500 LCFF

			4000-4999: Books And Supplies Incentives-AR 500 PTA/PTO 4000-4999: Books And Supplies Incentives-AR celebrations
1.7	Students will have the opportunity to participate in a variety of enrichment activities, including school assemblies, the César Chávez Competition, the African American Speech Contest, and Oxnard Creates.	All Students	District Funded 4000-4999: Books And Supplies No additional cost
1.8	Teachers will collaborate with the principal in order to identify students who will receive reading intervention in grades kindergarten to 5th. Teachers will review data with the principal from Star, Lexia and ST Math to ensure students are showing adequate growth.	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures Lexia Contract District Funded 5800: Professional/Consulting Services And Operating Expenditures ST Math Contract
1.9	Students will earn incentives to promote academic achievement and positive attendance.	All Students	1000 LCFF 4000-4999: Books And Supplies Incentives-Academics & Attendance
1.15	Replenishment of technology and equipment, along with the purchase of online subscriptions, will ensure that students have the tools they need to learn. In addition, apps specifically designed to support our new English Language Learners will be implemented; these will be funded through Title III. Other educational apps will be made available to all students as enrichment resources, funded through Title I. These tools aim to enhance learning opportunities for all students and provide targeted support where needed.	All Students	1000 LCFF 4000-4999: Books And Supplies Computer Equipment 1000 LCFF 4000-4999: Books And Supplies Replenish Laptops/keyboards/replenish headphones 3000 Title III 5800: Professional/Consulting Services And Operating Expenditures Online Subscriptions 6000 Title I 5800: Professional/Consulting Services And Operating Expenditures Online Subscriptions
1.16	Teachers will have use of the Xerox, Duplo and laminating machines.	All Students	1000 LCFF 4000-4999: Books And Supplies Maintenance agreements

1.20	Provide middle school transition presentations to 5th grade students prior to end of the year.	All Students	No additional cost
1.21	Special Education transition meetings will be held to support students transitioning to middle school.	Students with Disabilities	No additional cost
1.22			
1.23	A music teacher will support the strand focus.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Certificated salary: Extra Support Teacher 2000 LCFF 4000-4999: Books And Supplies Instruments/ Materials
1.24	The After School Program Administrator meets monthly with the site Principal to evaluate the program and work on correlating the after school program to the regular school day programs and services. They will also work to integrate Harrington's Arts and Environmental Science focus.	All Students	ASES
1.25	A Teacher Liaison will be designated for the After School Program to coordinate communication with the after school program and help support school needs by organizing curriculum, providing modeling, mentoring, and professional development for after school staff.	All Students	ASES
1.26	Supplemental literacy and math instruction will be provided in After School program.	All Students	ASES
1.27	Students will set goals and chart Star Reading and Math scores throughout the year.	All Students	No additional cost

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Harrington School continues to engage in weekly collaboration sessions to implement the instructional strategies outlined in the School Plan for Student Achievement (SPSA). A new Literacy Intervention Teacher was hired this year and has consistently supported students in reading, providing stable and sustained intervention services. To address low performance in mathematics, the school is partnering closely with the district math manager and is preparing to launch an afterschool math lab specifically for fourth and fifth-grade students. A key focus this year is on strengthening first instruction by deepening staff knowledge of the Common Core Standards, ensuring teaching practices effectively meet the diverse needs of students. The biliteracy program has also expanded to include fifth grade, which has contributed to growth in students' Spanish language proficiency. Ongoing collaboration will continue to support balanced progress in both English and Spanish.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Throughout the year, teachers highlighted the need for additional instructional materials and resources to strengthen literature and oracy instruction within social science and science content areas—especially in biliteracy classrooms from Kindergarten through fifth grade. In response, the school dedicated additional funding to acquire these materials and to support teacher collaboration during and beyond regular school hours. However, a portion of the funds allocated for academic interventions remained unused due to ongoing difficulties in staffing afterschool intervention programs. Moving forward, the school aims to enhance first instruction and address a range of student needs by assigning a dedicated Intervention Service Provider to support students in grades three through five, with an emphasis on advancing proficiency in both Spanish and English.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This year, we are prioritizing the enhancement of first instruction and building a stronger, shared understanding of the Common Core Standards across all grade levels. Teachers will engage in Professional Learning Communities (PLCs) to collaboratively examine and refine their teaching practices, ensuring consistency and alignment with the standards.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Learning Environment and School Climate
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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2 - Learning Environment and School Climate

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Support a multi-tiered system of support (MTSS).
Foster access, equity and inclusion.
Utilize restorative practices.
Create affirming learning environment and relationships.
Maintain safe and inviting facilities and grounds.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	2024-2025: School suspension rate was less than 1%.	2025-2026: Continue 1% or lower suspension rate.
Attendance Rate	2024-2025: ADA was 94%.	2025-2026: ADA of 95%.
Behavior Referrals	2024-2025: 67 Behavior referrals	2025-2026: Reduce behavior referrals by 10%
Panorama Teacher Perception Student Survey (Kinder-2nd Grade) Panorama Survey: 3rd-5th grade Students	Spring 2025 Panorama Data: Kinder- 2nd Grade Emotion Regulation: 67% Self-Management: 51 % Social Awareness: 71% 3rd-5th Grade Emotion Regulation: 72% Growth Mindset: 59% Self-Management: 60%	Spring 2026 Panorama Data: Kinder-2nd Grade: Increase positive Panorama survey results by 10%: Emotion Regulation: 77% Self-Management: 61% Social Awareness: 81% 3rd-5th Grades: Increase positive Panorama survey results by 10%: Emotion Regulation: 82%

	Sense of Belonging: 66% Social Awareness: 59% Teacher-Student Relationships: 72%	Growth Mindset: 69% Self-Management:70% Sense of Belonging: 76% Social Awareness: 69% Teacher-Student Relationship: 82%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Leadership and PBIS team will meet monthly to review behavioral expectations schoolwide using the CHAMPS framework to teach students and modify safety procedures.	All Students	500 LCFF 4000-4999: Books And Supplies Recess activities/playground equipment
2.2	Students can earn behavior incentives through the use of BEAR tickets which reinforce the school's PBIS guidelines.	All Students	1000 LCFF 4000-4999: Books And Supplies Incentives-behavior
2.3	Students and staff will participate in the Panorama survey for data collection related to student and staff perceived social emotional health and safety.	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures Program contract
2.4	The Bear Walk (upper grades) and Cub Walk (primary grades) occur each morning to promote a calm and positive start to the day. They provide students with intentional time for movement, connection, and emotional readiness.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Teachers on morning duty/ No extra cost
2.5	All students will participate in Tier 1 social-emotional lessons and community circles in the classroom to foster caring connections in the classroom conducive to learning with the school counselor.	All Students	No additional cost
2.6	Implementation of restorative practices to significantly decrease student suspensions. Students have access to the Bear Den—a safe and inclusive space overseen by the school counselor. In the Bear Den, students can build meaningful relationships with their peers, and have access to alternatives like board games and collaborative activities.	All Students English Learners Foster Youth Students with Disabilities Homeless Socioeconomically Disadvantaged	District Funded 1000-1999: Certificated Personnel Salaries Certificated Salary: Counselor 2456 LCFF 4000-4999: Books And Supplies Bear Den Materials
2.7	Students and staff will participate in the Panorama survey for data collection related to student and staff perceived social emotional health and safety.	All Students	District Funded

			5800: Professional/Consulting Services And Operating Expenditures Expenditures Program contract
2.8	Development of the Safety Plan, which includes the safety drill schedule, will support emergency readiness. A schedule of practice drills (fire, earthquake, evacuation, Lockdown 1 and Lockdown 2, as well as student and family re-unification) will be created.	All Students	No additional cost
2.9	Campus Assistant support will be provided in designated safety areas including before school and after school bus supervision, cafeteria supervision, crossing guard, and gate dismissal.	All Students	500 LCFF 2000-2999: Classified Personnel Salaries Playground aide extra support
2.21			
2.31			
2.33			
2.34			
2.36			
2.37			

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Our Attendance Technician and Outreach Resource Consultant (ORC) worked diligently this year to support and improve student attendance. While our attendance rate was 94% last year, it decreased slightly to 93% this year. The ORC conducted home visits to check on students who were absent, maintained close communication with families, and followed up until students returned to school, absences were primarily due to illness. It is important to note that some absences were also related to family concerns about immigration status. In several cases, undocumented parents expressed fear about leaving their homes, which affected their ability to bring students to school. We remain committed to supporting these families with empathy and resources to ensure all students feel safe attending school.

In terms of behavioral data, we have seen a positive trend. Behavior referrals decreased from 67 to 40—a 40% reduction. Our goal is to further reduce this number by an additional 10% next year. One of our most effective initiatives has been the implementation of The Bear Walk, a PBIS-driven morning routine designed to support students' emotional

regulation before entering class. This proactive strategy has helped reduce incidents at the start of the day. Additionally, students participated in the Panorama Survey, which provided insightful data across several areas: Growth Mindset, Self-Management, Emotional Regulation, Teacher-Student Relationships, and Sense of Belonging. Based on this data:

- For second grade, we aim to increase Self-Management scores from 56% to at least 70%.
- For third through fifth grade, we are focusing on improving Emotional Regulation, Self-Management, and Social Awareness, aiming to increase these areas from 59% to 70% or higher.

To support this goal, our school counselor will continue providing classroom lessons and collaborate with teachers so they can also deliver lessons that reinforce these skills throughout the school year.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Strategies and budgeted expenditures were allocated accordingly, and there were no significant differences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We have allocated funds to purchase equipment and implement structured activities designed to improve student engagement during unstructured times. These efforts aim to reduce the number of behavior referrals and support students in developing appropriate play and social behaviors. To address the reduction in campus assistant staffing, we have also designated additional site funds to fill this gap.

As part of our proactive approach to behavior support, we have implemented a BEAR Walk in the morning and a Cub Walk specifically for our Kindergarten students. These structured routines have had a significant positive impact—resulting in zero behavior referrals from January to the present. Additionally, we continue to offer monthly training sessions for our campus supervisors to ensure consistent supervision and reinforce positive student interactions.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Guidance and support to the site.
Provide strategic direction, guidance, and support focused on improving the quality of instruction, interaction, and engagement in every classroom, so that all students reach high levels of academic excellence, multilingual achievement, global competency, and healthy identity development, agency and voice.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 3 - Guidance and Support to Sites and District Departments.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Foster a culture of empowerment.
Provide professional learning and support.
Provide recognition to staff and students.
Utilize student assessment to measure student learning.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	2024-2025: 3rd Grade Exceeded or Met: 0% Nearly Met: 18% Not Met : 26% 4th Grade Exceeded or Met: 37% Nearly Met: 21% Not Met: 17% 5th Grade Exceeded or Met: 17% Nearly Met: 25% Not Met: 27%	2025-2026: Focus on Growth from level to level: 10% of students from each level will increase their score in order to move to next level. 3rd Grade will increase to 30 % 4th Grade will increase to 47 % 5th grade will increase to 30%
CAASPP Math	2024-2025: 3rd Grade Exceeded or Met :0% Nearly Met:11% Not Met:20%	2025-2026: Focus on Growth from level to level: 10% of students from each level will increase their score in order to move to next level. 3rd Grade will increase to 30%

	4th Grade Exceeded or Met: 2% Nearly Met:18% Not Met:25% 5th Grade Exceeded or Met: 16% Nearly Met:19% Not Met:31%	4th Grade will increase to 30% 5th grade will increase to 30%
Reclassification	2024-2025: 46 English Learners were reclassified.	2025-2026: Reclassify 20% of 395 EL (80 students or more).
Star Early Literacy - English	2024-2025: Current domain mastery is at 50%	2025-2026: Domain mastery will exceed 60% .
Star Early Literacy - Spanish	2024-2025: Current domain mastery is at 68 %	2025-2026: Domain mastery will exceed 78%
Star Reading - English	2024-2025: 2nd Grade Above/Watch: 34% Intervention/Urgent: 66% 3rd Grade Above/Watch: 17% intervention/Urgent: 83% 4th Grade Above/Watch: 26% Intervention/Urgent: 74% 5th Grade Above/Watch: 41% Intervention/Urgent: 59%	2025-2026: Focus on growth from level to level: 10% of students from each level will increase their score in order to move to the next level. 2nd grade will increase to 44% 3rd grade will increase to 30% 4th grade will increase to 36% 5th grade will increase to 51%
Star Reading - Spanish	2024-2025: 2nd Grade Above/On Watch: 79% Intervention/Urgent: 21% 3rd Grade Above/ On Watch: 62% Intervention/Urgent: 38% 4th Grade: Above/ On Watch: 57% Intervention/Urgent: 43% 5th Grade: Above/On Watch:66% Intervention/Urgent:34%	2025-2026: Focus on growth from level to level: 10% of students from each level will increase their score in order to move to the next level. 2nd grade will increase to 89% 3rd grade will increase to 72% 4th grade will increase to 67% 5th grade will increase to 76%
Star Math	2024-2025: 1st Grade	2025-2026:

	Above/On Watch: 14% Intervention/ Urgent: 86% 2nd Grade Above/On Watch: 18% Intervention/ Urgent: 82% 3rd Grade Above/On Watch: 10% Intervention/Urgent: 90% 4th Grade Above/On Watch : 10% Intervention/Watch: 90% 5th Grade Above/On Watch: 30% Intervention/Urgent: 70%	Focus on growth from level to level: 10% of students from each level will increase their score in order to move to the next level. 1st grade will increase to 24% 2nd grade will increase to 28% 3rd grade will increase to 28% 4th grade will increase to 28% 5th grade will increase to 40%
Student Trimester Awards	2024-2025 100% of classes gave out trimester awards for students.	2025-2026 Maintain 100% trimester Award participation.
Student Superintendent Fellows	2024-2025 The two students attended 56% of the meetings this year.	100% attendance at all Superintendent Fellows meetings.
Mason's Award	2024-2025 Two staff members were recognized by the organization.	2025-2025 Maintain 100% participation.
Shining Star	2024-2025 Once a month, during our staff meeting, one or more staff members will be recognized as a Shining Star.	2025-2026 Maintain 100% participation.
Staff Appreciation	2024-2025 In the month of May, all classified and certificated employees will be celebrated for their dedication and hard work.	2025-2026 Maintain 100% participation.
Campus Beautification	2024-2025 Three times a week, the principal and a group of different students took time during lunch to walk around and pick up trash in an effort to beautify the school.	2025-2026 Maintain 100% participation.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

3.2	All teachers will continue implementation of best practices with emphasis on first instruction. The site will support professional development with emphasis on writing and oracy (Academic Vocabulary linked to text) in general education and special education classrooms. Teachers will also attend CABE for professional development to support English learners. The goal is to support students to perform at grade level. Collaboration time includes teacher planning, vertical teaming, and data analysis. Teachers will include universal access time to daily instruction.	All Students English Learners Students with Disabilities	8000 Title III 1000-1999: Certificated Personnel Salaries Professional Development
3.3	Follow Oxnard School District assessment calendar to monitor student progress on State and District required assessments, including CAASPP, ELPAC and Star Early Literacy, Reading, and Math.	All Students English Learners	District Funded 5800: Professional/Consulting Services And Operating Expenditures Renaissance contract
3.4	Use Illuminate database to provide student achievement data information for teachers to collaborate regarding formative and summative assessments.	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures Illuminate contract
3.6	Student leaders will effectively represent Harrington School at the district level (Superintendent Fellows) while building their leadership, communication, and advocacy skills.	All Students	No additional cost
3.13	School beautification will be monitored, throughout the year. The principal partners with various student groups during lunchtime to collect litter and enhance the appearance of the school grounds three times a week.	All Students	No extra cost
3.15	Each trimester, we will hold awards assemblies to celebrate students who are meeting grade-level expectations in Math, ELA, and AR, as well as those earning BEAR Awards for outstanding character and effort.	All Students	No extra cost
3.16	Students who earn a Level 4 on the ELPAC and meet the criteria for reclassification will be honored at a year-end ceremony. Each student will be recognized for their achievement and receive a medal as part of the celebration.	English Learners	No extra cost
3.17	The prestigious Mason's Award will be presented to two outstanding staff members, chosen by the Masons, in appreciation of their commitment, leadership, and service to the school.		No extra cost
3.18	At every monthly staff meeting, we'll take a moment to celebrate a "Shining Star" , a staff member whose exceptional effort and positive spirit help make our school a better place for all.		No extra cost

3.19	During the month of May, we'll take time to celebrate our amazing classified and certificated staff. The PTA will host a full week of appreciation activities to thank you for the incredible work you do every day.		No extra cost
3.26			

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Teachers collaborate with the principal to identify K–5 students needing reading support using data from Star, Lexia, and ST Math, with regular assessments guiding targeted instruction. Professional development focuses on writing, academic vocabulary, and support for English Learners, while collaboration time is used for planning and data analysis. Students benefit from intervention and enrichment through programs like Lexia Core 5, ST Math, field trips, and GATE support. Positive school culture is fostered through leadership opportunities, recognition events, and school beautification, all supported by maintained technology and primarily funded through district and categorical resources.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

In general, the site remained consistent with its strategic vision and goals. Any differences between the intended implementation and budgeted expenditures were minor and driven by a need to enhance existing supports, particularly in areas of targeted professional development, student recognition, and technology infrastructure. These adjustments reflect a responsive approach to student and staff needs without significantly deviating from the articulated goals.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on the analysis of current strategies, several refinements will be made to strengthen implementation and alignment with student achievement goals. These include a continued emphasis on best practices and first instruction, with a clearer focus on writing and oracy (academic vocabulary linked to text) across general and special education. Professional development will be enhanced through targeted training and teacher attendance at CABE to support English learners. Collaboration time will be structured to include planning, vertical teaming, and data analysis, while daily instruction will integrate Universal Access time for differentiated support. The use of the Illuminate platform and adherence to the district assessment calendar will ensure consistent monitoring of student progress. Additionally, school climate efforts such as beautification, student recognition assemblies, and staff appreciation activities will be incorporated into the SPSA to support engagement and a positive learning environment.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 4 - Family/Community Alliances for Student Success

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Create Student Profile Alliances.
Foster family engagement and support.
Provide parent/family resources.
Foster community partnerships and relationship building.
Promote higher education.
Strengthen family/community communications.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent participation at meetings captured through sign in sheets.	PTA - an average of 10 parents attended ELAC - an average of 10 parents attended SSC - an average of 10 parents attended	Increase attendance at all meetings by 10%.
Parent participation in Back to School	2024-2025 80% of parents participated.	2025-2026 Maintain 100% participation.
Parents participated in Open House	2024-2025 85% of parents participated.	2025-2026 Maintain 100% participation.
IEP meetings	2024-2025 100% of parents (with students with IEPs) attended all meetings.	2025-2026 Maintain 100% participation.
SST meetings	2024-2025	2025-2026 Maintain 100% participation.

	80% of parents (with students in the SST process) attended meetings.	

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Build and communicate opportunities for strong family engagement through participation in decision making bodies like SSC, ELAC, PTA. Title 1 Meetings, SSC and ELAC will be held to review and collect input on guiding documents such as the Parent Compact, Parent Involvement Policy and the SPSA . Hold a minimum of 6 School Site Council and ELAC meetings, each (with child care).	All Students English Learners Foster Youth Students with Disabilities Homeless Socioeconomically Disadvantaged	500 LCFF 2000-2999: Classified Personnel Salaries Child care, clerical extra help
4.2	Communication between the school and parents will be facilitated through multiple channels, including emails, phone calls, marquee, ParentSquare, and in-person meetings.	All Students	No additional cost
4.3	Opportunities for parent education will be provided. Parents will be invited to the CABE conference.	English Learners Socioeconomically Disadvantaged	500 LCFF 5800: Professional/Consulting Services And Operating Expenditures Costs for parents to attend CABE 8000 Title III 5800: Professional/Consulting Services And Operating Expenditures Costs for parents to attend CABE
4.4	Two TK/K orientations will be held to welcome families new to the site and provide valuable information. One will be at the end of the year and one at the start of the year.	All Students	500 LCFF 1000-1999: Certificated Personnel Salaries Teacher extra help
4.8	Teachers will provide families with progress reports on student achievement, interventions and other goals on a weekly, monthly or quarterly basis depending on the need.	All Students	No additional cost
4.9	Parent Compact will be shared with each parent in the school to support the family/school partnership.	All Students	No additional cost
4.10	School Wide communication will be provided to families. School goals, student progress, events, training and parent educational opportunities will be communicated bi-weekly via Parent Square,	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures

	bulletin, phone calls, text, web site, flyers, marquee and X.		Parent Square contract
4.11	Parents will be invited to give input for reclassification for students who qualify to be redesignated as Reclassified: Fluent English Proficient (RFEP).	English Learners	No additional cost
4.13	Parent conferences will be held twice a year. Translation support will be provided as necessary for parent meetings, conferences and other family communications.	All Students English Learners	500 Title III 2000-2999: Classified Personnel Salaries Translation
4.14	Parents will be invited to participate in student support meetings, including SSTs, IEPs and 504s to support student achievement and social-emotional Tier 2 and 3 needs.	All Students	15000 LCFF 1000-1999: Certificated Personnel Salaries Subs
4.15	The site will organize and conduct three parent nights with a focus of engaging parents and families to support them in assisting their students academic progress in the subject. Extra hours will be provided for the custodian, teachers and the counselor to support family nights.	All Students	1000 Title I 1000-1999: Certificated Personnel Salaries Teacher extra help 500 LCFF 2000-2999: Classified Personnel Salaries Custodian extra hours 300 LCFF 1000-1999: Certificated Personnel Salaries Teacher extra help 1000 Title I 1000-1999: Certificated Personnel Salaries Counselor extra help
4.21			
4.22			
4.26			

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

This year, we significantly increased our communication efforts by utilizing text messaging through the ParentSquare platform, in addition to traditional methods like the school marquee and printed reminders. This multi-channel approach has led to positive feedback from parents, who have expressed appreciation for the timely and accessible information.

As a result of improved communication, we observed a notable increase in parent participation across a variety of school events and programs, including: School Site Council (SSC), English Learner Advisory Committee (ELAC), PTA meetings, TK and Kindergarten Orientations, Parent-Teacher Conferences, Weekly communications and updates, Reclassification Meetings, and Parent Night. The combination of text alerts, marquee announcements, and consistent reminders via ParentSquare has proven effective in keeping families informed and engaged. This strategy has not only strengthened school-home connections but also helped foster a more inclusive and involved school community.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Strategies and budgeted expenditures were allocated accordingly, and there were no significant differences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The district office will support Harrington with the electronic message board, aiming to enhance overall communication with families. Additionally, we will continue sending out parent messages via text and utilize CANVAS to ensure our parents are well-informed. These efforts are expected to increase parent engagement at Harrington.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Transformational leadership and infrastructure
Create a coherent and sustainable districtwide infrastructure and culture to support and communicate the district's identity and strategic work on behalf of all students; facilitate strategic plan implementation; monitor progress and assess effectiveness and sustainability; and position the district as a leader in equitable and excellent education.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 5 - Transformational leadership and infrastructure

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Ensure strategic plan implementation.
Work toward schoolwide coherence.
Provide accountability and progress monitoring of implementation.
Develop human capital.
Foster communications.
Support finance and technology infrastructure.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	2024-2025: 3rd Grade Exceeded or Met: 0% Nearly Met: 18% Not Met : 26% 4th Grade Exceeded or Met: 37% Nearly Met: 21% Not Met: 17% 5th Grade Exceeded or Met: 17% Nearly Met: 25% Not Met: 27%	2025-2026: Focus on Growth from level to level: 10% of students from each level will increase their score in order to move to next level. 3rd Grade will increase to 30 % 4th Grade will increase to 47 % 5th grade will increase to 30%
CAASPP Math	2024-2025: 3rd Grade Exceeded or Met :0% Nearly Met:11%	2025-2026: Focus on Growth from level to level:

	Not Met:20% 4th Grade Exceeded or Met: 2% Nearly Met:18% Not Met:25% 5th Grade Exceeded or Met: 16% Nearly Met:19% Not Met:31%	10% of students from each level will increase their score in order to move to next level. 3rd Grade will increase to 30% 4th Grade will increase to 30% 5th grade will increase to 30%
Reclassification	2024-2025: 46 English Learners were reclassified.	2025-2026: Reclassify 20% of 395 EL (80 students or more).
Star Early Literacy- English	2024-2025: Current domain mastery is at 50%	2025-2026: Domain mastery will exceed 60% .
Star Early Literacy- Spanish	2024-2025: Current domain mastery is at 68 %	2025-2026: Domain mastery will exceed 78%
Star Reading- English	2024-2025: 2nd Grade Above/Watch: 34% Intervention/Urgent: 66% 3rd Grade Above/Watch: 17% intervention/Urgent: 83% 4th Grade Above/Watch: 26% Intervention/Urgent: 74% 5th Grade Above/Watch: 41% Intervention/Urgent: 59%	2025-2026: Focus on growth from level to level: 10% of students from each level will increase their score in order to move to the next level. 2nd grade will increase to 44% 3rd grade will increase to 30% 4th grade will increase to 36% 5th grade will increase to 51%
Star Reading - Spanish	2024-2025: 2nd Grade Above/On Watch: 79% Intervention/Urgent: 21% 3rd Grade Above/ On Watch: 62% Intervention/Urgent: 38% 4th Grade: Above/ On Watch: 57% Intervention/Urgent: 43% 5th Grade: Above/On Watch:66% Intervention/Urgent:34%	2025-2026: Focus on growth from level to level: 10% of students from each level will increase their score in order to move to the next level. 2nd grade will increase to 89% 3rd grade will increase to 72% 4th grade will increase to 67% 5th grade will increase to 76%

Star Math	2024-2025: 1st Grade Above/On Watch: 14% Intervention/ Urgent: 86% 2nd Grade Above/On Watch: 18% Intervention/ Urgent: 82% 3rd Grade Above/On Watch: 10% Intervention/Urgent: 90% 4th Grade Above/On Watch : 10% Intervention/Watch: 90% 5th Grade Above/On Watch: 30% Intervention/Urgent: 70%	2025-2026: Focus on growth from level to level: 10% of students from each level will increase their score in order to move to the next level. 1st grade will increase to 24% 2nd grade will increase to 28% 3rd grade will increase to 28% 4th grade will increase to 28% 5th grade will increase to 40%
Registration on OSD communication	Percent registration on Parent Square for 24-25 Families : 87% Staff: 87%	Increase percent registration on Parent Square by Spring 2026 : Families: 91% Staff:91%
Vector Training Completion	Less than 100% of employees completed required Vectors Training by the deadline	100% completion of Vector training for all employees at the deadline.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Leadership and PBIS will meet regularly to discuss and collaboratively develop a school plan to improve students' academic progress.	All Students	500 LCFF 1000-1999: Certificated Personnel Salaries Extra support
5.2	Monthly meetings will be scheduled to monitor student progress either through Student Success Team Meetings to address the emotional and academic needs of at-promise students.	All Students	8492 Title I 1000-1999: Certificated Personnel Salaries Teacher Subs District Funded 1000-1999: Certificated Personnel Salaries School counselor
5.3	District Technology Technician will maintain equipment and software to support student learning through technology.	All Students	 District Funded 2000-2999: Classified Personnel Salaries Classified salary: Site Tech

5.4	Staff will participate in mandatory Vector training.	All Students	No additional cost
5.5	Staff will register for Parent Square.	All Students	No additional cost
5.6			

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The school has implemented a multifaceted approach to support student academic progress, particularly focusing on at-promise students. The strategies outlined target both instructional quality and student support through coordinated leadership, professional staffing, and technological infrastructure.

Regular meetings between school leadership and the PBIS (Positive Behavioral Interventions and Supports) team have been effectively scheduled and conducted. These meetings focused on collaboratively developing and refining the school plan to improve academic outcomes. This structured, ongoing dialogue has strengthened the alignment of academic and behavioral supports across grade levels. Early indicators suggest that these meetings have led to clearer goal-setting, improved staff accountability, and more targeted interventions.

Student Progress Monitoring and SST Implementation Monthly Student Success Team (SST) meetings have been instrumental in identifying and addressing the needs of at-promise students. These meetings provide a platform for teachers, administrators, counselors, and support staff to collaborate on tailored academic and emotional support plans. As a result, there has been improved early identification of students needing intervention, better tracking of progress, and enhanced coordination of services. Feedback from staff indicates that these meetings have become a critical structure for proactive problem-solving. Title I funds were strategically used to provide substitute coverage for teachers participating in SST and leadership meetings. This allowed for uninterrupted instruction while enabling teachers to actively engage in support planning for struggling students. This investment ensured teacher availability for collaboration without impacting classroom instruction, demonstrating an efficient use of resources to support academic achievement.

The District Technology Technician ensured that student devices and software platforms were fully functional and up to date. This technical support enabled consistent access to digital learning tools, essential for both in-class and remote learning. As a result, technology-related interruptions were minimized, and students experienced a more stable and engaging learning environment.

The school has actively leveraged the Oxnard School District (OSD) communication system to streamline and support student registration. The system has played a crucial role in ensuring families are informed about enrollment timelines, documentation requirements, and support services available for new and continuing students. Multilingual announcements, reminders, and step-by-step guidance were shared via district-approved channels such as ParentSquare, district email, and automated calls. This proactive communication strategy significantly reduced confusion during registration periods and increased timely submissions of enrollment documents, especially among families of at-promise students. The streamlined registration process enabled quicker onboarding of students, allowing educators to assess academic needs early and plan appropriate supports without delay.

All instructional and classified staff have successfully completed the required compliance and safety modules through the Vector Training platform. The completion of these modules—covering areas such as mandated reporting, student safety, cyber security, and FERPA—ensures the school meets district and state training requirements. The timely and

thorough completion of Vector Training reflects staff commitment to maintaining a safe, respectful, and legally compliant educational environment. Additionally, tracking mechanisms built into the system allowed school leadership to monitor completion rates and follow up proactively, contributing to 100% compliance across departments.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Strategies and budgeted expenditures were allocated accordingly, and there were no significant differences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

As a result of the implementation analysis, several key changes will be made to strengthen the effectiveness and impact of the strategies under this goal. These changes are informed by progress monitoring, staff feedback, and student outcome data. While monthly Student Success Team (SST) meetings have been valuable, their structure and follow-up protocols will be refined to ensure more consistent documentation and progress tracking. A digital tracking tool will be introduced to streamline intervention notes and follow-up actions.

The PBIS/Leadership team collaboration will expand to include grade-level representatives and student voice components. This will ensure more inclusive planning and increase buy-in across campus. Meeting frequency may increase during key benchmark assessment periods. Adjustments will be made in the use of Title I funding to ensure more strategic coverage for teacher release time during critical collaboration and intervention planning periods.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$84,778.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$295,414.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$57,155.00
Title III	$27,623.00

Subtotal of additional federal funds included for this school: $84,778.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF	$112,756.00
LCFF - Intervention	$1,000.00
Prop 28	$96,380.00
PTA/PTO	$500.00

Subtotal of state or local funds included for this school: $210,636.00

Total of federal, state, and/or local funds for this school: $295,414.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	57155	0.00
Title III	27623	0.00
LCFF	112756	0.00
LCFF - Intervention	1000	0.00
Prop 28	96380	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	112,756.00
LCFF - Intervention	1,000.00
Prop 28	96,380.00
PTA/PTO	500.00
Title I	57,155.00
Title III	27,623.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	131,172.00
2000-2999: Classified Personnel Salaries	88,663.00
4000-4999: Books And Supplies	49,079.00
5000-5999: Services And Other Operating Expenditures	9,000.00
5800: Professional/Consulting Services And Operating Expenditures	17,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	16,300.00
2000-2999: Classified Personnel Salaries	LCFF	61,500.00
4000-4999: Books And Supplies	LCFF	34,456.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	500.00
4000-4999: Books And Supplies	LCFF - Intervention	1,000.00
1000-1999: Certificated Personnel Salaries	Prop 28	96,380.00
4000-4999: Books And Supplies	PTA/PTO	500.00
1000-1999: Certificated Personnel Salaries	Title I	10,492.00
2000-2999: Classified Personnel Salaries	Title I	26,663.00
4000-4999: Books And Supplies	Title I	5,000.00
5000-5999: Services And Other Operating Expenditures	Title I	9,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	6,000.00
1000-1999: Certificated Personnel Salaries	Title III	8,000.00
2000-2999: Classified Personnel Salaries	Title III	500.00
4000-4999: Books And Supplies	Title III	8,123.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	11,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	246,166.00
Goal 2	4,456.00
Goal 3	8,000.00
Goal 4	27,800.00
Goal 5	8,992.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

4 Classroom Teachers

5 Parent or Community Members

Name of Members	Role
Rosaura Castellanos	Principal
Lisa Dickson	Classroom Teacher
Eleuteria Hernandez	Classroom Teacher
Josie Noyola	Classroom Teacher
Mirella Zendejas	Classroom Teacher
Laura Garcia	Parent or Community Member
Mayra Paniagua	Parent or Community Member
Marina Luque	Parent or Community Member
Yaderi Salazar	Parent or Community Member
Roxana Cazares	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Rosaura Castellanos on

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of

adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
Dinorah	English Learner Advisory Committee 4.30.25

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Rosaura Castellanos on 4.30.25

SSC chair 4-30-25

Mayra. M. Davila

School Year: **2025-26**



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Kamala School	56725386055339	May 15, 2025	August 20, 2025

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in

support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Kamala School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

☒ Schoolwide Program

Kamala is a kindergarten through eighth grade school where we believe that every student can succeed. Within our school, we have a Biliteracy program focused on building bilingual, biliterate, and bicultural students. We also have a strong commitment to strengthening our K-8 community through Professional Learning Communities (PLC's), data analysis, and strategic planning. In addition, we understand the importance of building a student culture that embraces a sense of belonging and a growth mindset. Finally, we believe that a partnership with families and the community is a critical factor in determining student success. To achieve student success in partnership with the Oxnard School District, Kamala's 3 goals align to the 5 goals from OSD's Strategic Plan. The 5 goals are; (1) Dramatically accelerate student academic engagement and achievement across all Oxnard populations through coherent additive approaches, essential pedagogical principles, and high-leverage practices, (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, (3) Provide strategic direction, guidance, and support focused on improving the quality of instruction, interaction, and engagement in every classroom, so that all students reach high levels of academic excellence, multilingual achievement, global competency, and healthy identity development, agency and voice, (4) 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, and (5) Create a coherent and sustainable districtwide infrastructure and culture to support and communicate the district's identity and strategic work on behalf of all students; facilitate strategic plan implementation; monitor progress and assess effectiveness and sustainability; and position the district as a leader in equitable and excellent education.

In addition to the OSD Strategic Plan, we also envision student success through the student profile and work toward fulfilling our Mission and Vision.

Mission: In Oxnard School District, we nurture self-confident and empowered multilingual global citizens, strong in their multiple identities and potential, who achieve inspired levels of individual, community, and social accomplishment in school and beyond in their endeavors.

Vision: Ignite, Transform, Nurture, Embrace.

Our strategies/activities support our values and principles: Equity and Excellence; Safe and Affirming Environments; Achievement/Performance, Multilingualism, Global and Socio-Cultural Competence; Relationships built on Integrity, Mutual Trust, Respect and Caring; and Professional Accountability and Service.

Our goals can be reached by following a Theory of Action, which constitutes committing to a vision of success; to be relentless in clarifying and supporting classroom leadership; to build school leadership; to benefit from organized district leadership; and to engage our families and community, which will lead us to become a highly effective and equitable school.

The staff of Kamala School is working to put into place the district's strategic plan by building strong professional learning communities, PLC's, to improve student learning. Strong first instruction with rigorous, standards-based lessons, effective instructional strategies that provide differentiated instruction, and an emphasis on the analysis of data to drive instruction are the focal points for our work as a community of professionals. Dedicated time for PLCs with additional resources for ongoing collaboration throughout the year for teachers to plan strong, first instruction, develop common assessments, analyze data, and respond to the data are significant actions in our plan.

In addition to strong first instruction and ELD instruction, an effective multi-tiered system of support provides students with targeted interventions. A Literacy Intervention Teacher (LIT) provided by the district and an Intervention Service Provider (ISP) funded by the site will provide targeted reading and math intervention for students in all primary grades. An intervention specialist will provide pull-out support for students below grade level. However, we believe that it is not in the area of pull-out intervention, but rather in that of primary instruction that we can most impact student achievement. To this end, teachers are committed to providing meaningful, differentiated learning opportunities for students based on

analysis of assessments and other data. Student monitoring meetings with grade-level teams and administration provide an additional structure for data analysis and meaningful planning.

Our Biliteracy program is now in its thirteenth year. During the 25-26 school year, all classes in kindergarten through sixth grade will be DLI classes, in which teachers use thematic units, integrating content and literacy in rigorous instruction designed to meet the needs of emerging bilinguals. These are known as BUFs, Biliteracy Unit Frameworks. Every student in 7th grade has the opportunity to continue their pathway to biliteracy by taking Spanish as their elective. Most students chose to continue the pathway while others chose to take AVID, Leadership, or Careers as their elective class.

We are committed to ensuring that all students succeed. For our English learners, teachers foster oracy and make connections between languages, ensuring that students' language proficiency and academic vocabulary are a major component of designated and integrated ELD. Our students with disabilities have access to the general education curriculum with appropriate accommodations and/ or modifications, as specified in their IEP. Moreover, a high level of collaboration between general and special education teachers ensures access for all students. For students experiencing homelessness, our outreach coordinator and healthy start social worker (housed on site) help ensure that basic needs are met, so that learning can occur.

Students are engaged in many opportunities around our strand focus of Art and Technology. With Prop 28 funds, an art teacher will be provided to deliver bi-monthly art lessons around BUF units. All art lessons will be followed up with academic writing as it relates to the BUF unit. In addition, students will be offered Technology-centered enrichment opportunities after school through the After School Program - "Burst" - classes. Classes offered include videography, yearbook, graphic design, TikTok dance and much more.

All educational partners must work together to support students. We are committed to working with parents and families to improve student learning through ELAC, SSC, parenting classes, and Coffee with Us/Cafe con Nosotros. This past year Kamala staff committed to venturing outside the school campus and reaching out to extend the partnership. In August, the staff participated in a parade around the community and in October the staff provided a catered lunch to the community as staff and community members were able to "break bread" with each other.

"It's always a great day to be a Tiger / Siempre es un gran dia para ser un tigre" defines our school community. We start each day with a positive outlook and have a growth mindset in all aspects. We believe in each and every student. We see ourselves as a Kamala team. In this way, we are moving forward together to improve student achievement.

Educational Partner Involvement

How, when, and with whom did Kamala School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

After data analysis and discussion of 24-25 SPSA strategies, input from educational partners is gathered to inform strategies for the 25-26 SPSA.

The Leadership team, teachers, and other staff meet regularly to discuss data and the effectiveness of the implemented strategies. Then, new strategies are created to align with school goals.

In addition, the SPSA is reviewed at each School Site Council meeting and with regular input from the ELAC committee. For example, at an ELAC meeting, the committee believed that parent workshops hosted by Disciplina Positiva were very effective and helpful.

These efforts seek perspectives and input from multiple educational partners.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Other than a few teachers taking short leaves and an office assistant taking a short leave, there were no resource inequities.

The systems that have been put in place appear to be functioning effectively.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

English Learner Progress - English Learners: In the "Red" band
Plan to improve student outcome: With the commitment to the PLC process and data analysis, students will receive differentiated instruction to meet learning objectives throughout the year at the TIer 1 level. In addition, students will receive targeted intervention focused on specific skills of need. In January, students who will be taking the ELPAC will be offered tutoring in an "ELPAC Bootcamp" to prepare for the assessment.
TItle 1 funds to support: Consulting contract with 3E.

Mathematics- All students, English Learners, homeless, Socioeconomically disadvantaged, students with disabilities, Hispanic: In the "Orange" band
Plan to improve student outcome: As a staff, we have committed to PLCs through the Cycle of Inquiry where grade levels create lessons based on priority standards and student outcomes. Then, teachers issue common formative assessments, analyze the data, and plan systematic interventions. This model will improve student outcomes at the Tier 1 level as well as the Tier 2 level. Middle School staff has been divided into 2 "teams:" ELA and Math. Each team has committed to priority standards and is focused on teaching the learning outcome as it relates to the subject.
TItle 1 funds to support: Consulting contract with 3E.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

English Language Arts- Student Group: All Students- in the "Yellow" band. There is one student group that is two or more performance levels below this band, Long-Term English Learners
Instructionally, we plan to integrate effective teaching strategies in ELD classes in Middle School as well as providing professional development for all teachers as LTEL's are in all classrooms at the middle school level.

Mathematics- Student Group: All Students- in the "Orange" band. There are no student groups that are two or more performance levels below this band.
Instructionally, we plan to continue building on our PLCs and Cycle of Inquiry where teachers work together to identify priority standards, target student outcomes, administer common formative assessments, analyze data, and plan systematic interventions.

Chronic Absenteeism- Student Group: All Students- in the "Yellow" band. There are no student groups that are two or more performance levels below this band.
While Kamala had a 93% positive attendance rate for the year, there was a small population of students who were identified as "Chronic Absentees." For the Chronic Absentees we have created an intentional plan that includes: early identification, family meetings, Attendance Club, and SARB.

Suspension Rate- Student Group: All Students- in the "Yellow" band. There are no student groups that are two or more performance levels below this band.
Suspension rates at Kamala have drastically improved from last year. Nevertheless, the administrative team continues to seek Alternatives to Suspension, prevention strategies, and other means of correction.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Panorama Survey Data showed that the 3 areas of needing improvement are; emotional regulation, engagement, and growth mindset.
The plan to improve student outcomes: focused Character Trait of the Month, monthly counselor classroom presentations focused on character trait of the month, routine greeting at the door by teacher, music in the morning, morning announcement, challenge of the month and student of the month assemblies.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Kamala School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	0.11%		0	1
African American	0.60%	0.21%	0.11%	6	2	1
Asian	0.20%	0.21%	0.23%	2	2	2
Filipino	0.20%	0.21%	%	2	2	
Hispanic/Latino	97.80%	98.11%	98.53%	976	934	869
Pacific Islander	%	0%	%		0	
White	0.90%	0.95%	0.79%	9	9	7
Multiple/No Response	0.30%	0.32%	0.23%	3	3	2
			Total Enrollment	998	952	882

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	94	92	69
Grade 1	93	92	95
Grade 2	93	93	94
Grade3	111	94	88
Grade 4	104	108	97
Grade 5	107	100	105
Grade 6	144	109	109
Grade 7	135	135	108
Grade 8	117	129	117
Total Enrollment	998	952	882

Conclusions based on this data:

Our enrollment has declined over the past three years, which is consistent with district enrollment.

We are currently transitioning to a full biliteracy school. During the 24-25 school year, we had both a DLI and SEI program in grades 7-8 while in grades K-6, all classes were DLI. As the DLI program moves up, our enrollment will

continue to decline slightly as students are generally not added to the program in the upper grades. For example, past years have had up to 4 classes in the primary grades, but as of the 25-26 school year there will only be 3 classes except 3rd grade.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	658	620	578	60.30%	65.9%	65.5%
Fluent English Proficient (FEP)	225	221	207	27.10%	22.5%	23.5%
Reclassified Fluent English Proficient (RFEP)				6.7%		

Conclusions based on this data:

The percentage of English Learners has remained similar for the past two years, in the 60-65% range. We believe our reclassification rate can increase with high-quality integrated and designated ELD instruction that focuses on listening, speaking, reading, and writing, while celebrating the bilingualism and multilingualism of our students.

Students in middle school grades who are still classified as English Learners (LTELs) will require more targeted support in order to meet reclassification criteria on the ELPAC and CAASPP or Star assessments. This support will primarily be targeted during ELD class, but it will also happen across all subject areas as all teachers have committed to teaching ELD standards. In addition, intervention has been provided for these students, such as ELPAC Boot Camp and after-school tutoring, and these interventions will continue. All interventions are based on reviews of SBAC, ELPAC, and/or Star data.

Lastly, we will use TItle III funds for an Interventoin Service Provider to provide Tier 2 academic support to English Learners using a pull-out method and using a designated LLI curriculum to support students in reading.

School and Student Performance Data

Star Early Literacy

Kamala School											
		Less than Proficient				Proficient				Star Early Literacy Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade K	57	33	58%	10	18%	8	14%	6	11%	Level 1	675
Grade 1	67	31	46%	14	21%	9	13%	13	19%	Level 2	764
Grade 2	29	25	86%	3	10%	1	3%	0	0%	Level 1	786

Conclusions based on this data:

Star Early Literacy data can be a bit deceiving because when students reach the early reading stages they forego the Star Early Literacy Assessment and begin taking the STAR Reading Assessment. This transition typically takes place half-way through grade 1. Nevertheless, the Star Early Literacy data indicates that there are a significant amount of students at the Urgent Intervention and Intervention level.

Kamala teachers and staff have established our goals and vision with this data at the forefront. Kinder, 1st, and 2nd grade teachers have committed to using the results as a baseline to collect data initializing the PLC process and the Cycle of Inquiry.

To address the students at Level 1 and Level 2, our staff has committed to Tier 1 interventions in the classroom, working with specific students in a small group setting daily. The small group instruction is targeted with a focus skill using the Star Early Literacy results. In addition, the Level 1 students will work with our LIT teacher as a Tier 2 resource.

School and Student Performance Data

Star Reading

Kamala School											
		Less than Proficient				Proficient				Star Reading Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 2	80	53	66%	16	20%	6	8%	5	6%	Level 1	835
Grade 3	81	44	54%	20	25%	13	16%	4	5%	Level 1	914
Grade 4	83	38	46%	23	28%	13	16%	9	11%	Level 1	965
Grade 5	91	49	54%	16	18%	22	24%	4	4%	Level 1	988
Grade 6	111	60	54%	22	20%	25	23%	4	4%	Level 1	993
Grade 7	108	35	32%	28	26%	38	35%	7	6%	Level 2	1058
Grade 8	86	29	34%	28	33%	23	27%	6	7%	Level 2	1066

Conclusions based on this data:

When comparing Star proficiency data 23-24 to 24-25, all grades had an increase in data with grade 7 increasing 18%. The significant increase in the proficiency data can be attributed to the grade levels committing to PLC's, Cycle of Inquiry and the 4 critical questions (What do we want all students to know and be able to do? How will we know if they learn it? How will we respond when some students do not learn? How will we extend the learning for students who are already proficient?).

Kamala teachers and staff have established our goals and vision with this data at the forefront. Teachers have committed to using the data as a baseline to initialize the PLC Cycle of Inquiry for the 25-26 school year with the goal of achieving student growth by 10% increases school-wide.

To address the students at Level 1 and Level 2, our staff has committed to Tier 1 interventions in the classroom working with specific students in a small group setting daily. The small group instruction is targeted with a focus skill using the Star results. In addition, many Level 1 students will work with our LIT teacher as a Tier 2 resource.

These PLC conversations will lead to first instruction that is standards based and focused on outcomes. Regular data analysis will take place through common formative assessments and systematic interventions. During student progress monitoring, a more intense data analysis will take place immediately after students take the Star assessment (3 or 4 times a year).

School and Student Performance Data

Star Math

Kamala School											
		Less than Proficient				Proficient				Star Math Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 1	43	18	42%	15	35%	10	23%	0	0%	Level 2	818
Grade 2	88	54	61%	24	27%	7	8%	3	3%	Level 1	866
Grade 3	91	36	40%	26	29%	20	22%	9	10%	Level 2	945
Grade 4	80	23	29%	33	41%	22	28%	2	3%	Level 2	990
Grade 5	90	51	57%	25	28%	7	8%	7	8%	Level 1	1015
Grade 6	112	69	62%	25	22%	11	10%	7	6%	Level 1	1015
Grade 7	105	57	54%	24	23%	14	13%	10	10%	Level 1	1061
Grade 8	100	68	68%	15	15%	12	12%	5	5%	Level 1	1057

Conclusions based on this data:

When comparing Star data 23-24 to 24-25, all grades saw increases with grade 7 having the largest increase of 10%. The increases in the proficiency data can be attributed to the commitment to PLC's, Cycle of Inquiry and 4 critical questions (What do we want all students to know and be able to do? How will we know if they learn it? How will we respond when some students do not learn? How will we extend the learning for students who are already proficient?).

Kamala teachers and staff have established our goals and vision with this data at the forefront. Teachers have committed to using the data as a baseline to initialize the PLC Cycle for the 25-26 school year.

For the 25-26 school year, the OSD Math TOSA has worked with administration to create a plan to support in math instruction for the year. This will be year 2 of implementation. For grades 6-8, the TOSA identified priority standards to focus on for the year. He plans to work with middle school teachers to plan out Common Formative Assessments and lessons that teachers on the math team (such as math, science and PE) can do to help students reach intended student outcomes. For grades 3-5, the TOSA is doing a math lesson study focused around a Building Thinking classroom book. Lastly, the TOSA plans to meet with teachers and model lessons once a month so support math instruction.

To address the students at Level 1 and Level 2, our staff has committed to Tier 1 interventions in the classroom working with specific students in a small group setting daily. The small group instruction is targeted with a focus skill using the Star results.

These PLC conversations will lead to first instruction that is standards based and focused on outcomes. Regular data analysis will take place through common formative assessments and systematic interventions.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	112	95	87	107	95	86	107	95	86	95.5	100.0	98.9
Grade 4	106	105	95	104	103	93	104	103	93	98.1	98.1	97.9
Grade 5	110	106	109	110	105	109	110	105	109	100.0	99.1	100
Grade 6	138	106	108	136	106	108	136	106	108	98.6	100.0	100
Grade 7	132	124	110	124	122	110	124	121	110	93.9	98.4	100
Grade 8	121	126	114	118	123	112	118	123	112	97.5	97.6	98.2
All Grades	719	662	623	699	654	618	699	653	618	97.2	98.8	99.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2335.	2320.	2359.	0.93	0.00	4.65	9.35	8.42	13.95	21.50	23.16	30.23	68.22	68.42	51.16
Grade 4	2418.	2418.	2395.	11.54	6.80	8.60	11.54	15.53	10.75	26.92	27.18	21.51	50.00	50.49	59.14
Grade 5	2460.	2470.	2454.	5.45	13.33	9.17	31.82	23.81	22.02	22.73	25.71	22.02	40.00	37.14	46.79
Grade 6	2464.	2482.	2470.	4.41	3.77	3.70	13.97	28.30	22.22	41.18	33.96	25.93	40.44	33.96	48.15
Grade 7	2490.	2463.	2527.	4.03	3.31	10.91	22.58	18.18	35.45	29.84	27.27	25.45	43.55	51.24	28.18
Grade 8	2501.	2518.	2503.	0.85	7.32	6.25	25.42	30.08	19.64	33.90	27.64	30.36	39.83	34.96	43.75
All Grades	N/A	N/A	N/A	4.43	5.82	7.28	19.17	21.13	21.20	29.90	27.57	25.89	46.49	45.48	45.63

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	5.61	0.00	4.65	49.53	51.58	58.14	44.86	48.42	37.21
Grade 4	5.77	2.91	7.53	67.31	65.05	56.99	26.92	32.04	35.48
Grade 5	9.09	7.62	11.01	57.27	68.57	59.63	33.64	23.81	29.36
Grade 6	8.09	3.77	10.19	50.74	53.77	44.44	41.18	42.45	45.37
Grade 7	4.84	5.79	12.73	66.94	47.93	57.27	28.23	46.28	30.00
Grade 8	5.93	8.94	6.25	53.39	52.85	50.00	40.68	38.21	43.75
All Grades	6.58	5.05	8.90	57.37	56.36	54.21	36.05	38.59	36.89

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	0.93	1.05	4.65	41.12	34.74	50.00	57.94	64.21	45.35
Grade 4	7.69	5.88	4.30	53.85	56.86	48.39	38.46	37.25	47.31
Grade 5	10.00	11.54	9.17	57.27	65.38	55.96	32.73	23.08	34.86
Grade 6	5.15	7.55	3.70	51.47	57.55	53.70	43.38	34.91	42.59
Grade 7	11.29	5.79	14.55	50.00	44.63	56.36	38.71	49.59	29.09
Grade 8	4.24	12.20	3.57	55.93	55.28	50.89	39.83	32.52	45.54
All Grades	6.58	7.53	6.80	51.65	52.53	52.75	41.77	39.94	40.45

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	3.74	5.26	1.16	68.22	63.16	73.26	28.04	31.58	25.58
Grade 4	5.77	2.94	7.53	67.31	75.49	68.82	26.92	21.57	23.66
Grade 5	3.64	13.46	6.42	80.00	63.46	63.30	16.36	23.08	30.28
Grade 6	10.29	6.60	7.41	73.53	76.42	65.74	16.18	16.98	26.85
Grade 7	8.06	8.26	7.27	64.52	59.50	75.45	27.42	32.23	17.27
Grade 8	5.93	9.76	5.36	72.03	64.23	72.32	22.03	26.02	22.32
All Grades	6.44	7.83	5.99	70.96	66.82	69.74	22.60	25.35	24.27

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	0.00	1.05	3.49	59.81	47.37	59.30	40.19	51.58	37.21
Grade 4	13.46	11.65	6.45	59.62	65.05	51.61	26.92	23.30	41.94
Grade 5	6.36	13.33	8.26	68.18	58.10	63.30	25.45	28.57	28.44
Grade 6	5.15	15.09	9.26	65.44	65.09	58.33	29.41	19.81	32.41
Grade 7	11.29	9.09	19.09	62.10	56.20	62.73	26.61	34.71	18.18
Grade 8	5.93	9.76	11.61	68.64	63.41	66.96	25.42	26.83	21.43
All Grades	7.01	10.11	10.03	64.09	59.42	60.68	28.90	30.47	29.29

Conclusions based on this data:

Based on preliminary data, the percentage of students comparing 23-24 to 24-25 data scoring at the Met/Exceeded achievement levels increased significantly (by more than 10 or more percentage points) for grades 4 and 8. Grades 3 and 7 decreased by 1 percentage point.

When analyzing cohort data,
Current 4th graders: Last year as 3rd graders 18% scored proficiency on the CAASPP ELA, this year this cohort scored 39%. +21%.
Current 5th graders: Last year as 4th graders, 19% scored proficiency on the CAASPP ELA, this year this cohort scored 33%.+14%
Current 6th graders: Last year as 5th graders, 31% scored proficiency on the CAASPP ELA, this year this cohort scored 27%. -4%.
Current 7th graders: Last year as 6th graders, 25% scored proficiency on the CAASPP ELA, this year this cohort scored 45%.+20%.
Current 8th graders: Last year as 7th graders, 46% scored proficiency on the CAASPP ELA, this year this cohort scored 44%. -2%.

The increased percentages of students scoring at Met/Exceeded can be credited with the commitment to PLC's, Cycle of Inquiry and analysis of 4 critical questions.

In addition to continuing the focus from last year, the staff will continue with:
1. Backwards mapping (standards-based, report card outcomes, and assessment calendar)
2. Progress monitoring for ALL students.
3. Developing and reviewing results of Common Formative Assessments with grade levels
4. Comparing data to local assessments (Star assessment)
5. Monthly 1/2 day planning with grade level teams
6. 4 Power Planning days for grade levels

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	112	95	87	107	94	86	107	94	86	95.5	98.9	98.9
Grade 4	106	105	95	104	103	95	104	103	95	98.1	98.1	100
Grade 5	110	106	109	109	105	109	109	105	109	99.1	99.1	100
Grade 6	138	106	108	136	106	108	136	106	108	98.6	100.0	100
Grade 7	132	124	110	125	122	110	125	122	110	94.7	98.4	100
Grade 8	121	126	114	118	123	112	117	123	112	97.5	97.6	98.2
All Grades	719	662	623	699	653	620	698	653	620	97.2	98.6	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2355.	2359.	2382.	3.74	1.06	4.65	7.48	11.70	24.42	28.97	25.53	27.91	59.81	61.70	43.02
Grade 4	2419.	2423.	2415.	4.81	4.85	2.11	14.42	18.45	14.74	32.69	31.07	37.89	48.08	45.63	45.26
Grade 5	2432.	2456.	2450.	3.67	7.62	10.09	11.93	11.43	13.76	22.94	30.48	22.02	61.47	50.48	54.13
Grade 6	2415.	2447.	2437.	1.47	1.89	2.78	4.41	14.15	5.56	17.65	25.47	24.07	76.47	58.49	67.59
Grade 7	2430.	2414.	2455.	1.60	0.00	4.55	4.80	4.10	10.91	25.60	18.85	23.64	68.00	77.05	60.91
Grade 8	2440.	2449.	2443.	0.00	1.63	0.89	4.27	8.13	8.93	25.64	17.89	19.64	70.09	72.36	70.54
All Grades	N/A	N/A	N/A	2.44	2.76	4.19	7.59	11.03	12.58	25.21	24.50	25.48	64.76	61.72	57.74

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	5.61	1.06	9.30	36.45	39.36	46.51	57.94	59.57	44.19
Grade 4	1.92	2.91	3.16	49.04	45.63	40.00	49.04	51.46	56.84
Grade 5	3.67	6.67	6.42	49.54	40.95	44.04	46.79	52.38	49.54
Grade 6	1.47	1.89	4.63	35.29	48.11	35.19	63.24	50.00	60.19
Grade 7	0.80	3.28	4.55	48.00	36.89	45.45	51.20	59.84	50.00
Grade 8	0.85	2.44	2.68	45.30	41.46	52.68	53.85	56.10	44.64
All Grades	2.29	3.06	5.00	43.70	41.96	44.03	54.01	54.98	50.97

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	3.74	6.38	6.98	51.40	54.26	63.95	44.86	39.36	29.07
Grade 4	6.73	7.77	3.16	55.77	56.31	56.84	37.50	35.92	40.00
Grade 5	2.75	5.71	9.17	45.87	61.90	57.80	51.38	32.38	33.03
Grade 6	1.47	6.60	3.70	50.74	53.77	54.63	47.79	39.62	41.67
Grade 7	2.40	0.00	0.91	56.00	53.28	60.91	41.60	46.72	38.18
Grade 8	0.85	4.07	0.00	48.72	50.41	54.46	50.43	45.53	45.54
All Grades	2.87	4.90	3.87	51.43	54.82	57.90	45.70	40.28	38.23

Conclusions based on this data:

Based on preliminary data, the percentage of students comparing 23-24 to 24-25 data scoring at the Met/Exceeded achievement levels showed no growth, no decreases overall as a school. Yet, there were pockets of grades that demonstrated increases including 17% increase for 4th grade and a 7% increase for 8th grade. Grade 3 had a decrease of 15% while grade 7 had a decrease of 6%.

When analyzing cohort data:
Current 4th graders:
Last year as 3rd graders, 29% scored proficiency on the CAASPP Math, this year this cohort scored 33%. +4%.
Current 5th graders:
Last year as 4th graders, 16% scored proficieny on the CAASPP Math, this year this cohort scored 18%. +2%
Current 6th graders:
Last year as 5th graders, 23% scored proficiency on the CAASPP Math, this year this cohort scored 9%. -14%.
Current 7th graders:
Last year as 6th graders, 8% scored proficiency on the CAASPP Math, this year this cohort scored 9%. +1%.
Current 8th graders:
Last year at 7th graders, 15% scored proficiency on the CAASPP Math, this year this cohort scored 16%. +1%

The increased percentages of students scoring at Met/Exceeded can be credited with the commitment to PLC's, Cycle of Inquiry and analysis of 4 critical questions.

In addition to continuing the focus from last year, the staff will continue with:
1. Backwards mapping (standards-based, report card outcomes, and assessment calendar)
2. Progress monitoring for ALL students.
3. Developing and reviewing results of Common Formative Assessments with grade levels
4. Comparing data to local assessments (Star assessment)
5. Monthly 1/2 day planning with grade level teams

6. 4 Power Planning days for grade levels

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1406.8	1380.3	1382.9	1423.1	1387.3	1397.1	1368.3	1363.9	1349.8	81	74	57
1	1427.4	1428.2	1414.4	1453.2	1446.1	1430.4	1401.0	1409.9	1397.7	72	84	76
2	1454.5	1463.1	1463.8	1456.9	1470.5	1471.7	1451.6	1455.3	1455.3	74	76	89
3	1485.8	1468.2	1484.0	1486.3	1471.3	1482.7	1484.7	1464.7	1484.8	89	75	67
4	1513.0	1520.3	1497.1	1513.1	1518.2	1495.3	1512.4	1522.0	1498.4	78	73	70
5	1533.1	1525.8	1517.5	1533.8	1516.7	1510.3	1531.9	1534.5	1524.2	71	65	66
6	1533.3	1519.8	1509.4	1525.5	1513.1	1494.9	1540.8	1526.2	1523.4	69	50	48
7	1543.0	1529.5	1527.7	1536.4	1518.7	1512.5	1549.2	1539.8	1542.3	51	47	43
8	1584.0	1584.1	1537.4	1593.5	1576.9	1527.6	1574.1	1590.8	1546.6	29	41	36
All Grades										614	585	552

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	8.64	2.70	0.00	28.40	20.27	21.05	38.27	45.95	54.39	24.69	31.08	24.56	81	74	57
1	2.78	3.57	2.63	20.83	36.90	6.58	43.06	23.81	43.42	33.33	35.71	47.37	72	84	76
2	4.17	6.58	8.99	31.94	48.68	39.33	40.28	22.37	30.34	23.61	22.37	21.35	72	76	89
3	12.36	6.67	13.43	31.46	26.67	35.82	40.45	40.00	32.84	15.73	26.67	17.91	89	75	67
4	16.67	21.92	11.43	46.15	49.32	38.57	29.49	21.92	35.71	7.69	6.85	14.29	78	73	70
5	30.99	27.69	12.12	33.80	35.38	39.39	21.13	29.23	37.88	14.08	7.69	10.61	71	65	66
6	26.09	14.00	6.25	40.58	46.00	41.67	26.09	26.00	37.50	7.25	14.00	14.58	69	50	48
7	24.00	14.89	16.28	44.00	38.30	39.53	26.00	29.79	27.91	6.00	17.02	16.28	50	47	43
8	37.93	39.02	11.11	51.72	46.34	41.67	10.34	7.32	33.33	0.00	7.32	13.89	29	41	36
All Grades	16.20	13.50	8.88	35.02	37.95	32.79	32.57	28.38	37.14	16.20	20.17	21.20	611	585	552

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	13.58	4.05	5.26	29.63	32.43	22.81	32.10	31.08	45.61	24.69	32.43	26.32	81	74	57
1	12.50	11.90	7.89	43.06	40.48	30.26	34.72	32.14	35.53	9.72	15.48	26.32	72	84	76
2	12.50	17.11	23.60	31.94	42.11	35.96	38.89	30.26	25.84	16.67	10.53	14.61	72	76	89
3	20.22	17.33	31.34	42.70	41.33	32.84	24.72	20.00	22.39	12.36	21.33	13.43	89	75	67
4	33.33	45.21	28.57	53.85	38.36	45.71	6.41	13.70	14.29	6.41	2.74	11.43	78	73	70
5	45.07	38.46	31.82	40.85	35.38	45.45	5.63	18.46	15.15	8.45	7.69	7.58	71	65	66
6	34.78	28.00	12.50	44.93	42.00	50.00	14.49	26.00	22.92	5.80	4.00	14.58	69	50	48
7	28.00	21.28	23.26	60.00	44.68	44.19	6.00	23.40	16.28	6.00	10.64	16.28	50	47	43
8	65.52	36.59	22.22	27.59	51.22	44.44	6.90	7.32	25.00	0.00	4.88	8.33	29	41	36
All Grades	26.51	23.25	21.01	41.90	40.17	38.22	20.46	23.42	25.00	11.13	13.16	15.76	611	585	552

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1.23	1.35	0.00	12.35	5.41	7.02	54.32	66.22	57.89	32.10	27.03	35.09	81	74	57
1	5.56	1.19	5.26	5.56	29.76	5.26	25.00	26.19	18.42	63.89	42.86	71.05	72	84	76
2	5.56	2.63	4.49	26.39	48.68	34.83	26.39	21.05	26.97	41.67	27.63	33.71	72	76	89
3	5.62	2.67	5.97	21.35	14.67	23.88	44.94	33.33	38.81	28.09	49.33	31.34	89	75	67
4	6.41	8.22	7.14	32.05	36.99	24.29	42.31	38.36	27.14	19.23	16.44	41.43	78	73	70
5	15.49	10.77	3.03	29.58	27.69	34.85	33.80	52.31	43.94	21.13	9.23	18.18	71	65	66
6	5.80	6.00	2.08	30.43	34.00	20.83	52.17	32.00	56.25	11.59	28.00	20.83	69	50	48
7	10.00	12.77	16.28	38.00	27.66	30.23	38.00	36.17	23.26	14.00	23.40	30.23	50	47	43
8	20.69	31.71	8.33	37.93	41.46	25.00	37.93	17.07	44.44	3.45	9.76	22.22	29	41	36
All Grades	7.36	7.01	5.43	24.39	28.89	23.01	39.93	36.58	35.87	28.31	27.52	35.69	611	585	552

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	12.35	8.11	5.26	64.20	64.86	77.19	23.46	27.03	17.54	81	74	57
1	25.35	34.52	28.95	70.42	52.38	55.26	4.23	13.10	15.79	71	84	76
2	15.28	18.42	31.46	70.83	75.00	56.18	13.89	6.58	12.36	72	76	89
3	28.09	13.33	38.81	60.67	64.00	47.76	11.24	22.67	13.43	89	75	67
4	50.00	41.10	37.14	44.87	56.16	51.43	5.13	2.74	11.43	78	73	70
5	23.94	40.00	27.27	64.79	50.77	68.18	11.27	9.23	4.55	71	65	66
6	18.84	16.00	14.58	65.22	66.00	66.67	15.94	18.00	18.75	69	50	48
7	16.00	8.51	20.93	80.00	63.83	58.14	4.00	27.66	20.93	50	47	43
8	37.93	26.83	30.56	55.17	65.85	52.78	6.90	7.32	16.67	29	41	36
All Grades	24.92	23.59	27.17	63.77	61.71	58.88	11.31	14.70	13.95	610	585	552

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	20.99	5.41	5.26	48.15	60.81	45.61	30.86	33.78	49.12	81	74	57
1	12.50	10.71	1.32	73.61	67.86	55.26	13.89	21.43	43.42	72	84	76
2	22.22	34.21	25.84	62.50	51.32	61.80	15.28	14.47	12.36	72	76	89
3	32.58	28.00	32.84	56.18	49.33	44.78	11.24	22.67	22.39	89	75	67
4	34.62	57.53	28.57	58.97	35.62	60.00	6.41	6.85	11.43	78	73	70
5	67.14	60.00	46.15	24.29	23.08	38.46	8.57	16.92	15.38	70	65	65
6	54.55	44.00	31.25	39.39	48.00	50.00	6.06	8.00	18.75	66	50	48
7	59.18	42.55	51.16	28.57	51.06	32.56	12.24	6.38	16.28	49	47	43
8	64.29	58.54	41.67	35.71	34.15	50.00	0.00	7.32	8.33	28	41	36
All Grades	37.69	35.38	27.40	49.59	48.03	50.09	12.73	16.58	22.50	605	585	551

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1.25	1.35	0.00	71.25	72.97	73.68	27.50	25.68	26.32	80	74	57
1	8.33	17.86	7.89	29.17	38.10	23.68	62.50	44.05	68.42	72	84	76
2	6.94	17.11	4.49	55.56	52.63	60.67	37.50	30.26	34.83	72	76	89
3	3.37	1.33	1.49	48.31	32.00	49.25	48.31	66.67	49.25	89	75	67
4	2.56	8.22	5.71	66.67	68.49	41.43	30.77	23.29	52.86	78	73	70
5	22.86	13.85	6.06	58.57	69.23	63.64	18.57	16.92	30.30	70	65	66
6	8.70	8.00	4.17	55.07	46.00	41.67	36.23	46.00	54.17	69	50	48
7	10.00	17.02	13.95	64.00	36.17	37.21	26.00	46.81	48.84	50	47	43
8	21.43	51.22	16.67	53.57	36.59	38.89	25.00	12.20	44.44	28	41	36
All Grades	8.22	13.33	5.98	55.76	51.28	48.55	36.02	35.38	45.47	608	585	552

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	8.64	14.86	8.77	59.26	56.76	43.86	32.10	28.38	47.37	81	74	57
1	1.39	2.38	2.63	45.83	55.95	36.84	52.78	41.67	60.53	72	84	76
2	9.72	14.47	8.99	50.00	56.58	61.80	40.28	28.95	29.21	72	76	89
3	13.48	12.00	10.45	70.79	64.00	70.15	15.73	24.00	19.40	89	75	67
4	17.95	28.77	24.29	70.51	63.01	57.14	11.54	8.22	18.57	78	73	70
5	22.54	24.62	18.18	64.79	67.69	68.18	12.68	7.69	13.64	71	65	66
6	24.64	22.00	20.83	73.91	62.00	72.92	1.45	16.00	6.25	69	50	48
7	12.00	17.39	27.91	82.00	71.74	58.14	6.00	10.87	13.95	50	46	43
8	13.79	31.71	2.78	86.21	60.98	97.22	0.00	7.32	0.00	29	41	36
All Grades	13.75	17.47	13.41	65.14	61.47	60.69	21.11	21.06	25.91	611	584	552

Conclusions based on this data:

The total enrollment at Kamala for 24-25 was 552 ELs. Out of these 552 ELs, 55 were reclassified. Therefore, the EL reclassification rate for 2024-2025 was 10%. In 23-24, Kamala had 59 students who were reclassified. Therefore, the reclassification rate decreased compared to the previous year.

Kamala continues to have one of the highest numbers of students who take the ELPAC test in OSD.

Due to the high number of students who take the ELPAC test and low passing rate, Kamala has made a plan to increase the ELPAC passing rate:
The Kamala staff plans to create a plan to identify ELs in the classroom early and provide differentiated instruction and interventions as needed. In addition, we plan on hosting an ELPAC "Boot Camp" to prepare students to take the test. We plan on holding the ELPAC Boot Camp for a total of 6 weeks for students in 4th-8th grade. We also plan on using Title III funds to fund an ISP who will provide pull-out intervention targeting EL students and specific skills using the LLI curriculum.

School and Student Performance Data

California School Dashboard
Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
882	**96.1%**	**65.5%**	**0.0%**
Total Number of Students enrolled in Kamala School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	578	65.5%
Foster Youth	0	0.0%
Homeless	182	20.6%
Socioeconomically Disadvantaged	848	96.1%
Students with Disabilities	118	13.4%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	0.1%
American Indian	1	0.1%
Asian	2	0.2%
Filipino	0	0.0%
Hispanic	869	98.5%
Two or More Races	2	0.2%
Pacific Islander	0	0.0%
White	7	0.8%

Conclusions based on this data:

Our high level of English learners underscores the need for effective, research-based designated, and integrated ELD. As a result, there would be an intentional focus on ELD instructional strategies within the professional learning communities during staff collaboration time. Through PLC's, student learning will be assessed to determine the need for additional interventions and support structures.

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	**Chronic Absenteeism**  Yellow	**Suspension Rate**  Green
Mathematics  Orange		
English Learner Progress  Red		

Conclusions based on this data:

English Learner Progress - in Red
Plan to improve student outcomes: With the commitment to the PLC process and data analysis, students will receive differentiated instruction within the classroom to meet learning objectives throughout the year at the Tier 1 level. In addition, students will receive targeted intervention focused on specific skills of need. In January, students who will be taking the ELPAC will be offered tutoring in an "ELPAC Bootcamp" to prepare for the assessment. Finally, Title III funds

will be used to fund an ISP to support EL students in a Tier 2 intervention using a pull-out method using LLI instructional materials.

Mathematics- in Orange
Plan to improve student outcomes: As a staff, we have committed to PLC through the Cycle of Inquiry where grade levels create lessons based on priority standards and student outcomes. Then, teachers issue common formative assessments, analyze the data, and plan systematic interventions. This model will improve student outcomes at the Tier 1 level as well as the Tier 2 level. Middle School staff has been divided into 2 "teams," ELA and Math. Each team has committed to priority standards and focused on teaching the learning outcome as it relates to the subject.

School and Student Performance Data

Academic Performance

English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	3	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 Yellow	 Red
54.9 points below standard	69.2 points below standard	100.0 points below standard
Increased 6.8 points	Increased 3.5 points	Maintained 2.2 points
603 Students	468 Students	105 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Orange	 Yellow
Less than 11 Students	71.0 points below standard	57.6 points below standard
1 Student	Increased 7.6 points	Increased 5.3 points
	124 Students	582 Students

Students with Disabilities	African American	American Indian
 Red 145.5 points below standard Maintained 0.1 points 91 Students	 No Performance Color Less than 11 Students 1 Student	 No Performance Color Less than 11 Students 1 Student

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color 0 Students	 Yellow 55.9 points below standard Increased 5.9 points 593 Students

Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students 2 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students 6 Students

Conclusions based on this data:

Students with Disabilities are performing notably lower than other students in ELA. We must ensure that student goals and accommodations on IEPs are closely aligned with needs, and that goals are targeted and accommodations provided in both the general and special education classroom.

In addition, our Long-Term English learners are performing notably lower than other students in ELA. We must use PLCs and the Cycle of inquiry to accurately inform our teaching practices and provide intentional first instruction as well as targeted intervention.

Finally, students identified as homeless are performing notably lower than other students in ELA. We must ensure that basic needs for these students are met so that we can remove this barrier to success.

School and Student Performance Data

Academic Performance

Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
2	3	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
		
Orange	Orange	Orange
96.0 points below standard	101.6 points below standard	165.0 points below standard
Increased 6.6 points	Increased 7.6 points	Increased 8.2 points
606 Students	471 Students	105 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	Red	Orange
Less than 11 Students	99.9 points below standard	98.4 points below standard
1 Student	Maintained 0.5 points	Increased 5.2 points
	127 Students	585 Students

Students with Disabilities	African American	American Indian
 Red 171.8 points below standard Maintained 2.4 points 91 Students	 No Performance Color Less than 11 Students 1 Student	 No Performance Color Less than 11 Students 1 Student

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color 0 Students	 Orange 96.0 points below standard Increased 7.2 points 596 Students

Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students 2 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students 6 Students

Conclusions based on this data:

Students with Disabilities are performing notably lower than other students in Math. We must ensure that student goals and accommodations on IEPs are closely aligned with needs, and that goals are targeted and accommodations provided in both the general and special education classroom.

In addition, students identified as homeless are performing notably lower than other students in Math. We must ensure that basic needs for these students are met so that we can remove this barrier to success.

With a goal of moving all student groups up a performance band, all grade levels have fully committed to PLCs and the Cycle of inquiry to accurately inform our math teaching practices and provide intentional first instruction as well as targeted intervention.

School and Student Performance Data

Academic Performance

English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
Red	Red
38.6% making progress.	38.8% making progress.
Number Students: 479 Students	Number Students: 85 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
21.7%	39.7%	0.6%	38%

Conclusions based on this data:

38% of students progressed at least one ELPI level.

Our EL Progress and LTEL Progress indicates that we need to re-vamp and specifically target ELD instruction.

We intend to focus on ELD instruction, commit to PLC Cycle, identify ELD standards, and have a systematic intervention.

We have identified that targeted intervention is needed for students who decreased an ELPI level.

School and Student Performance Data

Academic Engagement

Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	4	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 Yellow	 Yellow
17.6% Chronically Absent	16.7% Chronically Absent	18.2% Chronically Absent
Declined 8.4	Declined 9.2	Declined 11
901 Students	624 Students	110 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Orange	 Yellow
Fewer than 11 students - data not displayed for privacy	21.5% Chronically Absent	17.8% Chronically Absent
1 Student	Declined 1.9	Declined 8.7
	200 Students	866 Students

Students with Disabilities	African American	American Indian
 Orange 24% Chronically Absent Declined 6.3 129 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	 No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian	**Filipino**	**Hispanic**
 No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	 No Performance Color 0 Students	 Yellow 17.8% Chronically Absent Declined 8.6 888 Students
Two or More Races	**Pacific Islander**	**White**
 No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students

Conclusions based on this data:

Overall, there was improvement in Chronic Absenteeism. When looking at student groups, all student groups are in orange or yellow, indicating that the rate of chronic absenteeism is improving. Additionally, the chronic absenteeism rate is higher for students with disabilities than for other students. Students with disabilities are at risk of becoming disengaged from school due to feeling that they cannot be successful. We must create opportunities for success for these students, even as we hold them to high standards. The school must continue emphasizing the importance of attendance overall. Weekly meetings will be held with the Attendance Technician, Outreach Consultant, Counselor and Administrators to monitor attendance.

Plan to improve student outcomes:

- We plan to start the year identifying students with a history of chronic absenteeism. Then, create a plan to meet with the family and student to ensure a strategy is created to improve attendance.
- Throughout the year, the ORC will organize and facilitate an Attendance Club focused on tracking positive attendance and rewarding with incentives.
- Every student of the month assembly will reward students who have perfect attendance for the month.
- We will continue to follow the SARB process to ensure families are aware of consequences for lack of attendance.

School and Student Performance Data

Conditions & Climate

Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	3	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 Green	 Orange
2.3% suspended at least one day	2.2% suspended at least one day	8.8% suspended at least one day
Declined 3.6%	Declined 2.3%	Declined 9.6%
912 Students	633 Students	113 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Yellow	 Green
Fewer than 11 students - data not displayed for privacy	3.9% suspended at least one day	2.4% suspended at least one day
1 Student	Declined 1.6%	Declined 3.6%
	204 Students	877 Students

Students with Disabilities	African American	American Indian
 Yellow 3.1% suspended at least one day Declined 4.6% 131 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	 No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student

Asian	Filipino	Hispanic
 No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	 No Performance Color 0 Students	 Green 2.3% suspended at least one day Declined 3.6% 899 Students

Two or More Races	Pacific Islander	White
 No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students

Conclusions based on this data:

Our suspension rate has decreased significantly over the past year.

Reasons for the decrease in suspensions include:

- alternatives to suspension were explored and we committed ourselves to PBIS as a means of improving schoolwide culture.
- for students with IEPs, we addressed behavioral concerns proactively in the IEP, through social/emotional/behavioral goals and/or a positive behavior intervention plan, so that such students are suspended less frequently. This data may relate to data on chronic absenteeism, since students who are frequently suspended may get the message that school attendance is not important. Thus, improving these rates will likely have a positive impact in multiple areas.
- Administration attended trainings through pupil services regarding "alternatives to suspension."
- The administrative team worked closely with counselors on restorative justice practices in an effort for students to learn from situations rather than punish students through suspensions.
- staff committed to having structured recess activities, clear expectations, and use the STOIC model school-wide to foster a sense of belonging and pride on campus.
- strengthening of the existing PBIS framework to promote positive behavior. Recognize and reward students who demonstrate good behavior and meet expectations.
- implemented early intervention programs to identify and support at-risk students before behaviors escalate to the point of suspension.

We plan to continue to use the same strategies listed above with particular focus on LTEL's who are in the orange area.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student Academic Engagement and Achievement
Dramatically accelerate student academic engagement and achievement across all Oxnard populations through coherent additive approaches, essential pedagogical principles, and high-leverage practices.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1 - Student Academic Engagement and Achievement

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Foster high intellectual performance.
Strengthen instruction and student engagement.
Develop student profile-driven lesson design.
Foster multilingualism.
Use technology to enhance instruction.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Star Early Literacy	2024-2025 Spring Assessment: Percentage of students achieving At/Above benchmark: Kindergarten: 14% (English) 9 of 65 students 54% (Spanish) 35 of 65 students Grade 1: 19% (English) 13 of 68 students 36% (Spanish) 24 of 68 students	2025-2026 Spring Assessment: Percentage of students scoring At/Above Benchmark will increase to: Kindergarten: 24% (English) 16 of 65 students 64% (Spanish) 42 of 65 students Grade 1: 29% (English) 19 of 65 students 46% (Spanish) 30 of 65 students
Star Reading	2024-2025 Spring Assessment: Percentage of students achieving At/Above benchmark: Grade 2: 13% (English) 12 of 92 students % (Spanish) of 92 students	2025-2026 Spring Assessment: Percentage of students scoring At/Above Benchmark will increase to: Grade 2: 35% (English) 16 of 68 students % (Spanish) of 68 students

	Grade 3: 19% (English) 17 of 91 students 32% (Spanish) 29 of 91 students Grade 4: 28% (English) 23 of 82 students 33% (Spanish) 27 of 82 students Grade 5: 29% (English) 26 of 91 students 16% (Spanish) 15 of 91 students Grade 6: 26% (English) 30 of 115 students 16% (Spanish) 18 of 115 students Grade 7: 41% (English) 47 of 115 students 23% (Spanish) 26 of 115 students Grade 8: 31% (English) 33 of 107 students 17% (Spanish) 18 of 107 students	Grade 3: 23% (English) 21 of 92 students 42% (Spanish) 39 of 92 students Grade 4: 29% (English) 26 of 91 students 42% (Spanish) 39 of 91 students Grade 5: 38% (English) 31 of 82 students 43% (Spanish) 35 of 82 students Grade 6: 39% (English) 35 of 91 students 26% (Spanish) 24 of 91 students Grade 7: 36% (English) 41 of 115 students 26% (Spanish) 30 of 115 students Grade 8: 51% (English) 59 of 115 students 33% (Spanish) 38 of 115 students All students identified in a subgroup (Foster Youth, SED, or EL) will increase one level on Star by the End of Year assessment.
Kindergarten-Teacher created assessment	2024-2025 EOY: Kindergarten: 50% of students can count to 100, read, write, and represent numbers to 20, add and subtract fluently to 5 and use math manipulatives/pictures to add and subtract to 10 in both Spanish and English.	2025-2026 EOY: Kindergarten: 65% of students will be able to can count to 100, read, write, and represent numbers to 20, add and subtract fluently to 5 and use math manipulatives/pictures to add and subtract to 10 in both Spanish and English.
Star Math	2024-2025 Spring Assessment: Percentage of students achieving At/Above Benchmark: Grade 1: 27% (18 of 68 students) Grade 2: 11% (10 of 92 students) Grade 3: 32% (29 of 91 students) Grade 4: 33% (27 of 82 students) Grade 5: 16% (15 of 91 students) Grade 6: 16% (18 of 115 students) Grade 7:	2025-2026 Spring Assessment: Percentage of students scoring At/Above Benchmark will increase to: Grade1: 30% (20 of 65 students) Grade 2: 37% (25 of 68 students) Grade 3: 22% (20 of 92 students) Grade 4: 42% (38 of 91 students) Grade 5: 43% (35 of 82 students) Grade 6: 26% (24 of 91 students) Grade 7:

	23% (26 of 115 students) Grade 8: 17% (18 of 107 students)	26% (30 of 115 students) Grade 8: 33% (38 of 115 students) All students identified in a subgroup (Foster Youth, SED, or EL) will increase one level on Star by the End of Year assessment.
CAASPP ELA grades 3-8	2024-2025: Percentage of students achieving at Met/Exceeded: Grade 3: 18% of students (16 of 91 students) Grade 4: 39% of students. (32 of 82 students) Grade 5: 34% of students (30 of 89 students) Grade 6: 27% of students (31 of 113 students) Grade 7: 46% of students (52 of 114 students) Grade 8: 44% of students (46 of 105 students)	2025-2026: Percentage of students who will achieve at Met/Exceeded: Grade 3: We anticipate approximately 91 students eligible to take the CAASPP as 3rd graders. Based on Spring Star Reading- English results from 24-25, this cohort had 13% perform at/above benchmark (12 of 91 students). The expected outcome for the percentage of students scoring Met/Exceeded on the CAASPP will be 23% (21 of 91 students). Grade 4: We anticipate approximately 91 students eligible to take the CAASPP as 4th graders. Based on CAASPP results from 24-25, this cohort had 18% Met/Exceed on the CAASPP (16 of 91 students). The expected outcome for the percentage of students scoring Met/Exceeded will be 28% (25 of 91 students). Grade 5: We anticipate approximately 82 students eligible to take the CAASPP as 5th graders. Based on CAASPP results from 24-25, this cohort had 39% Met/Exceed on the CAASPP (32 of 82 students). The expected outcome for the percentage of students scoring Met/Exceeded will be 49% (40 of 82 students). Grade 6: We anticipate approximately 89 students eligible to take the CAASPP as 6th graders. Based on CAASPP results from 24-25, this cohort had 34% Met/Exceed on the CAASPP (30 of 89 students). The expected outcome for the percentage of students scoring Met/Exceeded will be 44% (30 of 89 students). Grade 7: We anticipate approximately 113 students eligible to take the CAASPP as 7th graders. Based on CAASPP results from 24-25, this cohort had 27% Met/Exceed on the CAASPP (31 of 113 students). The

		expected outcome for the percentage of students scoring Met/Exceeded will be 37% (42 of 113 students). Grade 8: We anticipate approximately 114 students eligible to take the CAASPP as 8th graders. Based on CAASPP results from 24-25, this cohort had 46% Met/Exceed on the CAASPP (52 of 114 students). The expected outcome for the percentage of students scoring Met/Exceeded will be 56% (64 of 114 students). Students identified as not having met or nearly met standard based on CAASPP results from 23-24 will decrease by 5%. All students identified in a subgroup (Foster Youth, SED, or EL) will increase one level on the CAASPP.
CAASPP Math grades 3-8	2024-2025: Percentage of students achieving at Met/Exceeded: Grade 3: 14% of students (13 of 91 students) Grade 4: 33% of students (28 of 84 students) Grade 5: 19% of students (17 of 88 students) Grade 6: 10% of students (11 of 113 students) Grade 7: 10% of students (11 of 115 students) Grade 8: 17% of students (18 of 107 students)	2025-2026: Percentage of students who will achieve at Met/Exceeded: Grade 3: We anticipate approximately 92 students eligible to take the CAASPP next year as 3rd graders. Based on Spring Star results from 24-25, this cohort had 11% perform at/above benchmark (10 of 92 students). The expected outcome for the percentage of students scoring Met/Exceeded will be 21% (19 of 91 students). Grade 4: We anticipate approximately 91 students eligible to take the CAASPP next year as 4th graders. Based on CAASPP results from 24-25, this cohort had 14% Met/Exceed on the CAASPP (13 of 91 students). The expected outcome for the percentage of students scoring Met/Exceeded will be 24% (22 of 91 students). Grade 5: We anticipate approximately 84 students eligible to take the CAASPP next year as 5th graders. Based on CAASPP results from 24-25, this cohort had 33% Met/Exceed on the CAASPP (28 of 84 students). The expected outcome for the percentage of students scoring Met/Exceeded will be 43% (36 of 84 students). Grade 6: We anticipate approximately 88 students eligible to take the CAASPP next year as 6th graders.

		Based on CAASPP results from 24-25, this cohort had 19% Met/Exceed on the CAASPP (17 of 88 students). The expected outcome for the percentage of students scoring Met/Exceeded will be 29% (26 of 88 students). Grade 7: We anticipate approximately 113 students eligible to take the CAASPP next year as 7th graders. Based on CAASPP results from 24-25, this cohort had 10% Met/Exceed on the CAASPP (11 of 113 students). The expected outcome for the percentage of students scoring Met/Exceeded will be 20% (22 of 113 students). Grade 8: We anticipate approximately 115 students eligible to take the CAASPP next year as 8th graders. Based on CAASPP results from 24-25, this cohort had 10% Met/Exceed on the CAASPP (11 of 115 students). The expected outcome for the percentage of students scoring Met/Exceeded will be 20% (22 of 115 students). Students identified as not having met or nearly met standard for CAASPP will decrease by 5%. All students identified in a subgroup (Foster Youth, SED, or EL) will increase one level on the CAASPP.
Kindergarten-8th grade: English Learners ELPAC Assessments Reclassification Percentage of English Learners in 3rd-8th grade.	2024-2025: Percent of students who scored in each ELPAC level: Kindergarten Level 1- 2% Level 2- 18% Level 3- 44% Level 4- 36% 1st Grade Level 1- 2% Level 2- 23% Level 3- 38% Level 4- 37% 2nd Grade Level 1- 7% Level 2- 17% Level 3- 55% Level 4- 21%	2025-2026: All English Learner students in all grade levels will increase one grade level. Increase the total percent of EL students in 3rd-8th grade who reclassify to 35%.

	3rd Grade Level 1- 5% Level 2- 9% Level 3- 32% Level 4- 54% 4th Grade Level 1- 22% Level 2- 45% Level 3- 20% Level 4- 13% 5th Grade Level 1- 27% Level 2- 38% Level 3- 20% Level 4- 15% 6th Grade Level 1- 10% Level 2- 35% Level 3- 37% Level 4- 18% 7th Grade Level 1- 12% Level 2- 53% Level 3- 21% Level 4- 14% 8th Grade Level 1- 20% Level 2- 43% Level 3- 23% Level 4- 14%	
Long Term English Learners (LTELs)	2024-2025: The number of students designated as Long Term English Learners (LTEL's) was 127 students	2025-2026: The number of students designated as Long Term English Learners (LTEL's) to less than 100 students.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Adopted Curriculum: English Language Arts: Teachers will teach grade level standards. The adopted curriculum will support the teaching of grade level standards, yet teachers will also use other resources to support teaching of grade level standards.	All Students	District Funded 4000-4999: Books And Supplies Curricular materials

	Kinder-5th grade: Wonders textbook. Teachers follow BUF Units which are standards-based and teachers use resources from a variety of resources that target the standards. 6th-8th grade: Study Sync text. Other resources for support include: Phonics for Reading, Reading Horizons. Math: Teachers will teach grade level standards. The adopted curriculum will support the teaching of grade level standards, yet teachers will also use other resources to support teaching of grade level standards. Kinder-5th grade: MyMath 6th, 7th, and 8th grade: CMP3 Other resources to support include: Counting collections, Building Thinking Classrooms, Math PD from District Manager, ST Math PD, Math Journals, Number Sense Materials Spanish Language-Arts: Teachers will teach grade level standards. The adopted curriculum will support the teaching of grade level standards, yet teachers will also use other resources to support teaching of grade level standards. Kinder-5th grade: Maravillas text. Teachers follow BUF Units which are standards-based and teachers will use resources from a variety of sources that target the standards. 6th - 8th grade: Novel studies Other resources to support include: standards based novel studies Social Science: Teachers will teach grade level standards. The adopted curriculum will support the teaching of grade level standards, yet teachers will also use other resources to support teaching of grade level standards. Kinder-5th grade: Social Studies Alive!/Estudios Sociales Vivos. Teachers follow BUF Units which are standards-based and teachers use resources from a variety of resources that target the standards. 6th - 8th grade: National Geographic Learning/Cenage Science: Teachers will teach grade level standards. The adopted curriculum will support the teaching of grade level standards, yet teachers will also use other resources to support teaching of grade level standards. Kinder-5th grade: Twig curriculum. Teachers follow BUF Units which are standards-based and teachers use resources from a variety of resources that target the standards. 6th - 8th grade: Inspire text. PE: Teachers will teach grade-level standards. Teachers will use the adopted curriculum and additional resources to support the teaching of grade-level standards. Kinder-5th grade: SPARK		5,000 LCFF 4000-4999: Books And Supplies Resources to support Spanish Language Arts curricula District Funded 4000-4999: Books And Supplies Reading Horizons 5,000 LCFF 4000-4999: Books And Supplies Materials and Supplies-math 3,000 LCFF 4000-4999: Books And Supplies Science TWIG kits (TK-5)

	6th-8th grade: PE standards		
1.2	Writing: Adopt Writing By Design program school-wide (K-8). Integrate strategies from Writing By Design program towards the OSD Writing Assessments, IAB Performance Tasks, BUF Summative Assessments, and teacher generated writing assessments. Use the Writing assessments as Common Formative Assessments to analyze data and guide instruction.	All Students	5000 LCFF 1000-1999: Certificated Personnel Salaries Substitute costs District Funded 4000-4999: Books And Supplies Writing by Design Curriculum
1.3	English Language Development: Implement the District Master Plan for English Learners. Ensure implementation of ELD curriculum through designated and integrated ELD instruction. Grades 7-8: Students who are in an ELD elective class will be placed by ELPAC proficiency leveled groups and instruction and intervention will be provided based on language goals. Use data to target the specific educational needs of EL students and provide appropriate support and/or intervention. Provide time, through staff development and release time for teachers to analyze EL assessments. Use District EL TOSA's to provide PD and support of designated and integrated EL instructional time.	English Learners	District Funded 1000-1999: Certificated Personnel Salaries EL TOSA Salary and Benefits District Funded 4000-4999: Books And Supplies ELD Curriculum
1.4	DLI TOSA: Teacher on Special Assignment (TOSA) will provide support and guidance for all DLI teachers, with a special focus on teachers implementing BUF units. Support and guidance will focus on planning and development of unit plans, coaching and feedback, and using high-leverage teaching strategies in the classroom.	All Students	District Funded 1000-1999: Certificated Personnel Salaries DLI TOSA Salary and Benefits
1.5	Art: The Art teacher will provide art lessons to K-5 students on a monthly basis. Art lessons will be centered around grade-level standards and BUFs. The Art Teacher will provide optional art projects/activities for all students during lunch, 2 days a week. Due to the expenditure guidelines, there will be funds which will roll over to the next school year. At least 80% must be spent on salary/benefits and no	All Students	140,533 Prop 28 1000-1999: Certificated Personnel Salaries Art teacher Salary and Benefits 35,132 Prop 28 4000-4999: Books And Supplies Materials and Supplies-art 135,052

	more than 20% can be spent on materials, supplies, and other activities.		Prop 28 None Specified Rollover funds
1.9	Observation and Feedback: Administration will monitor daily classroom instruction to ensure rigorous grade-level standards-based instruction, proper use of CFAs, and systematic intervention. Other focus areas include writing and student collaboration. The observations and data are tracked through the "Observation and Feedback" process.	All Students	No additional cost
1.10	Middle School Electives: 1. DLI Spanish: Students enrolled in DLI Spanish will continue on the Biliteracy Pathway of being biliterate (speaking, reading, listening, writing). 2. AVID (Advancement Via Individual Determination): AVID is a college readiness program designed to help students develop the skills they need to be successful in college. There will be 2 sections of the AVID elective. Materials and resources twill be provided o help support the program: • college field trips • student agendas • AVID tutor 3. ELD: Students who are classified as English Learners and have not met the criteria to be reclassified will take an ELD elective. The goal is to meet criteria to reclassify at the end of the school year when the ELPAC is administered. 4. Careers: Students will research pathways to different careers of interest. 5. Leadership: Students will take a leadership role in school by helping organize school events, plan fun activities for students, and fundraise. 6. Directed Studies: Students with special needs will enroll in this class to receive extra support.	All Students	4866 Title I 5000-5999: Services And Other Operating Expenditures Field Trips to college campuses 5500 Title I 2000-2999: Classified Personnel Salaries AVID Tutor Salary and Benefits 2,500 Title I 4000-4999: Books And Supplies Materials and Supplies-AVID ELOP 1000-1999: Certificated Personnel Salaries AVID Coordinator Overtime 2000 LCFF 4000-4999: Books And Supplies Materials and supplies-elective classes
1.11	Intervention (Tier 2): Students not making progress towards reaching grade level proficiency, as determined by progress monitoring, will receive intervention. To determine if a student must receive intervention through Tier 2 or 3 services will be based on data collected through targeted instruction. Interventions will include a Literacy Intervention Teacher (LIT), an Intervention Service Provider (ISP), and after school interventions provided by classroom teachers. LIT: The LIT will use the Leveled Literacy Intervention (LLI) to provide extra support to students in reading. Students needing support will be identified through the MTSS model. The emphasis will be to provide small group reading instruction to 2nd, 3rd, 4th, and 5th grade students. ISP: The ISP will work with EL students primarily in grades 2-5. The ISP will provide intervention to	English Learners All Students	District Funded 1000-1999: Certificated Personnel Salaries LIT Teacher Salary and Benefits 24,896 Title III 1000-1999: Certificated Personnel Salaries Intervention Service Provider Salary and Benefits 1691 Title III 4000-4999: Books And Supplies Materials and Supplies-ISP ELOP 1000-1999: Certificated Personnel Salaries

	students in small groups using ELPAC and local assessment data to provide targeted instruction. Teacher After School Tutoring: Teachers will provide extended learning opportunities to students for targeted intervention and/or enrichment for core subjects (ELA, Math, Science, Social Science). Intervention and enrichment groups will be based on Star assessments and CFAs. ELPAC Boot Camp: Teachers will provide extended learning opportunities to students with the goal of passing the ELPAC assessment. CAASPP Boot Camp: Teachers will provide extended learning opportunities to students with the goal of passing the CAASPP assessment.		Teacher extra time - after-school tutoring, ELPAC Boot camp, CAASPP boot camp 3000 LCFF - Intervention 4000-4999: Books And Supplies Sonday Materials
1.12	IEP, 504, and SST Meetings: SST: Based on data analyzed during student progress monitoring meetings and EduClimber forms, students will be referred to the SST (Student Study Team) to review cases of students who are not making progress on grade level standards or who are demonstrating a need for behavior and social-emotional support. 504: Individual students will be referred to a 504 meeting to provide accommodations based on a health or other disability that may prevent a student from accessing the curriculum. Also, annual meetings will be held for students who have 504 plans in place. IEP: Conduct Individualized Education Plan (IEP) meetings for students who were assessed or have been identified as eligible for Special Education services.	Students with Disabilities All Students	7,000 Title I 2000-2999: Classified Personnel Salaries Substitute Salary and Benefits 18000 LCFF 2000-2999: Classified Personnel Salaries Subs for IEPs 3,000 Title I 2000-2999: Classified Personnel Salaries Subs for 504s
1.13	Student Support Meetings: Weekly meetings with counselors, Healthy Start Social Worker, and ORC to share information about specific students. Support for students includes, but is not limited to; • SEL/Counseling support • home support (food, clothing, housing) • academic support • attendance support	African American Socioeconomically Disadvantaged Homeless Students with Disabilities Foster Youth	District Funded 1000-1999: Certificated Personnel Salaries Counselor, ORC Salary and Benefits District Funded 1000-1999: Certificated Personnel Salaries Healthy Start Social Worker
1.14	Outreach Coordinator: The ORC will connect with families to ensure all students have access to curriculum and instruction in an equitable manner. Methods to connect include; phone calls, home visits, virtual meetings and parent workshops. Methods to enable SED, Foster, and Homeless families to engage in school activities include	Foster Youth Homeless Socioeconomically Disadvantaged	District Funded 2000-2999: Classified Personnel Salaries ORC Salary and Benefits

	providing resources and opportunities such as: hotspots for Wi-Fi service at home, free glasses program through the EyeGlass Factory, After School Program, tutoring, and after school enrichment.		
1.15	Paraeducators: Kinder: Two paraeducators will split time between three classrooms to provide assistance and support instruction daily. Paraeducators will support in each kinder classroom at least 1.5 hrs daily. 1st grade: Two paraeducators will support instruction in 1st grade classrooms for 1 hour per week. After School: Two paraeducators will support after school in small intervention groups focusing on foundational skills in reading and math for1 hour everyday. Special Education: One paraeducator will assist and support instruction for each special education teacher.	All Students	District Funded 2000-2999: Classified Personnel Salaries Paraeducator Salary and Benefits
1.16	Library Media Technician (LMT): The LMT ensures all students have the district-adopted curriculum for instruction. The LMT will: -open the school library during school hours and promote literacy to all students. Students will visit the library regularly to check out books. -organize and lead the AR program which encourages students to read and students can earn rewards for reaching goals. -open the school library before school and during nutrition break to ensure students have an opportunity to choose a book of high-interest. -enrich the library with books emphasizing inclusion, diversity, and kindness.	All Students	District Funded 2000-2999: Classified Personnel Salaries LMT Salary and Benefits District Funded 4000-4999: Books And Supplies Books other than textbooks
1.17	Classroom Libraries: DLI teachers will purchase books for classroom libraries to support biliteracy and the implementation of BUF units.	All Students	5,000 LCFF 4000-4999: Books And Supplies Books other than textbooks (K-6)
1.18	Field Trips: K-6: Provide opportunities for students to be introduced to BUFs and concepts taught in the classroom. 7-8: Provide opportunities for students to be introduced to units and concepts taught in the classroom.	All Students	7000 Title I 5000-5999: Services And Other Operating Expenditures Field Trip Transportation and Entrance fees

1.19	Apps: Applications for student iPads to support first instruction. Apps include: • ST Math • Lexia • Epic • MyOn • Typesy • ESGI • IXL	All Students	District Funded 5000-5999: Services And Other Operating Expenditures ST Math, Lexia, MyOn, IXL Software 6,000 Title I 5000-5999: Services And Other Operating Expenditures Epic Sotware 500 Title I 5000-5999: Services And Other Operating Expenditures ESGI Software 500 Title I 5800: Professional/Consulting Services And Operating Expenditures Typesy Software
1.20	Accelerated Reader: Use the Accelerated Reader Program to support reading comprehension and fluency at students' reading levels. Use AR program as an assessment tool for identifying students in need of intervention. Recognize students' growth and accomplishments in reading using the AR program.	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures Accelerated Reader Program Contract 4000 LCFF 4000-4999: Books And Supplies Materials and Supplies 4500 LCFF 4000-4999: Books And Supplies Materials and Supplies-incentives for AR store
1.21	After School Program: The ASP will provide extra academic support after regular school hours and provide enrichment activities. "Burst" Enrichment opportunities include, but are not limited to: • Parker Anderson Enrichment classes • Art Trek • Lego Club • Hip Hop Mindset • Recorders	All Students	ELOP 1000-1999: Certificated Personnel Salaries ASP Employees Salaries and Benefits ELOP 4000-4999: Books And Supplies Materials for ASP
1.22	Academic-Focused Extracurricular Activities: Students will participate in academic extracurricular activities including, but not limited to: • Spelling Bee • Cesar Chavez Writing and Art Contest • African American Speech Contest • Spanish Spelling Bee	All Students	200 LCFF 4000-4999: Books And Supplies Registration of Spelling Bee

	• Math Competition		
1.23	School Beautification: School projects will be executed to help beautify the school include, but not limited to: • fence covers • signage • mural • cafeteria painting	All Students	4000 LCFF 4000-4999: Books And Supplies Materials and Supplies-school beautification
1.24	Resources for an Equitable Learning Environment: • Provide materials to support instruction. • Maintain facilities to ensure a safe learning environment for the students.	All Students	44204 LCFF 4000-4999: Books And Supplies Materials, supplies, warehouse charges, and equipment 3,000 LCFF 5000-5999: Services And Other Operating Expenditures Maintenance agreements and services
1.26	Copy Machines: Teachers will have use of the laminator, Duplo and Canon copy machines in order to make the necessary copies of instructional materials. Specialized instructional materials and orders to be copied by the Graphics Dept.	All Students	5,000 LCFF 4000-4999: Books And Supplies Materials and Supplies-copy machines (paper, lamination, toner, etc.) 2,000 LCFF 5000-5999: Services And Other Operating Expenditures Copier contract

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

After reviewing the Star results and CAASPP results from 24-25 school year, we found that in most grade levels, the majority of students were improving. We believe this is an indicator that the strategies and actions included in last year's plan were effective in reaching our goals. Specifically, the implementation of the PLC Cycle where teachers focus on priority standards and student outcomes while administering common formative assessments, engaging in data analysis and providing systematic intervention. While we celebrate these improvements in scores, we recognize we still have far to go to reach our ultimate goal for all students to be proficient. Therefore, we are continuing many of the goals from last year's plan.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Intended implementation of partnering with the consulting firm, 3E, was estimated to be paid at $44,000 from site budget funds, but the district funded it. There was an intention of using 4 Power Planning days which utilizes Art Trek, but it was

reduced to 3 Power Planning days. The intended cost reduced from $8,800 to $6,600. In addition, we implemented 1/2-day planning days per grade level which increased the substitute teacher budget to $15,000, as an additional expense.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to use CAASPP, ELPAC, and Star data as our metrics for determining the degree to which this goal has been met. We believe these assessments show a clear picture of standards mastery, and are aligned with the common core standards that drive the curriculum in our classes.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Learning Environment and School Climate
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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2 - Learning Environment and School Climate

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Support a multi-tiered system of support (MTSS).
Foster access, equity and inclusion.
Utilize restorative practices.
Create affirming learning environment and relationships.
Maintain safe and inviting facilities and grounds.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension rates	2024-2025: 18 Students were suspended.	2025-2026: Decrease the amount of students suspended by 15%.
Attendance rate	2024-2025: 29 students had excessive absences (missed 10% or more days this school year).	2025-2026: Decrease students with excessive absences by 5%.
Panorama Survey Data	2024-2025: Winter Panorama student data concluded: Areas of strength- 1. Self-Management- 64% 2. Teacher-Student Relationships- 62% 3. Sense of Belonging- 54% Areas of challenge- 1. Emotional Regulation- 42% 2. Engagement- 43% 3. Growth Mindset- 46%	2025-2026: Increase all areas assessed on the Panorama survey by 5%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	School Safety: Ensure school safety by providing the following: • Conduct monthly fire, earthquake, and lockdown drills. • Meet 6 times a year to update the Comprehensive Safe School Plan • Provide training to students, staff, and parents on disaster preparedness • Campus assistants will supervise before school, during recess, lunch, and dismissal. • Campus assistants will attend CHAMPS/STOIC training during the school year. • Campus assistants will be trained by SALUS • Campus assistants will attend weekly meetings hosted by administration to discuss updated supervision responsibilities.	All Students	3,000 LCFF 4000-4999: Books And Supplies Materials and Supplies 13000 LCFF 1000-1999: Certificated Personnel Salaries Campus Assistant extra time District Funded 2000-2999: Classified Personnel Salaries SALUS contract
2.2	PBIS Committee: Maintain a site Positive Behavior Intervention Support (PBIS) committee to lead the school in the implementation of a multi-tiered system of support for behavior and social-emotional skills development. The PBIS team will lead implementation of school-wide expectations, which include common areas, such as bathrooms, cafeteria, playground, and hallways. Expenditures include posters to be placed in common areas outlining expectations and parameters for student success. Classroom staff will fully implement school-wide expectations in all grade levels using all components of the program for Positive Behavior Support. Clear school guidelines will be established and implemented throughout campus. In addition, there will be school-wide use of KHFOOTY (Keep your Hands, Feet and Other Objects To Yourself). Hold expectations assemblies at the beginning of the year, once per trimester, and throughout the year as necessary.	All Students	District Funded 1000-1999: Certificated Personnel Salaries ORC and Counselor Salary and Benefits 5,000 LCFF 4000-4999: Books And Supplies Materials and Supplies-PBIS, student incentives

	During morning announcements, include a "Guide to Success Tip of the Day" to highlight and remind students of school-wide expectations daily.		
2.3	Positive Student Behavior: Establish strategies focused on positive behavior, being proactive, and establishing a structure to foster student success. Methods to accomplish successful student behavior include: • No Place for Hate- building a community through school events to foster a sense of belonging, respect and opportunity. • Read Across America- community members come in to classes and read a book. • Red Ribbon week- a week focused on promoting a drug-free lifestyle. • Great Kindness week- students challenged daily to do an act of kindness. • Monthly themed dress up days • Sports- Soccer, Basketball, flag football, and volleyball are sports offered for boys and girls in grades 5-8. • PE uniforms. • Consequences issued, not as a punishment, but rather an effort to change the behavior. • Administrators trained in Alternatives to Suspension hosted by Pupil Services at OSD. • School Resource Officer (SRO) - police officer from OPD to assist with and give support from a police perspective. • Each student receives a free "Kamala Pride" t-shirt at the end of registration day. • Tiger-Cubs - once a week, Middle Schoolers will visit Kinder thru 2nd grade classes to read books and assist with projects. • Morning Announcements: Each morning, an administrator, along with a few chosen students, make morning announcements that focus on the lunch menu, Guide to Success, joke of the day, riddle of the week, and other announcements. • Music in the Morning: play music every morning as students enter campus to ensure students start the day on a positive note. • OSD Creates! Event- an opportunity for students to demonstrate classwork and/or perform at the district hosted event.	All Students	District Funded 5000-5999: Services And Other Operating Expenditures Training for Alternatives to Suspension District Funded 5800: Professional/Consulting Services And Operating Expenditures No Place for Hate ASES 4000-4999: Books And Supplies Sports Registration fee District Funded 5800: Professional/Consulting Services And Operating Expenditures School Resource Officer contract 7500 LCFF 4000-4999: Books And Supplies Shirts for students

2.4	SST/IEP/504 Meetings: Conduct SST (Student Study Team) meetings to review, within our Multi-Tier System of Supports (MTSS), cases of students who are demonstrating a need for behavior and social-emotional support. Conduct IEP meetings and 504 meetings to review cases of students who are demonstrating a need for behavior and social-emotional support.	Students with Disabilities All Students	See Goal 1.12 (ORC facilitation of meetings and subs)
2.5	Panorama Survey: Students participate in the Panorama Survey for data collection related to social-emotional health and school climate.	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures Panorama Survey contract
2.6	Counselor: Counselor to support social-emotional needs in the following ways: • Monthly classroom presentations centered around Social-Emotional Learning. Topics addressed during classroom presentations include Character Trait of the Month, OSD Student Profile, Growth Mindset, and School Guidelines/Expectations. • Meet with students in a small group or individually. Referrals will be made by evaulating data on the Panorama Survey, SST referral, teacher recommendations, parent recommendations, observation of student behavior, and student need. • Host students in the Wellness Center, known as the "Tiger's Nest", weekly during lunch, so students in all grade levels have an opportunity to visit at least once a week. • Referrals for families to outside agencies and parenting classes. • Distibute a monthly newsletter to the community advising families on helpful tips to discuss with their child at home. • Utilize Restorative Justice practices to mediate conflict. • Host an after school "study hall" called ONDAS, Opening New Doors for Academic Support for middle school students on a weekly basis.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Counselor Salary and Benefits 2000 LCFF 4000-4999: Books And Supplies Materials and Supplies-Counseling 2000 Title III 1000-1999: Certificated Personnel Salaries Counselor extra time
2.7	Outreach Coordinator (ORC): The ORC will engage and extend the partnership with families by:	Foster Youth Homeless	3000 LCFF

	• Organizing and facilitating an "Attendance Club" to give positive rewards to students who attend school when identified as being chronically absent. • Setting up a positive attendance rewards system by class and by individual for perfect attendance. • Providing regular communication with families in need to support and provide access to outside resources. • Conducting home visits • Organizing and attending parent workshops • Organizing and scheduling SST meetings • Ensuring families understand the SARB process and hold "mini-SARB meetings" when students have an excessive amount of unexcused absences. • Providing resources to families in need	Homeless All Students	4000-4999: Books And Supplies Materials and Supplies-Incentives District Funded 2000-2999: Classified Personnel Salaries ORC Salary and Benefits 2,000 Title III 2000-2999: Classified Personnel Salaries ORC extra time
2.8	Social Worker: A Social Worker to be housed on campus to: • Provide resources to families through Ventura County Social Services • Be a resource for CPS reports • Meet with students weekly with high needs • Organize and host parent workshops to support parents	Foster Youth Students with Disabilities Homeless Socioeconomically Disadvantaged	District Funded 2000-2999: Classified Personnel Salaries Social worker Salary and Benefits District Funded 4000-4999: Books And Supplies Materials and Supplies-family resources
2.9	Staff Culture: Certificated and classified staff will be provided with positive SEL support and culture building. Activities to ensure the staff feels a sense of culture building include: • End of year celebration hosted by social committee • Staff meeting warm-up activities focused on SEL • Classified meetings once a trimester focused on SEL, communication, and OSD/Kamala vision.		500 LCFF 4000-4999: Books And Supplies Materials and Supplies-culture building
2.10	After School Program: The After School Program will be offered to students in grades 1-8 and will provide enrichment for students through opportunities for collaborative learning and hands-on activities. The ASP will include the following: • Enrichment "Bursts" for students interested in attending classes such as: learning the recorder, DIY, videography, Hip Hop Mindset, and much more. • Homework Help and tutoring in specific subjects.		ELOP 2000-2999: Classified Personnel Salaries ASP Staff Salary and Benefits ELOP 1000-1999: Certificated Personnel Salaries ASP-Teacher Liaison Salary and Benefits

	• Outdoor play focused on building teamwork and physical movement. • Sports teams for middle school students The School administrator will meet weekly with the After School Program coordinator to evaluate the program and work on correlating the after-school program to the regular school day's programs and services. A teacher liaison will be designated for the After School program to coordinate communication with teaching and after-school program staff and assist in supporting school needs by organizing curriculum, providing mentoring and professional development for the after-school staff on PBIS.		
2.11	Student Confidentiality: Ensure confidentiality of documents and sensitive student information.		600 LCFF 5800: Professional/Consulting Services And Operating Expenditures Contract-Shredding services.
2.12			

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

During the 24-25 school year, our PBIS committee (also known as the ROAR Team) focused on the establishment of school-wide expectations. The team focused on positive behavior approaches such as Student of the Month assemblies, Character Trait of the Month, Challenge of the Month, Tiger-Ticket raffles, providing extracurriculars/enrichment activities, Tiger-Cubs, and Counselor Outreach to name a few. The result was fewer student suspensions and fewer office referrals compared to the previous year.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are not any major differences between the intended implementation and expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Next year, we will continue to focus on positive, proactive measures to improve student behavior and increase engagement. The PBIS committee has increased in membership and we have representatives at all grade level bands. In terms of setting school-wide expectations for behavior, our focus for next year will continue building upon what has been started. We expect suspension rates to continue decreasing and office referrals to decrease as well.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Guidance and support to the site.
Provide strategic direction, guidance, and support focused on improving the quality of instruction, interaction, and engagement in every classroom, so that all students reach high levels of academic excellence, multilingual achievement, global competency, and healthy identity development, agency and voice.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 3 - Guidance and Support to Sites and District Departments.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Foster a culture of empowerment.
Provide professional learning and support.
Provide recognition to staff and students.
Utilize student assessment to measure student learning.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Star Early Literacy	2024-2025 Spring Assessment: Percentage of students achieving At/Above benchmark: Kindergarten: 14% (English) 9 of 65 students 54% (Spanish) 35 of 65 students Grade 1: 19% (English) 13 of 68 students 36% (Spanish) 24 of 68 students	2025-2026 Spring Assessment: Percentage of students scoring At/Above Benchmark will increase to: Kindergarten: 24% (English) 16 of 65 students 64% (Spanish) 42 of 65 students Grade 1: 29% (English) 19 of 65 students 46% (Spanish) 30 of 65 students
Star Reading	2024-2025 Spring Assessment: Percentage of students achieving At/Above benchmark: Grade 2: 13% (English) 12 of 92 students % (Spanish) of 92 students Grade 3: 19% (English) 17 of 91 students 32% (Spanish) 29 of 91 students	2025-2026 Spring Assessment: Percentage of students scoring At/Above Benchmark will increase to: Grade 2: 35% (English) 16 of 68 students % (Spanish) of 68 students Grade 3: 23% (English) 21 of 92 students 42% (Spanish) 39 of 92 students

	Grade 4: 28% (English) 23 of 82 students 33% (Spanish) 27 of 82 students Grade 5: 29% (English) 26 of 91 students 16% (Spanish) 15 of 91 students Grade 6: 26% (English) 30 of 115 students 16% (Spanish) 18 of 115 students Grade 7: 41% (English) 47 of 115 students 23% (Spanish) 26 of 115 students Grade 8: 31% (English) 33 of 107 students 17% (Spanish) 18 of 107 students	Grade 4: 29% (English) 26 of 91 students 42% (Spanish) 39 of 91 students Grade 5: 38% (English) 31 of 82 students 43% (Spanish) 35 of 82 students Grade 6: 39% (English) 35 of 91 students 26% (Spanish) 24 of 91 students Grade 7: 36% (English) 41 of 115 students 26% (Spanish) 30 of 115 students Grade 8: 51% (English) 59 of 115 students 33% (Spanish) 38 of 115 students All students identified in a subgroup (Foster Youth, SED, or EL) will increase one level on Star by the End of Year assessment.
Kindergarten-Teacher created assessment	2024-2025 EOY: Kindergarten: 50% of students can count to 100, read, write, and represent numbers to 20, add and subtract fluently to 5 and use math manipulatives/pictures to add and subtract to 10 in both Spanish and English.	2025-2026 EOY: Kindergarten: 65% of students will be able to can count to 100, read, write, and represent numbers to 20, add and subtract fluently to 5 and use math manipulatives/pictures to add and subtract to 10 in both Spanish and English.
Star Math	2024-2025 Spring Assessment: Percentage of students achieving At/Above Benchmark: Grade 1: 27% (18 of 68 students) Grade 2: 11% (10 of 92 students) Grade 3: 32% (29 of 91 students) Grade 4: 33% (27 of 82 students) Grade 5: 16% (15 of 91 students) Grade 6: 16% (18 of 115 students) Grade 7: 23% (26 of 115 students) Grade 8:	2025-2026 Spring Assessment: Percentage of students scoring At/Above Benchmark will increase to: Grade1: 30% (20 of 65 students) Grade 2: 37% (25 of 68 students) Grade 3: 22% (20 of 92 students) Grade 4: 42% (38 of 91 students) Grade 5: 43% (35 of 82 students) Grade 6: 26% (24 of 91 students) Grade 7: 26% (30 of 115 students) Grade 8:

	17% (18 of 107 students)	33% (38 of 115 students) All students identified in a subgroup (Foster Youth, SED, or EL) will increase one level on Star by the End of Year assessment.
CAASPP ELA grades 3-8	2024-2025: Percentage of students achieving at Met/Exceeded: Grade 3: 18% of students (17 of 93 students) Grade 4: 19% of students. (18 of 96 students) Grade 5: 30% of students (34 of 114 students) Grade 6: 27% of students (31 of 116 students) Grade 7: 46% of students (53 of 115 students) Grade 8: 25% of students (29 of 115 students)	2025-2026: Percentage of students who will achieve at Met/Exceeded: Grade 3: We anticipate approximately 91 students eligible to take the CAASPP as 3rd graders. Based on Spring Star ELA results from 24-25, this cohort had 32% perform at/above benchmark (29 of 91 students). The expected outcome for the percentage of students scoring Met/Exceeded will be 36% (33 of 91 students). Grade 4: We anticipate approximately 82 students eligible to take the CAASPP as 4th graders. Based on CAASPP results from 23-24, this cohort had 18% Met/Exceed on the CAASPP (17 of 93 students). The expected outcome for the percentage of students scoring Met/Exceeded will be 28% (23 of 82 students). Grade 5: We anticipate approximately 91 students eligible to take the CAASPP as 5th graders. Based on CAASPP results from 23-24, this cohort had 19% Met/Exceed on the CAASPP (18 of 96 students). The expected outcome for the percentage of students scoring Met/Exceeded will be 29% (26 of 91 students). Grade 6: We anticipate approximately 115 students eligible to take the CAASPP as 6th graders. Based on CAASPP results from 23-24, this cohort had 30% Met/Exceed on the CAASPP (34 of 114 students). The expected outcome for the percentage of students scoring Met/Exceeded will be 40% (46 of 115 students). Grade 7: We anticipate approximately 115 students eligible to take the CAASPP as 7th graders. Based on CAASPP results from 23-24, this cohort had 27% Met/Exceed on the CAASPP (31 of 115 students). The expected outcome for the percentage of students scoring Met/Exceeded will be 37% (43 of 115 students).

		Grade 8: We anticipate approximately 107 students eligible to take the CAASPP as 8th graders. Based on CAASPP results from 23-24, this cohort had 46% Met/Exceed on the CAASPP (53 of 115 students). The expected outcome for the percentage of students scoring Met/Exceeded will be 56% (60 of 107 students). Students identified as not having met or nearly met standard based on CAASPP results from 23-24 will decrease by 5%. All students identified in a subgroup (Foster Youth, SED, or EL) will increase one level on the CAASPP
CAASPP Math grades 3-8	2024-2025: Percentage of students achieving at Met/Exceeded: Grade 3: 30% of students (28 of 93 students) Grade 4: 17% of students (16 of 96 students) Grade 5: 23% of students (26 of 114 students) Grade 6: 9% of students (10 of 116 students) Grade 7: 15% of students (17 of 114 students) Grade 8: 11% of students (13 of 115 students)	2025-2026: Percentage of students who will achieve at Met/Exceeded: Grade 3: We anticipate approximately 91 students eligible to take the CAASPP next year as 3rd graders. Based on Spring Star results from 23-24, this cohort had 11% perform at/above benchmark (10 of 92 students). The expected outcome for the percentage of students scoring Met/Exceeded will be 21% (19 of 91 students). Grade 4: We anticipate approximately 82 students eligible to take the CAASPP next year as 4th graders. Based on CAASPP results from 23-24, this cohort had 30% Met/Exceed on the CAASPP (28 of 93 students). The expected outcome for the percentage of students scoring Met/Exceeded will be 40% (33 of 82 students). Grade 5: We anticipate approximately 91 students eligible to take the CAASPP next year as 5th graders. Based on CAASPP results from 23-24, this cohort had 17% Met/Exceed on the CAASPP (16 of 96 students). The expected outcome for the percentage of students scoring Met/Exceeded will be 27% (25 of 91 students). Grade 6: We anticipate approximately 115 students eligible to take the CAASPP next year as 6th graders. Based on CAASPP results from 23-24, this cohort had 23% Met/Exceed on the CAASPP (26 of 114 students). The expected outcome for the percentage

		of students scoring Met/Exceeded will be 33% (38 of 115 students). Grade 7: We anticipate approximately 115 students eligible to take the CAASPP next year as 7th graders. Based on CAASPP results from 23-24, this cohort had 9% Met/Exceed on the CAASPP (10 of 116 students). The expected outcome for the percentage of students scoring Met/Exceeded will be 19% (22 of 115 students). Grade 8: We anticipate approximately 107 students eligible to take the CAASPP next year as 8th graders. Based on CAASPP results from 23-24, this cohort had 15% Met/Exceed on the CAASPP (17 of 114 students). The expected outcome for the percentage of students scoring Met/Exceeded will be 25% (27 of 107 students). Students identified as not having met or nearly met standard for CAASPP will decrease by 5%. All students identified in a subgroup (Foster Youth, SED, or EL) will increase one level on the CAASPP.
Kindergarten-8th grade: English Learners ELPAC Assessments Reclassification Percentage of English Learners in 3rd-8th grade.	2024-2025: Percent of students who scored in each ELPAC level: Kindergarten Level 1- 2% Level 2- 18% Level 3- 44% Level 4- 36% 1st Grade Level 1- 2% Level 2- 23% Level 3- 38% Level 4- 37% 2nd Grade Level 1- 7% Level 2- 17% Level 3- 55% Level 4- 21% 3rd Grade Level 1- 5% Level 2- 9%	2025-2026: All English Learner students in all grade levels will increase one grade level. Increase the total percent of EL students in 3rd-8th grade who reclassify to 35%.

	Level 3- 32% Level 4- 54% 4th Grade Level 1- 22% Level 2- 45% Level 3- 20% Level 4- 13% 5th Grade Level 1- 27% Level 2- 38% Level 3- 20% Level 4- 15% 6th Grade Level 1- 10% Level 2- 35% Level 3- 37% Level 4- 18% 7th Grade Level 1- 12% Level 2- 53% Level 3- 21% Level 4- 14% 8th Grade Level 1- 20% Level 2- 43% Level 3- 23% Level 4- 14%	
Long Term English Learners (LTELs)	2024-2025: The number of students designated as Long Term English Learners (LTEL's) was 127 students.	2025-2026: The number of students designated as Long Term English Learners (LTEL's) will be less than 100 students.
8th Grade Promotion Rate	2024-2025: 12 of 107 (11%) 8th grade students did not meet the requirements to participate in 8th grade promotion.	2025-2026: ALL 8th grade students will meet the requirements to participate in 8th grade promotion.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Instructional Leadership Team Meetings:	All Students	5000 LCFF

	The Kamala leadership team will focus on instruction, lead PLCs, and collect data.		1000-1999: Certificated Personnel Salaries Teacher extra time
3.2	Professional Development: Provide professional development opportunities for staff. PD includes, but is not limited to: • District Summer PD 2025 • Site SIP Days • PD during staff meetings (with Math TOSA/Manager, EL TOSA, MTSS TOSA)	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures District PD
3.3	Teacher Planning: Monthly 1/2-day Teacher planning: DLI Teachers will be subbed out to work with the DLI TOSA for 3 hours (1/2 day) once a month of focus on planning. The focus for these monthly sessions will be for grade-level language partners to plan out Biliteracy Unit Frameworks (BUFs) and backwards map from teh summative assessments located within the BUF units. Power Planning Days: grade levels will meet with administration quarterly focusing on PLC's; Grade level standards, BUF, CFA's, data analysis, and systematic intervention. Art Trek will provide art lessons to students to release teachers. Teacher Extra Planning Time: provide additional opportunities for collaboration between teachers by paying teachers for additional hours worked. Focus will be on planning ofr strong first instruction, improving instructional strategies, and rigor in the classroom.	All Students	30400 Title I 2000-2999: Classified Personnel Salaries substitute costs for 1/2 day planning District Funded 1000-1999: Certificated Personnel Salaries DLI TOSA salary and benefits 13886 Title I 5800: Professional/Consulting Services And Operating Expenditures Art Trek contract 5000 LCFF 1000-1999: Certificated Personnel Salaries Teacher extra time.
3.4	Assessments: Star: Use the Renaissance Program (Star/Illuminate) as an assessment and data monitoring tool to identify students for intervention placement and leveled-instruction. IABs: Interim Assessment Blocks are aligned to the CAASPP and can help students prepare for the CAASPP test. In addition, it can help teachers identify gaps in student understanding and instruction using the CAASPP as the level to be measured. CAASPP: The California Assessment of Student Performance and Progress assesses how well students are learning new and rigorous state standards designed to prepare them for college coursework and 21st-century careers. The data collected from CAASPP determines if end of the year goals were met in ELA, Math, and Science (grades 5 & 8). The results will begin the Cycle of Inquiry for the 24-25 school year.	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures Star/Renaissance/Illuminate Assessment Software

	OSD Writing Assessment: writing assessments administered by K-8 teachers 3 times a year focusing on the 3 writing genres (narrative, informative, argumentative). The assessments replicate the writing students will see on the CAASPP assessment. ELPAC: The ELPAC is a state test that measures English Language proficiency for students who's primary language is not English. ELPAC Interim Assessments: these assessments will be used by teachers to monitor the progress of English Learners in their development of English Language proficiency.		
3.5	Student Recognition: Recognize students in formal ways based on academic success, character development, and accomplishments: • Kinder promotion • 8th grade promotion • Tiger Tickets - students receive tickets if they were "Caught doing good." A weekly raffle is held and prizes given to students who win. • Challenge of the Month - students are given different challenges every month focused on academics. If students meet the challenge they will receive a reward. • Student of the Month Assembly- awards given to students based on academic success and character trait of the month. • Biliteracy Gala- students are recognized and receive an award for meeting biliteracy criteria	All Students	3000 LCFF 4000-4999: Books And Supplies Materials and Supplies-student awards
3.6	Staff recognition: Celebrate and recognize staff for accomplishments: • "Kamala Pride" t-shirts for all staff • Shining star recognition nominated by colleagues • Staff "shout-outs" at the beginning of each staff meeting	All Students	3500 LCFF 4000-4999: Books And Supplies T-shirts for staff District Funded 4000-4999: Books And Supplies Materials and Supplies-medals and certificates

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Based on 24-25 school year data, most students were improving and grade levels were improving overall. This is an indicator that the strategies and actions included in last year's plan were effective in reaching our goals. Effective strategies include; Kamala Leadership Team, focused and intentional PD, use of standardized assessments to guide instruction, and recognition for growth and accomplishments. While we celebrate these improvements in scores, we recognize we still have far to go to reach our ultimate goal for all students to be proficient. Therefore, we are continuing many of the goals from last year's plan.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are not any major differences between the intended implementation and expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We continue to use CAASPP, ELPAC and Star data as our metrics for determining the degree to which this goal has been met. We believe these assessments show a clear picture of standards mastery and are aligned with the Common Core standards that drive the curriculum in our classes.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 4 - Family/Community Alliances for Student Success

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Create Student Profile Alliances.
Foster family engagement and support.
Provide parent/family resources.
Foster community partnerships and relationship building.
Promote higher education.
Strengthen family/community communications.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent participation in ELAC	2024-2025 An average of 21 parents attended per meeting.	2025-2026 Maintain or increase attendance levels at ELAC meetings by 15%.
Parent participation in parent workshops	2024-2025 An average of 30 parents attended per meeting.	2025-2026 Increase the number of parents attending parent workshops by 20%.
Panorama Survey from Parents	2024-2025 A total of 44 responses. Percent Favorable: 89% for LCAP 73% for Family-School Communication 70% for School Climate 54% for Family Efficacy 7% for Family Engagement	2025-2026 Increase total responses to 80. Increase the percentage of favorable responses by 5% in all categories.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Community Input: Use the following committees, groups, and platforms to gather input: • School Site Council • ELAC • PTA • Title 1 Parent Meetings • Surveys Topics to gather input about: • School Compact • Site Budget • SPSA • Parent Involvement Policy	All Students	1000 Title III 2000-2999: Classified Personnel Salaries Child care 1000 Title I 2000-2999: Classified Personnel Salaries Child Care
4.2	Parent Informational Meetings: Conduct Parent meetings to deliver information. Types of meetings include: • Back to School Night: Title I meetings • ELAC meetings: make recommendations to SSC • School Site Council • DLI parent meeting: Information on the biliteracy program • Kinder Orientation: Intro to kinder event for incoming kindergarten families -Middle School Parent Meetings: Middle School to High School Transition meetings, including A-G information • ASP parent informational nights: provide parents with nutrition education, hands-on tips, games and strategies to assist students with healthy habits and school work.	All Students	1500 Title I 4000-4999: Books And Supplies Graphics- Printing of flyers 7000 LCFF 5700-5799: Transfers Of Direct Costs Graphics - Printing of flyers
4.3	Parent Workshops: Provide Parent workshops to educate parents on school-related inofrmation and parenting strategies. Parent workshops include, but are not limited to: • Disciplina Positiva. A 6-week parent workshop focused on positive parenting skills in the home. • Social Worker-Led Parenting Workshops- Bring in different organizations to educate parents, (ie. OPD, VCBH, MICOP, Triple P, Nutrition) • APTT (Academic Parent Teacher Teams)- Teacher-led parenting workshops focused on academics and parent support in the classroom • Administration-led Parenting Workshops- focused on student behavior, school-	English Learners All Students	8000 Title I 4000-4999: Books And Supplies Materials and Supplies- refreshments for parent workshops 1000 Title I 2000-2999: Classified Personnel Salaries Child Care 3000 Title I 2000-2999: Classified Personnel Salaries ORC Extra Hours

	wide expectations, and school-family partnership		15000 Title III 5800: Professional/Consulting Services And Operating Expenditures Disciplina Positiva consulting services
4.4	Community Events: Events on campus to promote community building and the partnership between school and the community. Events include; • Book Fair - families can purchase books from the "store" and a portion of the proceeds go to PTA • Back to School Night- Families visit their child's class to understand the expectations of the year and of the classroom. Emphasize standards being taught and student outcomes through the school year. • Literacy Night (by grade level)- a night where families learn how to support their child around literacy (reading, writing, speaking). • Math Night (by grade level)- a night where families learn how to support their child around foundational math skills. • Monthly Assemblies- students being recognized based on their achievement • Kinder Reading on the Lawn- parents reading with their child in the morning. • Parent teacher conferences- parents meet with the teacher to discuss the child's progress in school. • Movie night - families come to school to enjoy a family movie. • Talent Show- students show off their talents in a fun-filled evening. • Bingo Night- families come to enjoy an evening of bingo and prizes. • Open House- an Open House night has been added to the district calendar in the spring so families have an additional opportunity to visit their child's school/class. • Fiestas Patrias- a celebration in September highlighting different cultures through performances in music, singing, dancing, and performance. • End of Year Performance - Families will be invited to campus to watch students and perform.	All Students	9000 LCFF 4000-4999: Books And Supplies Materials and Supplies- special events
4.5	Communication: Maintain effective communcation with families in the following methods. These communcaiton platforms serve a purpose to promote school-wide events and learning activities. • Principal Weekly Update via Parent Square- calendar of events, notes of	All Students	District Funded 5000-5999: Services And Other Operating Expenditures Parent Square contract

	appreciation, highlights, school news, parenting advice from the school perspective • Counselor Monthly Newsletter - outlining SEL strategies to use at home and how counseling team is supporting students • Social Media • School website • Teacher Communication- via Parent Square		
4.6	Outreach Coordinator (ORC) Role: The ORC will provide outreach services to parents and connections to community agencies for support with attendance, family wellness, and behavior services.	All Students	District Funded 1000-1999: Certificated Personnel Salaries ORC Salary and Benefits
4.7	Chronic Absenteeism: Target families with a history of Chronic Absenteeism: • Hold an "attendance information" evening parent meeting to inform parents of the importance of attendance, procedures to follow if absent, and consequences for unexcused absences. • Invite families to attend Cafe con Nosotros once a month to inform parents of the importance of attendance, procedures to follow if absent, and consequences for unexcused absences. • Enroll students with a history of chronic absenteeism into ORC's "Attendance Club" that focuses on rewards for positive attendance and meeting attendance goals. • Share important attendance info at an ELAC meeting. • Home visit by counselor, ORC, admin for any families who were not able to attend the "attendance information" meeting or Cafe con Nosotros. • Ensure families are aware of SARB process	All Students	500 LCFF 4000-4999: Books And Supplies Materials and Supplies- refreshments for parent meetings
4.8	Parent Engagement Policy: Implement and revise the Parent Engagement Policy with input from all educational partners including; SSC, ELAC, PTA, Staff, and Title 1 parent meetings. Ensure all items in Parent Engagement policy ensure a positive partnership with school and families.	All Students	No additional cost
4.9	Volunteers: Volunteers will be provided with an opportunity to work in the classroom to support student learning. Chaperones will supervise children during field trips and special events.		No additional cost

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Kamala has been able to provide each of the parenting classes listed with an overall benefit for parents. The intention of the parenting classes is to learn strategies that can be implemented at the home and provide outside resources to families. Attendance at ELAC meetings is consistently high, and parent leaders work collaboratively with school administration to create agendas that reflect parent needs.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major changes with the expenditures or overall implementation listed. We continue to offer Cafe con Nosotoros on topics important to families. Teachers are also adding parent nights to support parents in the areas of math and literacy.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Our goal is to strengthen the partnership between the school and community. A major factor contributing to student success continues to be to increase parent attendance at our meetings. We can accomplish this by having meetings at times that are convenient to parents and on topics that interest them.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Transformational leadership and infrastructure
Create a coherent and sustainable districtwide infrastructure and culture to support and communicate the district's identity and strategic work on behalf of all students; facilitate strategic plan implementation; monitor progress and assess effectiveness and sustainability; and position the district as a leader in equitable and excellent education.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 5 - Transformational leadership and infrastructure

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Ensure strategic plan implementation.
Work toward schoolwide coherence.
Provide accountability and progress monitoring of implementation.
Develop human capital.
Foster communications.
Support finance and technology infrastructure.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Star Early Literacy	2024-2025 Spring Assessment: Percentage of students achieving At/Above benchmark: Kindergarten: 14% (English) 9 of 65 students 54% (Spanish) 35 of 65 students Grade 1: 19% (English) 13 of 68 students 36% (Spanish) 24 of 68 students	2025-2026 Spring Assessment: Percentage of students scoring At/Above Benchmark will increase to: Kindergarten: 24% (English) 16 of 65 students 64% (Spanish) 42 of 65 students Grade 1: 29% (English) 19 of 65 students 46% (Spanish) 30 of 65 students
Star Reading	2024-2025 Spring Assessment: Percentage of students achieving At/Above benchmark: Grade 2: 13% (English) 12 of 92 students % (Spanish) of 92 students	2025-2026 Spring Assessment: Percentage of students scoring At/Above Benchmark will increase to: Grade 2: 35% (English) 16 of 68 students % (Spanish) of 68 students

	Grade 3: 19% (English) 17 of 91 students 32% (Spanish) 29 of 91 students Grade 4: 28% (English) 23 of 82 students 33% (Spanish) 27 of 82 students Grade 5: 29% (English) 26 of 91 students 16% (Spanish) 15 of 91 students Grade 6: 26% (English) 30 of 115 students 16% (Spanish) 18 of 115 students Grade 7: 41% (English) 47 of 115 students 23% (Spanish) 26 of 115 students Grade 8: 31% (English) 33 of 107 students 17% (Spanish) 18 of 107 students	Grade 3: 23% (English) 21 of 92 students 42% (Spanish) 39 of 92 students Grade 4: 29% (English) 26 of 91 students 42% (Spanish) 39 of 91 students Grade 5: 38% (English) 31 of 82 students 43% (Spanish) 35 of 82 students Grade 6: 39% (English) 35 of 91 students 26% (Spanish) 24 of 91 students Grade 7: 36% (English) 41 of 115 students 26% (Spanish) 30 of 115 students Grade 8: 51% (English) 59 of 115 students 33% (Spanish) 38 of 115 students All students identified in a subgroup (Foster Youth, SED, or EL) will increase one level on Star by the End of Year assessment.
Kindergarten-Teacher created assessment	2024-2025 EOY: Kindergarten: 50% of students can count to 100, read, write, and represent numbers to 20, add and subtract fluently to 5 and use math manipulatives/pictures to add and subtract to 10 in both Spanish and English.	2025-2026 EOY: Kindergarten: 65% of students will be able to can count to 100, read, write, and represent numbers to 20, add and subtract fluently to 5 and use math manipulatives/pictures to add and subtract to 10 in both Spanish and English.
Star Math	2024-2025 Spring Assessment: Percentage of students achieving At/Above Benchmark: Grade 1: 27% (18 of 68 students) Grade 2: 11% (10 of 92 students) Grade 3: 32% (29 of 91 students) Grade 4: 33% (27 of 82 students) Grade 5: 16% (15 of 91 students) Grade 6: 16% (18 of 115 students) Grade 7:	2025-2026 Spring Assessment: Percentage of students scoring At/Above Benchmark will increase to: Grade1: 30% (20 of 65 students) Grade 2: 37% (25 of 68 students) Grade 3: 22% (20 of 92 students) Grade 4: 42% (38 of 91 students) Grade 5: 43% (35 of 82 students) Grade 6: 26% (24 of 91 students) Grade 7:

	23% (26 of 115 students) Grade 8: 17% (18 of 107 students)	26% (30 of 115 students) Grade 8: 33% (38 of 115 students) All students identified in a subgroup (Foster Youth, SED, or EL) will increase one level on Star by the End of Year assessment.
CAASPP ELA grades 3-8	2024-2025: Percentage of students achieving at Met/Exceeded: Grade 3: 18% of students (16 of 91 students) Grade 4: 39% of students. (32 of 82 students) Grade 5: 34% of students (30 of 89 students) Grade 6: 27% of students (31 of 113 students) Grade 7: 46% of students (52 of 114 students) Grade 8: 44% of students (46 of 105 students)	2025-2026: Percentage of students who will achieve at Met/Exceeded: Grade 3: We anticipate approximately 91 students eligible to take the CAASPP as 3rd graders. Based on Spring Star Reading- English results from 24-25, this cohort had 13% perform at/above benchmark (12 of 91 students). The expected outcome for the percentage of students scoring Met/Exceeded on the CAASPP will be 23% (21 of 91 students). Grade 4: We anticipate approximately 91 students eligible to take the CAASPP as 4th graders. Based on CAASPP results from 24-25, this cohort had 18% Met/Exceed on the CAASPP (16 of 91 students). The expected outcome for the percentage of students scoring Met/Exceeded will be 28% (25 of 91 students). Grade 5: We anticipate approximately 82 students eligible to take the CAASPP as 5th graders. Based on CAASPP results from 24-25, this cohort had 39% Met/Exceed on the CAASPP (32 of 82 students). The expected outcome for the percentage of students scoring Met/Exceeded will be 49% (40 of 82 students). Grade 6: We anticipate approximately 89 students eligible to take the CAASPP as 6th graders. Based on CAASPP results from 24-25, this cohort had 34% Met/Exceed on the CAASPP (30 of 89 students). The expected outcome for the percentage of students scoring Met/Exceeded will be 44% (30 of 89 students). Grade 7: We anticipate approximately 113 students eligible to take the CAASPP as 7th graders. Based on CAASPP results from 24-25, this cohort had 27% Met/Exceed on the CAASPP (31 of 113 students). The

		expected outcome for the percentage of students scoring Met/Exceeded will be 37% (42 of 113 students). Grade 8: We anticipate approximately 114 students eligible to take the CAASPP as 8th graders. Based on CAASPP results from 24-25, this cohort had 46% Met/Exceed on the CAASPP (52 of 114 students). The expected outcome for the percentage of students scoring Met/Exceeded will be 56% (64 of 114 students). Students identified as not having met or nearly met standard based on CAASPP results from 23-24 will decrease by 5%. All students identified in a subgroup (Foster Youth, SED, or EL) will increase one level on the CAASPP.
CAASPP Math grades 3-8	2024-2025: Percentage of students achieving at Met/Exceeded: Grade 3: 14% of students (13 of 91 students) Grade 4: 33% of students (28 of 84 students) Grade 5: 19% of students (17 of 88 students) Grade 6: 10% of students (11 of 113 students) Grade 7: 10% of students (11 of 115 students) Grade 8: 17% of students (18 of 107 students)	2024-2025: Percentage of students who will achieve at Met/Exceeded: Grade 3: We anticipate approximately 92 students eligible to take the CAASPP next year as 3rd graders. Based on Spring Star results from 24-25, this cohort had 11% perform at/above benchmark (10 of 92 students). The expected outcome for the percentage of students scoring Met/Exceeded will be 21% (19 of 91 students). Grade 4: We anticipate approximately 91 students eligible to take the CAASPP next year as 4th graders. Based on CAASPP results from 24-25, this cohort had 14% Met/Exceed on the CAASPP (13 of 91 students). The expected outcome for the percentage of students scoring Met/Exceeded will be 24% (22 of 91 students). Grade 5: We anticipate approximately 84 students eligible to take the CAASPP next year as 5th graders. Based on CAASPP results from 24-25, this cohort had 33% Met/Exceed on the CAASPP (28 of 84 students). The expected outcome for the percentage of students scoring Met/Exceeded will be 43% (36 of 84 students). Grade 6: We anticipate approximately 88 students eligible to take the CAASPP next year as 6th graders.

		Based on CAASPP results from 24-25, this cohort had 19% Met/Exceed on the CAASPP (17 of 88 students). The expected outcome for the percentage of students scoring Met/Exceeded will be 29% (26 of 88 students). Grade 7: We anticipate approximately 113 students eligible to take the CAASPP next year as 7th graders. Based on CAASPP results from 24-25, this cohort had 10% Met/Exceed on the CAASPP (11 of 113 students). The expected outcome for the percentage of students scoring Met/Exceeded will be 20% (22 of 113 students). Grade 8: We anticipate approximately 115 students eligible to take the CAASPP next year as 8th graders. Based on CAASPP results from 24-25, this cohort had 10% Met/Exceed on the CAASPP (11 of 115 students). The expected outcome for the percentage of students scoring Met/Exceeded will be 20% (22 of 115 students). Students identified as not having met or nearly met standard for CAASPP will decrease by 5%. All students identified in a subgroup (Foster Youth, SED, or EL) will increase one level on the CAASPP
Kindergarten-8th grade: English Learners ELPAC Assessments Reclassification Percentage of English Learners in 3rd-8th grade.	2024-2025: Percent of students who scored in each ELPAC level: Kindergarten Level 1- 2% Level 2- 18% Level 3- 44% Level 4- 36% 1st Grade Level 1- 2% Level 2- 23% Level 3- 38% Level 4- 37% 2nd Grade Level 1- 7% Level 2- 17% Level 3- 55% Level 4- 21%	2025-2026: All English Learner students in all grade levels will increase one grade level. Increase the total percent of EL students in 3rd-8th grade who reclassify to 35%.

	3rd Grade Level 1- 5% Level 2- 9% Level 3- 32% Level 4- 54% 4th Grade Level 1- 22% Level 2- 45% Level 3- 20% Level 4- 13% 5th Grade Level 1- 27% Level 2- 38% Level 3- 20% Level 4- 15% 6th Grade Level 1- 10% Level 2- 35% Level 3- 37% Level 4- 18% 7th Grade Level 1- 12% Level 2- 53% Level 3- 21% Level 4- 14% 8th Grade Level 1- 20% Level 2- 43% Level 3- 23% Level 4- 14%	
Long Term English Learners (LTELs)	2024-2025: The number of students designated as Long Term English Learners (LTEL's) was 127 students.	2025-2026: The number of students designated as Long Term English Learners (LTEL's) will be less than 100 students.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	PLC Focus: To support academic instructional vision: 1-3-4 Code to Success, focusing on enhancing the Professional Learning Communities (PLC) model, utilizing the 4 critical questions, and supporting administration as an instructional leader.	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures

	Focus: Writing, teaching grade level standards, student collaboration and problem solving		Consulting Contract with 3E (Daryton Ramsey)
5.2	PLCs and Staff Meetings: Teacher collaboration, observations and data analysis will occur in order to best address the needs of all students. The primary focus of the PLCs is the Cycle of Inquiry (Identifying a Priority Standard, create a Student Outcome, Utilize Common Formative Assessments, Analyze the Data, and Provide Systematic Intervention). 1. Staff Meeting Tuesdays will be focused around the Cycle of Inquiry where teachers will meet weekly to identify what grade level standard to focus on for the week, develop an "I can" statement (student outcome), and work with their team to administer a Common Formative Assessment. Every week, the data from the CFAs will be analyzed and teams will collaborate on re-teaching, intervention, and enrichment activities. 2. Wednesday Teacher Banking Days are days where students are released from school 1 hour earlier to give teachers time to collaborate and plan based on the work completed on Tuesdays.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Wednesday Banking Days
5.3	Student Progress Monitoring: Teachers will meet with an administrator 3 times a year (after each Star administration window, excluding the End of Year window). The purpose of the progress monitoring is to analyze individual student data through a Cycle of Inquiry lens. The purpose of the conversation is to create targeted interventions based on student need. A Smart Form (in EduClimber) will be created for identified students to track intervention progress.	All Students Socioeconomically Disadvantaged Hispanic Homeless Students with Disabilities Foster Youth English Learners	4000 Title I 2000-2999: Classified Personnel Salaries Substitute Salary and Benefits-student progress monitoring meetings
5.4	Academic Interventions: K-5: Each teacher to create a "Flex Time" during the school day where teachers will target students and specific skills based on student need. 6-8: Teachers will intervene with students during the school day and target specific skills in small groups based on student need. Intervention time will be established based on one of the following options; • Advisory period • during the class period • homeroom during the school day	All Students	District Funded 1000-1999: Certificated Personnel Salaries Teacher Salary and Benefits
5.5	New Teacher Meetings: Meet with new teachers to ensure understanding of site logistics, procedures and systems in place. Meetings will take place monthly for 1 hour after school.	All Students	No additional cost
5.6	Communication to Staff:	All Students	

	Administration will communicate with staff notifying the team on weekly events, happenings, highlights, and upcoming events.		No additional cost
5.7	Technology: Repair or replace IT equipment. There will be an iPad for office use primarily for digital signage and social media updates. The IT dept. will support by keeping all technology in working condition and advising on new equipment to support student learning.	All Students	District Funded 2000-2999: Classified Personnel Salaries District Techology Technician Salary and Benefits 3000 LCFF 4000-4999: Books And Supplies New Techology and Equipment

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Kamala has focused weekly staff meetings, Wednesday banking days, and leadership meetings around instruction. We have set a clear goal with teams working collaboratively together, accomplishing the PLC Cycle on a weekly basis. The PLC Cycle consists of creating Common Formative Assessments that are standards-based, creating a learning objective, analyzing data, and providing systematic interventions. Through the use of PLCs, student progress monitoring, interventions, and new teacher meetings, there has been an increase in Performance Data school-wide.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Intended implementation of partnering with the consulting firm, 3E, was estimated to be paid at $44,000 from site budget funds, but the district funded it. There was an intention of using 3 days of Student Progress Monitoring days, but it was reduced to 2 days. This decision reduced budget expenses.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

For 25-26, changes to the goal include; a commitment to 3 Student Progress Monitoring meeting days and finding ways to encourage more teachers to do After-School tutoring.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$146,239
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$640,460.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$99,652.00
Title III	$46,587.00

Subtotal of additional federal funds included for this school: $146,239.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF	$180,504.00
LCFF - Intervention	$3,000.00
Prop 28	$310,717.00

Subtotal of state or local funds included for this school: $494,221.00

Total of federal, state, and/or local funds for this school: $640,460.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	99,652	0.00
Title III	46,587	0.00
LCFF	180504	0.00
LCFF - Intervention	3000	0.00
Prop 28	310717	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	180,504.00
LCFF - Intervention	3,000.00
Prop 28	310,717.00
Title I	99,652.00
Title III	46,587.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	195,429.00
2000-2999: Classified Personnel Salaries	75,900.00
4000-4999: Books And Supplies	173,727.00
5000-5999: Services And Other Operating Expenditures	23,366.00
5700-5799: Transfers Of Direct Costs	7,000.00
5800: Professional/Consulting Services And Operating Expenditures	29,986.00
None Specified	135,052.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	28,000.00
2000-2999: Classified Personnel Salaries	LCFF	18,000.00
4000-4999: Books And Supplies	LCFF	121,904.00
5000-5999: Services And Other Operating Expenditures	LCFF	5,000.00
5700-5799: Transfers Of Direct Costs	LCFF	7,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	600.00
4000-4999: Books And Supplies	LCFF - Intervention	3,000.00
1000-1999: Certificated Personnel Salaries	Prop 28	140,533.00
4000-4999: Books And Supplies	Prop 28	35,132.00
None Specified	Prop 28	135,052.00
2000-2999: Classified Personnel Salaries	Title I	54,900.00
4000-4999: Books And Supplies	Title I	12,000.00
5000-5999: Services And Other Operating Expenditures	Title I	18,366.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	14,386.00
1000-1999: Certificated Personnel Salaries	Title III	26,896.00
2000-2999: Classified Personnel Salaries	Title III	3,000.00
4000-4999: Books And Supplies	Title III	1,691.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	15,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	487,074.00
Goal 2	38,600.00
Goal 3	60,786.00

Goal 4	47,000.00
Goal 5	7,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Brian Blevins	Principal
Carmen Serrano	Classroom Teacher
Gicela Calderon	Classroom Teacher
Suzanne Grajeda	Classroom Teacher
Bianca Ordaz	Other School Staff
Olivia Mendoza	Parent or Community Member
Juana Nuno - Co-Chair	Parent or Community Member
Alicia Angeles - Co-Chair	Parent or Community Member
Brenda Gonzalez	Parent or Community Member
Yesenia Cedillo Hernandez	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/15/2025.

Attested:

	Principal, Brian Blevins on 5/19/25
	SSC Chairperson, Juana Nuno on 5/20/25

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of

adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

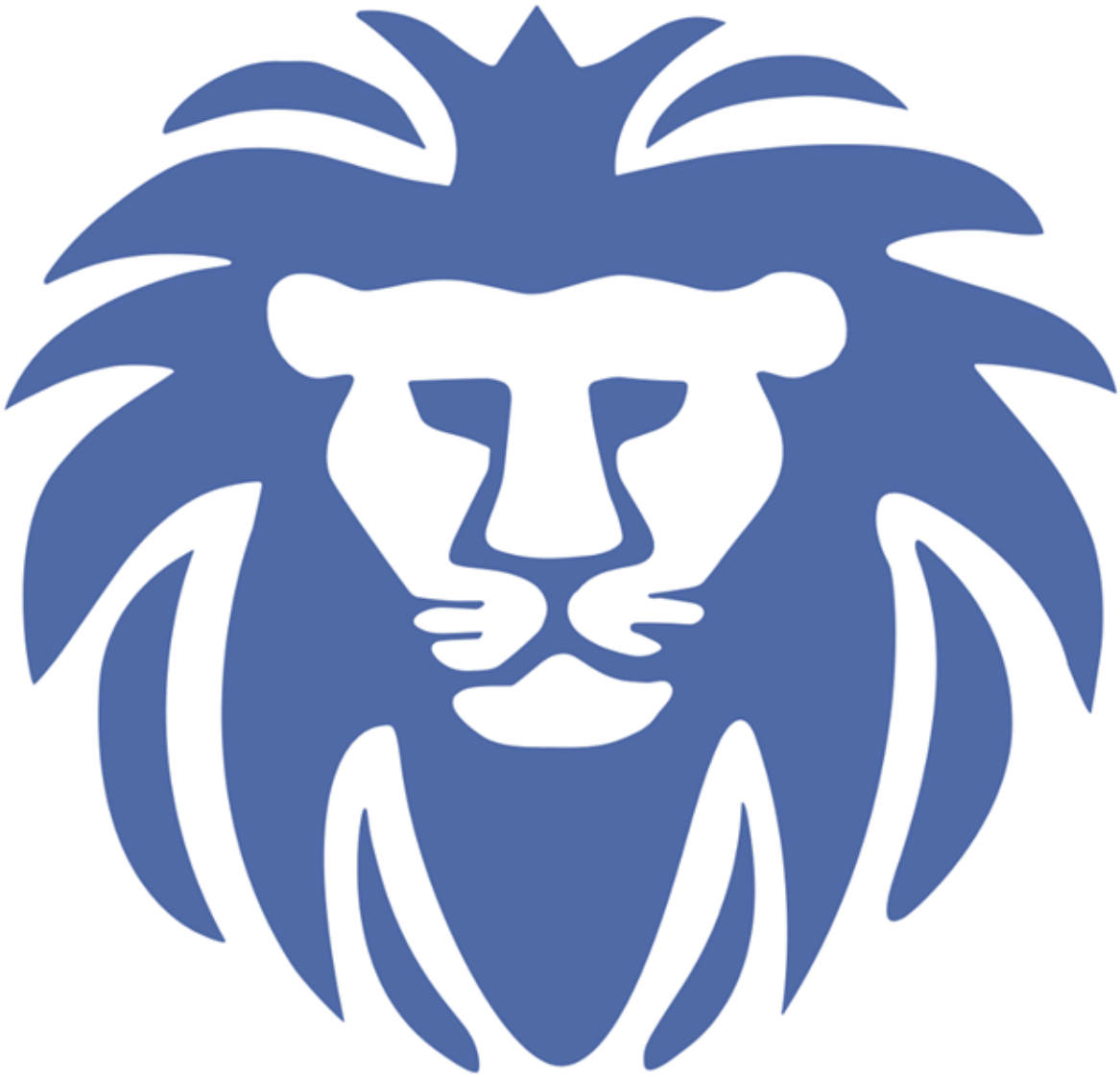
Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023

School Year: **2025-26**



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lemonwood TK-8 School	56725386100333	April 24, 2025	August 20, 2025

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by

the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Lemonwood TK-8 School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

☒ Schoolwide Program

The Lemonwood School staff believes the total school community must work together to support our students in achieving success based on the Oxnard School District Student Profile. Our focus is to facilitate opportunities and experiences for our students to be inspired and empowered to be collaborators, digital learners, achievers, problem solvers, global thinkers, innovators, and focused on the future. Together we promote independent learners.

We have a Student Success Team, AVID Leadership Team, School Site Council, English Language Advisory Committee, Parent Teacher Association (PTA), a School Instructional Leadership Team, and a PBIS team which works to bring positive reinforcement to all our students throughout all aspects of school. Our teachers, staff and parents are dedicated to supporting a school-wide program for social development through clubs and sports, as well as academic development through an emphasis on first instruction, intervention, and enrichment in order to target the needs of all students. Our teachers, counselors, and site administration review data throughout the year to adapt and adjust our instruction in order to meet the needs our all our students. Administration and teachers have data talks each trimester to analyze data to use this to drive instruction. Administration and counselors meet weekly to hold case studies to discuss student success and needs and to provide interventions to support students.

At Lemonwood, we strive to create and sustain 21st century multilingual learning environments of high intellectual performance of students. We currently implement the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) which prepare our students for the California Assessment of Student Performance and Progress (CAASPP). Students in kindergarten to fifth grade have access to learning in English and Spanish based on the Biliteracy Unit Frameworks. In all grades, we integrate technology into instruction, which increases student engagement. We provide students with social-emotional support and learning opportunities linked to our strand focus (Communication, Arts, and Technology) in order to prepare students to be college or career ready.

The staff at Lemonwood is committed to the Oxnard Empowers Strategic Plan essential pedagogical principles:
1. Identify, activate, and build on students strengths
2. Affirm student identifies by challenging the devaluation of minoritized students' identities
3. Establish powerful relationships that nurture equity and success
4. Engage students actively in the learning process
5. Create environment of enrichment that engage students' multilingual repertoires
6. Situate learning in the lives of students
7. Elicit high intellectual performances that help connect students' identities to academic engagement
8. Address the prerequisites for learning, including incorporating pedagogical practices that challenge coercive relations of power.

Teachers meet in grade level teams in order to analyze data to drive instruction, use adopted materials and supplemental materials and plan rigorous lessons incorporating high quality instructional strategies. We focus on rigorous standards-based first instruction, and are committed to writing across the subject areas. The staff participates in professional development in order to improve instructional practices and to support our students' social emotional learning. This professional development is provided by administration, teacher leaders, the school counselor and/or learning partners. We are continuing a professional development series that will aim increase the capacity of teachers to deliver effective, data driven instruction in writing, to gain familiarity and comfort with the structures, materials and technology of balanced literacy, and to build collaborative relationships within and beyond grade levels. Site administration will continue working towards full implementation of Professional Learning Communities (PLCs) and will work with our PLC consultant to help build capacity at the site administration level.

We will continue our implementation of Culturally Responsive Teaching. In middle school, our Advisory time is used foster goal-setting and provide students with feedback on their progress in attaining their goals in academic areas, such as ST Math, Power-Up, and Accelerated Reader. Additionally, students will create and work towards goals in their content area classes.

Lemonwood has a strong AVID program in grades 6-8. Elective and core subject middle school teachers have been trained through the AVID Summer Institute in order to provide support to our students as we work towards a school wide

model. Teachers work collaboratively to utilize AVID strategies in all trained classrooms, especially organization, Cornell note-taking and critical reading. Middle School Staff focus on Writing, Inquiry, Collaboration, Organization, Reading (WICOR) strategies in all content areas. This year, we will offer AVID Excel for our English Learners. Staff and Administration will be trained over the summer. Field trips and enrichment activities are provided throughout the year to promote college and career readiness.

Lemonwood offers a Dual Language Program in Grades K-8 in order to promote multiculturalism, bilingualism and biliteracy. We follow a 50:50 model (Spanish/English) in all grades. Students in Kindergarten, 1st, 2nd, and 3rd grade Dual Language classrooms are using content-based units. Focus areas for Lemonwood are consistent with the district focus of oracy and connection between the languages. Additionally, Lemonwood is home to the Newcomer Academy in grades 3rd-5th.

We have implemented an instructional and intervention program using the Multi-Tiered System of Supports (MTSS) to address disrupted learning. Paraprofessionals support small group instruction in K–5, using Star assessment data to target specific reading and math needs. Special Education teachers assist general education students through this inclusive model, expanding academic opportunities for all. Both intervention and supplemental materials are used to support struggling and advanced learners. In middle school, students receive additional support through smaller class sizes within the MTSS framework. MTSS includes identifying and supporting students who are not making academic progress or experiencing social-emotional challenges. Administrators meet regularly with teachers to review student progress and adjust instructional plans. Student Success Team (SST) meetings include school leadership, support staff, teachers, and parents as needed.

Our students use learning software both at school and at home to provide them with various learning opportunities. Accelerated Reader (AR) helps students to improve their comprehension skills and encourage a love of reading. We focus on the Zone of Proximal Development and percent correct in order to maximize reading practice. All students are using Core 5 (K-5) or Power-Up (6th-8th) to support their own individual needs for language arts. ST math has been a positive addition to our line-up of learning software as it also addresses the math needs of our students. Additionally, both ST math and Lexia (Core 5 & Power-Up) provide teachers with lessons to support their first instruction. Teachers continue to receive training on the use of iPads and share ideas with each other. In particular, the use of Pear Deck Software has increased student engagement and provides teachers with immediate formative assessments. They also teach digital citizenship to students throughout the year.

Our positive behavior program, based on the Safe and Civil Schools approach, ensures a safe learning environment and fosters life skills. Staff are trained in PBIS, focusing on ROAR expectations: Respect, Outstanding Citizenship, Always Safe, and Responsibility. We review the STOIC model annually—Structure, Teach Expectations, Observe, Interact Positively, and Correct Fluently—and use Panorama to monitor and adapt to students' social-emotional needs. A full-time counselor provides classroom lessons, individual and group support, and leads school-wide SEL efforts alongside the PBIS team. A counselor is also available in our After School Program to ensure continuous access to support.

We have regularly scheduled drills for fire, earthquake and lockdowns in order for students and staff to be adequately prepared in case of emergency situations. At Lemonwood, we provide a safe and nurturing learning environment where each child and adult is valued and respected in an atmosphere that promotes the attainment of one's academic, social, and emotional potential. It is a place where we work together to develop exemplary character traits and scholarly attributes that all students will need for success in life. We strive for excellence, which is recognized and celebrated on a continual basis. Each student participates in our trimester Growth Parade. Students, in collaboration with their teachers, develop areas of growth and create a poster. Student parade around the campus with their posters.

At Lemonwood School, we are committed to a student-centered instructional approach and appreciate the support of our educational partners, such as parents and community members alike.

Educational Partner Involvement

How, when, and with whom did Lemonwood TK-8 School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Lemonwood involved multiple educational partners for the SPSA review and update. Our site Instructional Leadership Team, made up of teachers and administrators, spent time reviewing data and revising our goals starting with end of year data in April 2025. Additionally, feedback was provided and adjustments made based on feedback. For example, less time out of the classroom with consultants was sought after and replaced with more time in the classroom with

consultants supporting and providing feedback. Panaroma Survey data was reviewed in order to create the metrics and activities to support Goals 2 and 3. Our School Site Council, with the input of our ELAC, reviewed end of year data in April 2025 and had input on the new goals, metrics and activities, with a focus on English Learners and Parent Engagement.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Staffing issues created an inequity for our students. Teachers on long-term leave created an interruption in the delivery of resources. The teachers required additional support due to being new to our site and/or they were not present for professional development provided at the site. We will attempt to have a pool of qualified subs who are familiar with our school and our students who can be part of the culture and staff at Lemonwood.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Chronic Absenteeism (yellow): Meetings held with families to address attendance concerns.
Suspension Rate (orange): School Administration and the counseling team worked together to restore negative behaviors instead of suspending students this year. Additionally, students with frequent behavior concerns were referred to additional resources such as Recovery Now and or to the school counselor in order to prevent additional behavior possibly worthy of suspension. Parents were also encouraged to shadow their child as an additional support for students.
English Language Arts and Math (yellow): Resources were allocated to support first instruction in both English Language Arts and Math. Even though the overall level was orange for "All Students," the subgroups of English Learners, Students with Disabilities, and Homeless scored in the red for Math. The Socioeconomically Disadvantaged student group were indicated in the orange level for English Language Arts.

Below is a summary of the action steps:
-Professional Learning Community: Collaboration around standards data and proficiency data (ELA & Math)
-Plan/Do/Study/Act cycles focused on instructional practices (ELA & Math)
-Planning time provided to Teachers to plan with the Biliteracy coach and thinking partners. (ELA)
-Contract with Read.Write.Think with the use of our Title 1 funds to support lesson study and collaboration around planning. Teachers were provided substitutes using Title 1 funds in order to work with the consultants. In total, we had 3 consultants from this company working with our staff. (ELA)
-Biliteracy Instructional Coach: Our instructional coach worked with teachers throughout the year to plan, model lessons, and provide instructional feedback to our teachers. This improved our teachers' collective efficacy and overall instructional confidence. (ELA)
-Work with District Math Support tTeam o create in depth lessons and rigor in math (Math)

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

In English Language Arts, our student group of Long Term English Learners (LTELs) performed in the red level, which is 2 levels below "all students." We are working together to provide more opportunities for our LTELs to acquire English proficiency, improve Tier 1 instruction, and fill achievement gaps.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Our local Star Assessments indicate the same trend indicated on the CA Dashboard. The same steps listed above will address the instructional need in ELA and Math.

Our Panorama results indicate the lowest score, highest need amongst our students as Emotional Regulation and/or Self-Management. The counseling team has begun to create student groups, contracting with Recovery Now, and Cal Lutheran and TRIO, but will provide teachers with access to lessons addressing this area as well as others in need.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Lemonwood TK-8 School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%		0	
African American	0.35%	0.32%	0.23%	3	3	2
Asian	0.12%	0.11%	0.12%	1	1	1
Filipino	1.87%	1.83%	1.29%	16	17	11
Hispanic/Latino	94.85%	95.37%	96.13%	810	885	820
Pacific Islander	0.23%	0.22%	0.23%	2	2	2
White	2.46%	2.16%	1.99%	21	20	17
Multiple/No Response	0.12%	0%	%	1	0	
			Total Enrollment	854	928	853

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	72	138	72
Grade 1	92	72	69
Grade 2	90	93	68
Grade3	96	98	91
Grade 4	110	103	96
Grade 5	97	121	96
Grade 6	108	102	110
Grade 7	89	107	97
Grade 8	100	94	106
Total Enrollment	854	928	853

Conclusions based on this data:

The vast majority of our students are of Latino decent, is important to consider the percentage of students from other student groups to create and maintain a more inclusive campus. Our enrollment has decreased this year from the past few years, however regardless of the number of students and the percentages of students from various subgroups, we will always prioritize inclusivity and supporting all students.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	551	616	531	63.50%	64.5%	62.3%
Fluent English Proficient (FEP)	193	175	193	25.30%	22.6%	22.6%
Reclassified Fluent English Proficient (RFEP)				7.6%		

Conclusions based on this data:

In order to increase the number of RFEP students, we must target instruction during integrated and designated English Language Development. Our staff will consistently review instructional data for our English Learners and provide language-rich instruction to our students, so that they can attain the proficiency levels necessary to be reclassified. Specifically, teachers will work with our learning partners, Read.Write.Think about supporting integrated and designated writing across grade levels. We believe that as our instruction becomes more targeted on focus skills, our English Learners will be reclassified as English Proficient, especially our middle school students. According to the CA Dashboard, our English Learners did not progress as they had in the past; last year, their progress was low, and our Long Term English Learners are suffering the most. CAASPP assessments are reflecting similar data points. It is important to review grade-level specific data as it pertains to the number of Long-Term English Learners and the impact this has on middle school students and their ability to take an elective.

School and Student Performance Data

Star Early Literacy

Lemonwood TK-8 School											
		Less than Proficient				Proficient				Star Early Literacy Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade K	68	8	12%	8	12%	12	18%	40	59%	Level 3	769
Grade 1	61	26	43%	8	13%	11	18%	16	26%	Level 2	784
Grade 2	31	25	81%	2	6%	3	10%	1	3%	Level 1	787

Conclusions based on this data:

Our Kindergarten students are passing with 72% at or above benchmark on the Star Early Literacy assessment, with 17% needing intervention. However, our 2nd grade is showing 5% at or above benchmark with 91% needing intervention. The collaboration time and increased vertical articulation will support the increased dialogue to utilize in-house supports and experts to increase capacity in each grade level. Data will be reviewed regularly in order to meet our instructional goals. The expectation is that students will maintain high growth in order to gain literacy proficiency and master reading foundational skills. Our focus on quality tier one instruction and interventions will support our students as we use this data to drive our instruction. Teachers will meet weekly in order to analyze student learning data and utilize to drive instruction. Additionally, our ISP teacher is able to pull small groups during the instructional day to provide targeted intervention based off the metrics and the need of our students.

School and Student Performance Data

Star Reading

Lemonwood TK-8 School											
		Less than Proficient				Proficient				Star Reading Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 2	64	47	73%	6	9%	11	17%	0	0%	Level 1	841
Grade 3	68	37	54%	20	29%	5	7%	6	9%	Level 1	918
Grade 4	73	39	53%	16	22%	14	19%	4	5%	Level 1	953
Grade 5	75	35	47%	16	21%	19	25%	5	7%	Level 1	998
Grade 6	68	22	32%	24	35%	20	29%	2	3%	Level 2	1012
Grade 7	68	30	44%	15	22%	17	25%	6	9%	Level 2	1045
Grade 8	95	33	35%	29	31%	28	29%	5	5%	Level 2	1064

Conclusions based on this data:

A majority of our students fall in Level 1 and Level 2 which indicates that our students will need intentional academic supports during their instructional day. As a result, our instructional data needs to be reviewed regularly in order to meet our instructional goals. Students in the upper elementary and middle school grades not on grade level struggle with reading comprehension. Therefore, the implementation of High Leverage Instructional Strategies (AVID and Biliteracy) and intervention must be integrated throughout the day. Students must have multiple opportunities throughout the instructional day to read across content areas. Furthermore, our collaboration time and focus on vertical articulation will help to increase communication and capacity among our teachers. Additionally, data from Star and CBM assessments might be necessary to determine specific needs in phonemic awareness, phonics, and/or fluency. Supports from Lexia and Accelerated Reader will also support students in making adequate growth in Reading. Furthermore, Lemonwood staff has built in increased opportunities for intervention, collaboration, vertical articulation, and quality first instruction to best support our students. Additionally, our ISP teacher is able to pull small groups during the instructional day to provide targeted intervention based off the metrics and the need of our students.

School and Student Performance Data

Star Math

Lemonwood TK-8 School											
		Less than Proficient				Proficient				Star Math Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 1	64	28	44%	20	31%	13	20%	3	5%	Level 1	817
Grade 2	67	36	54%	24	36%	5	7%	2	3%	Level 1	869
Grade 3	68	33	49%	14	21%	14	21%	7	10%	Level 1	937
Grade 4	75	26	35%	32	43%	11	15%	6	8%	Level 2	987
Grade 5	67	39	58%	15	22%	3	4%	10	15%	Level 1	1023
Grade 6	51	22	43%	23	45%	3	6%	3	6%	Level 1	1035
Grade 7	97	44	45%	27	28%	16	16%	10	10%	Level 1	1064
Grade 8	84	57	68%	13	15%	8	10%	6	7%	Level 1	1057

Conclusions based on this data:

A majority of our students fall in Level 1 and Level 2 which indicates that our students will need intentional academic supports during their instructional day. Overall, this data indicates that we must continue to analyze and reflect on our first instruction. Data will be reviewed regularly in order to meet our instructional goals.

High leverage instructional strategies and practices must be at the forefront of our instructional program. Teachers will continue to use strategies outlined in the book, Building Thinking Classrooms to support student math outcomes. The strategies encourage students to become independent learners while practicing their ability to think through their grade level math. Additionally, targeted intervention as well as consistent Zearn and ST Math usage is necessary to help students make progress. Teachers will meet weekly in order to analyze student learning data. Lemonwood has also partnered with the district math team to increase math instruction and intervention. Furthermore Lemonwood staff has built in increased opportunities for intervention, collaboration, vertical articulation, and quality first instruction to best support our students.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	101	96	95	92	90	87	92	90	87	91.1	93.8	91.6
Grade 4	117	102	107	105	94	93	105	94	93	89.7	92.2	86.9
Grade 5	103	120	107	94	109	95	94	109	95	91.3	90.8	88.8
Grade 6	106	98	110	106	97	109	106	97	109	100.0	99.0	99.1
Grade 7	94	106	98	94	106	96	94	106	96	100.0	100.0	98
Grade 8	100	95	107	97	95	104	97	95	104	97.0	100.0	97.2
All Grades	621	617	624	588	591	584	588	591	584	94.7	95.8	93.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2348.	2358.	2341.	8.70	7.78	4.60	13.04	11.11	11.49	19.57	23.33	22.99	58.70	57.78	60.92
Grade 4	2413.	2390.	2415.	10.48	8.51	15.05	18.10	19.15	17.20	22.86	13.83	21.51	48.57	58.51	46.24
Grade 5	2448.	2440.	2425.	6.38	10.09	8.42	20.21	18.35	13.68	29.79	14.68	23.16	43.62	56.88	54.74
Grade 6	2485.	2477.	2485.	8.49	1.03	9.17	22.64	29.90	22.94	33.02	27.84	33.94	35.85	41.24	33.94
Grade 7	2526.	2502.	2514.	8.51	5.66	8.33	32.98	26.42	33.33	26.60	26.42	23.96	31.91	41.51	34.38
Grade 8	2501.	2508.	2522.	5.15	5.26	5.77	15.46	25.26	25.00	39.18	30.53	33.65	40.21	38.95	35.58
All Grades	N/A	N/A	N/A	7.99	6.43	8.56	20.41	21.83	20.89	28.57	22.67	26.88	43.03	49.07	43.66

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	7.61	3.33	3.45	55.43	51.11	45.98	36.96	45.56	50.57
Grade 4	7.62	7.45	9.68	65.71	53.19	59.14	26.67	39.36	31.18
Grade 5	6.38	8.26	7.37	64.89	51.38	52.63	28.72	40.37	40.00
Grade 6	5.66	7.22	11.01	57.55	52.58	59.63	36.79	40.21	29.36
Grade 7	11.70	11.32	11.46	64.89	55.66	53.13	23.40	33.02	35.42
Grade 8	4.12	6.32	8.65	63.92	50.53	53.85	31.96	43.16	37.50
All Grades	7.14	7.45	8.73	62.07	52.45	54.28	30.78	40.10	36.99

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	7.61	5.56	1.15	32.61	42.22	40.23	59.78	52.22	58.62
Grade 4	4.76	3.19	7.53	54.29	47.87	48.39	40.95	48.94	44.09
Grade 5	8.51	8.26	11.58	51.06	48.62	46.32	40.43	43.12	42.11
Grade 6	6.60	3.09	9.17	50.94	52.58	44.95	42.45	44.33	45.87
Grade 7	17.02	8.49	12.50	60.64	54.72	55.21	22.34	36.79	32.29
Grade 8	4.12	11.58	10.58	50.52	52.63	55.77	45.36	35.79	33.65
All Grades	7.99	6.77	8.90	50.17	49.92	48.63	41.84	43.32	42.47

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	3.26	6.67	1.15	68.48	66.67	68.97	28.26	26.67	29.89
Grade 4	7.62	6.38	7.53	70.48	65.96	72.04	21.90	27.66	20.43
Grade 5	6.38	8.26	5.26	75.53	59.63	70.53	18.09	32.11	24.21
Grade 6	12.26	9.28	11.01	70.75	72.16	73.39	16.98	18.56	15.60
Grade 7	5.32	7.55	10.42	76.60	72.64	72.92	18.09	19.81	16.67
Grade 8	8.25	3.16	10.58	75.26	71.58	74.04	16.49	25.26	15.38
All Grades	7.31	6.94	7.88	72.79	68.02	72.09	19.90	25.04	20.03

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	5.43	4.44	2.30	54.35	60.00	60.92	40.22	35.56	36.78
Grade 4	8.57	7.45	7.53	63.81	58.51	63.44	27.62	34.04	29.03
Grade 5	8.51	10.09	11.58	63.83	55.96	49.47	27.66	33.94	38.95
Grade 6	16.04	14.43	14.68	64.15	61.86	65.14	19.81	23.71	20.18
Grade 7	12.77	10.38	13.54	65.96	58.49	66.67	21.28	31.13	19.79
Grade 8	5.15	5.26	11.54	67.01	74.74	72.12	27.84	20.00	16.35
All Grades	9.52	8.80	10.45	63.27	61.42	63.18	27.21	29.78	26.37

Conclusions based on this data:

At Lemonwood, our participation rate for Lemonwood was 97.29% for the 24-25 school year.

As a result, this year, we will focus on common formative assessments to dissect learning and analyze student data (grade-level standards) more frequently. Our Site Instructional Leadership Team will continue to guide our instructional and social-emotional initiatives. We will continue to work with our PLC and our instructional learning partners, Read.Write.Think to support grade-level student outcomes evidenced in both the classroom and on the CAASPP assessment. We will continue to discuss data in order guide instruction, intervention, and enrichment. Our ILT is also working to increase performance with built in intervention, more depth of knowledge, including more class time to do so, increasing inclusion opportunities for students with disabilities, and instructional rounds so that teachers may benefit from viewing each other.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	101	98	95	99	96	95	99	96	95	98.0	98.0	100
Grade 4	117	102	107	112	101	105	112	101	105	95.7	99.0	98.1
Grade 5	103	120	107	102	118	106	102	117	106	99.0	98.3	99.1
Grade 6	106	98	110	105	97	109	105	97	109	99.1	99.0	99.1
Grade 7	93	106	98	93	105	95	93	105	95	100.0	99.1	96.9
Grade 8	100	95	107	96	95	106	96	95	106	96.0	100.0	99.1
All Grades	620	619	624	607	612	616	607	611	616	97.9	98.9	98.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2358.	2376.	2364.	5.05	7.29	7.37	15.15	16.67	8.42	26.26	23.96	23.16	53.54	52.08	61.05
Grade 4	2405.	2389.	2419.	3.57	1.98	7.62	15.18	11.88	13.33	32.14	29.70	35.24	49.11	56.44	43.81
Grade 5	2420.	2421.	2420.	2.94	4.27	1.89	5.88	9.40	8.49	26.47	24.79	30.19	64.71	61.54	59.43
Grade 6	2446.	2447.	2449.	7.62	3.09	6.42	6.67	9.28	12.84	27.62	25.77	19.27	58.10	61.86	61.47
Grade 7	2455.	2473.	2481.	4.30	7.62	5.26	8.60	19.05	16.84	24.73	16.19	29.47	62.37	57.14	48.42
Grade 8	2452.	2450.	2481.	1.04	3.16	5.66	5.21	10.53	14.15	18.75	13.68	18.87	75.00	72.63	61.32
All Grades	N/A	N/A	N/A	4.12	4.58	5.68	9.56	12.77	12.34	26.19	22.42	25.97	60.13	60.23	56.01

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	7.07	6.25	5.26	40.40	46.88	40.00	52.53	46.88	54.74
Grade 4	5.36	5.94	3.81	41.07	37.62	47.62	53.57	56.44	48.57
Grade 5	2.94	5.13	3.77	37.25	40.17	40.57	59.80	54.70	55.66
Grade 6	2.86	3.09	6.42	49.52	45.36	38.53	47.62	51.55	55.05
Grade 7	3.23	8.57	4.21	48.39	45.71	53.68	48.39	45.71	42.11
Grade 8	5.21	5.26	4.72	43.75	37.89	50.94	51.04	56.84	44.34
All Grades	4.45	5.73	4.71	43.33	42.23	45.13	52.22	52.05	50.16

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	7.07	7.29	6.32	54.55	56.25	47.37	38.38	36.46	46.32
Grade 4	5.36	1.98	9.52	52.68	49.50	58.10	41.96	48.51	32.38
Grade 5	1.96	5.13	0.94	52.94	54.70	53.77	45.10	40.17	45.28
Grade 6	6.67	3.09	3.67	51.43	55.67	55.96	41.90	41.24	40.37
Grade 7	4.30	7.62	4.21	59.14	62.86	60.00	36.56	29.52	35.79
Grade 8	0.00	6.32	5.66	62.50	46.32	57.55	37.50	47.37	36.79
All Grades	4.28	5.24	5.03	55.35	54.34	55.52	40.36	40.43	39.45

Conclusions based on this data:

Our math scores did not change much during this year. The instructional leadership team has discussed how to increase supports and educational opportunities for students. We will continue to discuss data in order to guide instruction, intervention, and enrichment. Our ILT is also working to increase performance with built-in intervention, more depth of knowledge, including more class time to do so, increased opportunities for inclusion for our students with disabilities, and instructional rounds so that teachers may benefit from viewing each other. Teachers must continue to focus on providing students with more exposure to SBAC structured test questions, focus on unwrapping grade-level standards, and collaborate around evidence of learning in order to support greater progress in our CAASPP scores. Additionally, we began working with the district math team to increase our capacity overall, which we will expand further upon next year. We must evaluate our current instructional practices to see what we have in-house that we can maximize to provide support for our students.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	1378.5	1365.0	*	1388.5	1377.1	*	1355.0	1336.7	5	106	84
1		1442.5	1422.9		1446.1	1442.1		1438.5	1403.2	0	57	54
2	1465.7	1445.6	1451.5	1460.8	1446.5	1461.1	1470.0	1444.1	1441.5	76	76	58
3	1464.6	1484.6	1450.1	1452.1	1483.0	1443.1	1476.5	1485.6	1456.7	81	79	76
4	1492.3	1486.1	1477.2	1480.5	1474.4	1465.6	1503.6	1497.3	1488.3	81	75	74
5	1507.4	1495.7	1472.5	1487.8	1477.4	1456.1	1526.5	1513.5	1488.3	63	62	63
6	1556.8	1553.9	1507.4	1555.4	1551.9	1504.9	1557.8	1555.4	1509.4	45	36	33
7	1548.1	1568.7	1547.1	1544.1	1568.8	1538.2	1551.5	1568.2	1555.5	31	31	23
8	1566.4	1600.1	1550.7	1568.8	1607.2	1546.6	1563.3	1592.5	1554.3	14	24	19
All Grades										396	546	484

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	2.83	2.38	*	29.25	23.81	*	30.19	29.76	*	37.74	44.05	*	106	84
1		10.53	0.00		29.82	20.37		35.09	42.59		24.56	37.04		57	54
2	7.27	5.26	6.90	45.45	27.63	37.93	32.73	46.05	34.48	14.55	21.05	20.69	55	76	58
3	7.41	17.72	2.67	34.57	36.71	29.33	22.22	24.05	34.67	35.80	21.52	33.33	81	79	75
4	20.00	21.33	10.81	31.25	28.00	40.54	22.50	18.67	14.86	26.25	32.00	33.78	80	75	74
5	26.98	20.97	12.70	31.75	24.19	31.75	15.87	24.19	15.87	25.40	30.65	39.68	63	62	63
6	38.64	36.11	9.09	50.00	47.22	45.45	9.09	13.89	27.27	2.27	2.78	18.18	44	36	33
7	19.35	35.48	30.43	58.06	54.84	34.78	22.58	9.68	34.78	0.00	0.00	0.00	31	31	23
8	28.57	54.17	10.53	50.00	41.67	42.11	14.29	0.00	42.11	7.14	4.17	5.26	14	24	19
All Grades	18.77	17.03	7.45	39.68	32.60	32.30	21.18	26.19	28.99	20.38	24.18	31.26	373	546	483

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	8.49	8.33	*	28.30	25.00	*	24.53	23.81	*	38.68	42.86	*	106	84
1		14.04	18.52		43.86	25.93		24.56	31.48		17.54	24.07		57	54
2	12.73	7.89	20.69	45.45	38.16	29.31	32.73	35.53	32.76	9.09	18.42	17.24	55	76	58
3	18.52	36.71	8.00	33.33	36.71	36.00	13.58	7.59	22.67	34.57	18.99	33.33	81	79	75
4	26.25	30.67	18.92	32.50	30.67	40.54	16.25	12.00	9.46	25.00	26.67	31.08	80	75	74
5	34.92	24.19	20.63	28.57	37.10	31.75	7.94	8.06	11.11	28.57	30.65	36.51	63	62	63
6	59.09	61.11	30.30	31.82	25.00	39.39	6.82	11.11	15.15	2.27	2.78	15.15	44	36	33
7	38.71	58.06	30.43	54.84	38.71	47.83	6.45	0.00	21.74	0.00	3.23	0.00	31	31	23
8	35.71	70.83	21.05	50.00	25.00	52.63	7.14	4.17	26.32	7.14	0.00	0.00	14	24	19
All Grades	28.95	26.92	17.18	36.73	34.07	33.75	14.75	16.85	21.12	19.57	22.16	27.95	373	546	483

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	0.00	0.00	*	12.26	10.71	*	50.94	46.43	*	36.79	42.86	*	106	84
1		5.26	0.00		29.82	9.26		29.82	22.22		35.09	68.52		57	54
2	5.45	2.63	0.00	43.64	28.95	36.21	27.27	30.26	34.48	23.64	38.16	29.31	55	76	58
3	6.17	11.39	0.00	25.93	25.32	18.67	27.16	30.38	37.33	40.74	32.91	44.00	81	79	75
4	11.25	5.33	5.41	26.25	36.00	29.73	28.75	18.67	28.38	33.75	40.00	36.49	80	75	74
5	12.70	11.29	3.17	28.57	20.97	25.40	33.33	32.26	23.81	25.40	35.48	47.62	63	62	63
6	13.64	22.22	3.03	45.45	22.22	21.21	36.36	50.00	54.55	4.55	5.56	21.21	44	36	33
7	16.13	12.90	17.39	29.03	41.94	30.43	41.94	45.16	47.83	12.90	0.00	4.35	31	31	23
8	21.43	37.50	5.26	28.57	37.50	42.11	42.86	20.83	36.84	7.14	4.17	15.79	14	24	19
All Grades	10.46	8.42	2.48	31.64	26.01	22.57	32.17	34.62	35.40	25.74	30.95	39.54	373	546	483

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	14.15	5.95	*	52.83	54.76	*	33.02	39.29	*	106	84
1		35.09	27.78		50.88	50.00		14.04	22.22		57	54
2	14.55	13.16	32.76	69.09	71.05	55.17	16.36	15.79	12.07	55	76	58
3	21.79	25.32	18.67	44.87	55.70	54.67	33.33	18.99	26.67	78	79	75
4	48.75	28.00	43.24	26.25	44.00	33.78	25.00	28.00	22.97	80	75	74
5	22.22	17.74	17.46	53.97	50.00	52.38	23.81	32.26	30.16	63	62	63
6	25.00	27.78	24.24	72.73	69.44	66.67	2.27	2.78	9.09	44	36	33
7	9.68	16.13	26.09	80.65	80.65	65.22	9.68	3.23	8.70	31	31	23
8	28.57	29.17	36.84	50.00	66.67	57.89	21.43	4.17	5.26	14	24	19
All Grades	25.95	21.79	24.22	52.97	57.33	52.17	21.08	20.88	23.60	370	546	483

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	7.55	15.48	*	50.00	38.10	*	42.45	46.43	*	106	84
1		14.04	5.56		61.40	72.22		24.56	22.22		57	54
2	20.00	18.42	17.24	65.45	59.21	67.24	14.55	22.37	15.52	55	76	58
3	31.25	41.77	10.67	27.50	36.71	48.00	41.25	21.52	41.33	80	79	75
4	27.27	34.67	17.57	45.45	32.00	44.59	27.27	33.33	37.84	77	75	74
5	50.82	50.82	31.75	16.39	18.03	22.22	32.79	31.15	46.03	61	61	63
6	75.00	69.44	45.45	20.45	25.00	39.39	4.55	5.56	15.15	44	36	33
7	70.97	93.33	47.83	29.03	6.67	47.83	0.00	0.00	4.35	31	30	23
8	57.14	91.67	42.11	35.71	8.33	57.89	7.14	0.00	0.00	14	24	19
All Grades	41.69	35.85	20.91	35.15	38.60	47.20	23.16	25.55	31.88	367	544	483

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	0.94	0.00	*	71.70	58.33	*	27.36	41.67	*	106	84
1		15.79	5.56		45.61	27.78		38.60	66.67		57	54
2	9.09	6.58	1.72	67.27	56.58	70.69	23.64	36.84	27.59	55	76	58
3	5.00	10.13	0.00	51.25	48.10	46.67	43.75	41.77	53.33	80	79	75
4	13.75	6.67	1.35	47.50	48.00	55.41	38.75	45.33	43.24	80	75	74
5	15.87	12.90	7.94	55.56	51.61	44.44	28.57	35.48	47.62	63	62	63
6	22.73	16.67	3.03	56.82	50.00	45.45	20.45	33.33	51.52	44	36	33
7	25.81	16.13	13.04	48.39	54.84	56.52	25.81	29.03	30.43	31	31	23
8	35.71	45.83	10.53	50.00	45.83	52.63	14.29	8.33	36.84	14	24	19
All Grades	14.25	10.62	3.31	54.30	54.40	51.14	31.45	34.98	45.55	372	546	483

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	19.81	9.52	*	35.85	44.05	*	44.34	46.43	*	106	84
1		7.02	0.00		64.91	55.56		28.07	44.44		57	54
2	21.82	9.21	8.62	54.55	55.26	60.34	23.64	35.53	31.03	55	76	58
3	12.35	20.25	4.00	55.56	62.03	72.00	32.10	17.72	24.00	81	79	75
4	27.50	32.00	31.08	45.00	32.00	39.19	27.50	36.00	29.73	80	75	74
5	26.98	30.65	14.29	47.62	37.10	47.62	25.40	32.26	38.10	63	62	63
6	20.93	55.56	6.06	76.74	41.67	87.88	2.33	2.78	6.06	43	36	33
7	6.45	22.58	13.04	93.55	77.42	86.96	0.00	0.00	0.00	31	31	23
8	0.00	25.00	5.26	92.86	70.83	89.47	7.14	4.17	5.26	14	24	19
All Grades	19.89	22.71	11.18	58.87	49.27	58.18	21.24	28.02	30.64	372	546	483

Conclusions based on this data:

Overall our ELPAC scores dropped, however this fluctuation is due in a large part to the fluidity of the program. With the high number of reclassifications last year and the large number of newcomers entering our newcomer academy, we are not testing the proficiency of the same students but rather the proficiency of an everchanging co-hort of students. We do see a concern with our Long Term English Learners. They are not succeeding to their potential, and ensuring we have opportunities to address this with these students is an ongoing topic with our Lemonwood staff so that we may best support our students with this high need of instructional support and intervention.

We will continue to target reading comprehension across all grade levels by monitoring student data and teachers will attend intentional professional development on reading strategies through the partnership with Read.Write.Think.

Our goal is to reclassify students by 5th grade so that all middle school students have the opportunity to take an elective class. Therefore, preparing all our English Learner Students to be successful on the ELPAC as well as the Star/CAASPP assessments in English Language Arts will be a priority.

School and Student Performance Data

California School Dashboard
Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
853	**94.4%**	**62.3%**	**0.0%**
Total Number of Students enrolled in Lemonwood TK-8 School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	531	62.3%
Foster Youth	0	0.0%
Homeless	168	19.7%
Socioeconomically Disadvantaged	805	94.4%
Students with Disabilities	112	13.1%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	2	0.2%
American Indian	0	0.0%
Asian	1	0.1%
Filipino	11	1.3%
Hispanic	820	96.1%
Two or More Races	0	0.0%
Pacific Islander	2	0.2%
White	17	2%

Conclusions based on this data:

We have a very high number of students who are Socioeconomically Disadvantaged. In addition, the vast majority of our students are Hispanic. The number of students who qualify for Special Education services (Students with Disabilities) has been increasing in the recent years. Students in that program are representative of the makeup of our school. This data indicates that not only should our instruction be culturally relevant, but our resources should focus on providing opportunities for our students of poverty, McKinney-Vento, and students chronically absent as they may require more supports. We understand that through the Equity Lens, our Hispanic and Socioeconomically disadvantaged students need additional supports to access their instructional programs. As a result, our resources are allocated to support high-quality instruction.

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	**Chronic Absenteeism**  Yellow	**Suspension Rate**  Orange
Mathematics  Yellow		
English Learner Progress  Red		

Conclusions based on this data:

Our English Learner progress on the ELPAC is in the red, which correlates with the CAASPP. Therefore, the site leadership will continue to focus on high-quality instructional strategies that will support all learners, but specifically, our English Learners, as this translates to good teaching for all our students. With continuous reflection and review of student learning data, we are able to let the data of our student proficiency drive our instruction, which will lead to student success on assessments and proficiency of grade-level standards.

School and Student Performance Data

Academic Performance

English Language Arts

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	3	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 Yellow	 Red
55.2 points below standard	65.9 points below standard	80.2 points below standard
Increased 6.3 points	Increased 7.4 points	Maintained 0.0 points
567 Students	448 Students	66 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Orange	 Yellow
0 Students	81.5 points below standard	57.5 points below standard
	Increased 8.8 points	Increased 6.8 points
	112 Students	543 Students

Students with Disabilities	African American	American Indian
 Orange 138.4 points below standard Increased 9.5 points 87 Students	 No Performance Color Less than 11 Students 2 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color Less than 11 Students 0 Students	 No Performance Color Less than 11 Students 8 Students	 Yellow 56.4 points below standard Increased 6.2 points 542 Students

Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color Less than 11 Students 2 Students	 No Performance Color 100.0 points below standard Declined 19.1 points 14 Students

Conclusions based on this data:

As we continue to work towards increased quality Tier 1 instruction, it is important to note that our students are benefiting from this as students did increase in many areas. By continuing this spiral of a deeper dive into quality instruction, more vertical articulation, and identifying the essential standards, we will start to see the effects as our students show that they are able to enter the next grade without the learning gaps that they have been commonly used to. This is a change that will continue to benefit more students each year and be more impactful for students each year. We are targeting our instruction towards our LTEL students. We will ensure provision of quality Tier 1 instruction and access to the curriculum by embedding good teaching strategies into instruction.

School and Student Performance Data

Academic Performance

Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	4	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 Yellow	 Orange
85.8 points below standard	93.5 points below standard	131.9 points below standard
Increased 8.1 points	Increased 8.8 points	Increased 7.9 points
575 Students	455 Students	65 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Yellow	 Yellow
0 Students	89.7 points below standard	87.5 points below standard
	Increased 16.8 points	Increased 8.4 points
	118 Students	551 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
160.3 points below standard	Less than 11 Students	0 Students
Increased 11.9 points	2 Students	
88 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
Less than 11 Students	Less than 11 Students	87.1 points below standard
0 Students	8 Students	Increased 7.3 points
		550 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	Less than 11 Students	122.9 points below standard
	2 Students	Maintained 2.2 points
		14 Students

Conclusions based on this data:

As our data has shown increases in math, it is clear that our teacher collaboration time is proving valuable. Last year they had the opportunity to participate in a book study which was of great benefit to them, and not only increased their skill and knowledge, but also increased their time together and capacity for talking about more ways to enhance their instruction for the betterment of the students. Continuing these opportunities for our teachers, increasing the amount of time for intervention in the school day, and really putting a focus on essential standards will continue the great work and show even more gains.

School and Student Performance Data

Academic Performance

English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
Red	Red
32% making progress.	31.8% making progress.
Number Students: 362 Students	Number Students: 44 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
28.2%	39.8%	1.4%	30.7%

Conclusions based on this data:

After reviewing this data point, it is apparent that there is a need to provide higher quality instruction to our long term English learners. We will continue with AVID excel as well as intentional preparation for the ELPAC.

School and Student Performance Data

Academic Engagement

Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	5	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
		
Yellow	Yellow	Orange
14.7% Chronically Absent	13.5% Chronically Absent	19.4% Chronically Absent
Declined 4.1	Declined 4.7	Increased 1.4
899 Students	571 Students	72 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
		
No Performance Color	Yellow	Yellow
0 Students	15.3% Chronically Absent	14.2% Chronically Absent
	Declined 7.3	Declined 4.9
	216 Students	852 Students

Students with Disabilities	African American	American Indian
 Yellow	 No Performance Color	 No Performance Color
18.3% Chronically Absent	Fewer than 11 students - data not displayed for privacy	0 Students
Declined 2.7	2 Students	
126 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - data not displayed for privacy	27.3% Chronically Absent	14.2% Chronically Absent
2 Students	Increased 15.5	Declined 4.6
	11 Students	864 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	Fewer than 11 students - data not displayed for privacy	16.7% Chronically Absent
	2 Students	Declined 2.4
		18 Students

Conclusions based on this data:

We must determine what the root causes are of Chronic Absenteeism by drilling down the data to the student level and identifying trends to allow us to better support our students. Our team has held family meetings regarding absenteeism to address supports that will help. Specifically, LTELs are more of a concern as we would like school to be a positive and consistent environment for them.

School and Student Performance Data

Conditions & Climate

Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
2	4	0	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Orange	 Orange	 Red
4.9% suspended at least one day	4.3% suspended at least one day	14.9% suspended at least one day
Increased 1.6%	Increased 1.3%	Increased 3.2%
919 Students	587 Students	74 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Orange	 Orange
0 Students	4% suspended at least one day	4.8% suspended at least one day
	Increased 0.6%	Increased 1.5%
	227 Students	870 Students

Students with Disabilities	African American	American Indian
 Red 10.2% suspended at least one day Increased 3.9% 128 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	 No Performance Color 0 Students
Asian	**Filipino**	**Hispanic**
 No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	 No Performance Color 0% suspended at least one day Maintained 0% 11 Students	 Orange 4.6% suspended at least one day Increased 1.3% 884 Students
Two or More Races	**Pacific Islander**	**White**
 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	 No Performance Color 11.1% suspended at least one day Increased 2.4% 18 Students

Conclusions based on this data:

Overall, too many students were suspended. This year, we looked at more ways to support students prior to a suspension and we see a need for even more other means of correction. It is clear that our students need to be on site receiving instruction, therefore by finding ways to support student behavioral change without removing them from the site, we can provide them their education while also providing them the social emotional support they are in need of. Our counselors hold weekly case study meetings and SSTs to create PBSPs to better support our students and work in partnership with families to provide opportunities for our students. Furthermore, it is clear that our SWD students are in the red, highlighting that we need better strategies to support these students. We will be working with Case Managers and behaviorists to create positive behavior intervention plans to address the cause of behavior and identifying replacement behaviors to support students with their personal strategies for self regulation and being aware of their supports.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student Academic Engagement and Achievement
Dramatically accelerate student academic engagement and achievement across all Oxnard populations through coherent additive approaches, essential pedagogical principles, and high-leverage practices.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1 - Student Academic Engagement and Achievement

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Foster high intellectual performance.
Strengthen instruction and student engagement.
Develop student profile-driven lesson design.
Foster multilingualism.
Use technology to enhance instruction.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP: ELA, Math, CAST	2024-25 Percentage of students that met or exceeded standard: English Language Arts: 3rd: 16% 4th: 28% 5th: 33% 6th: 28% 7th: 36% 8th: 37% Math: 3rd: 23% 4th: 28% 5th: 17% 6th: 6% 7th: 22% 8th: 16% Science: 5th: 22% 8th: 16%	2025-26 Students in grades 4-8 will increase their percentage of positive growth on both ELA and Mathematics (Scaled Score) by 10% based on cohort data. Percentage of students who will score at Met/Exceeded: English Language Arts: 3rd: 26% 4th: 26% 5th: 43% 6th: 38% 7th: 46% 8th: 47% Math: 3rd: 33% 4th: 38% 5th: 27% 6th: 30% 7th: 32% 8th: 26% Science: 5th: 32% 8th: 26%
Number of students exited from our Special Education Program.	2024-2025 13.2% or our students have IEPs.	2025-2026 Decrease the number of students receiving Special Education Services by 2%.
Star Early Literacy, Reading, and Math (English and Spanish)	2024-2025 Spring Administration Window A Student Growth Percentile, or SGP, compares a student's growth to that of his or her academic peers nationwide. Academic peers are students in the same grade with a similar scaled score on a Star assessment at the beginning of the time period being examined. SGP is reported on a 1–99 scale, with lower numbers indicating lower relative growth and higher numbers indicating higher relative growth. Percentage of students scoring to the expectation of 50% in SGP: Reading: 47% Math: 36%	2025-2026 75% of students will meet the school/district SGP expectation of 50% in English Reading, Spanish Reading and Math.

	Early Literacy: 49% Spanish Reading: 46%	
Pathway to Biliteracy	2024-2025 Percentage of students who met the criteria: 5th grade: 50% 8th grade: 77%	2025-2026 Percentage of students who will meet the criteria: 5th grade: 60% 8th grade: 85%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Teachers will participate in a three-week data analysis cycle. Site admin will support ongoing coaching, design, implementation and evaluation of site specific Professional Learning Communities and continue improvement science practices which evaluate progress of all students, especially students identified as McKinney Vento, Emergent Bilinguals, and/or students who are chronically absent. Site admin will provide teachers with frequent feedback on their instructional practices. Professional development will be provided by site admin.	English Learners Foster Youth All Students Homeless Socioeconomically Disadvantaged	27172 LCFF 1000-1999: Certificated Personnel Salaries Sub salary & benefits
1.3	Teachers will collaborate weekly (Wednesdays) to review student instructional data and identify instructional best practices. Based on the student needs and student data, teachers will be provided with professional learning opportunities at the site and district level specifically addressing effective First Instruction (Literacy & Math), Social Emotional Learning, Intervention in ELA and Math, and Culturally Responsive Teaching to meet the needs of our most vulnerable student groups: McKinney Vento, Students with disabilities, Emergent Bilinguals, and/or students who are chronically absent.	All Students Homeless Students with Disabilities English Learners	No additional cost
1.4	RSP teachers and paraprofessionals will support general education classroom teachers. Grades K-8 will use a pull-out model for instruction. RSP teachers will collaborate weekly with General Education Teachers in order to monitor progress towards goals and decide how to best meet the needs of our Special Education Students.	Students with Disabilities	District Funded 1000-1999: Certificated Personnel Salaries Teacher salaries District Funded 2000-2999: Classified Personnel Salaries Para Educator salaries
1.5	Daily designated ELD instruction will occur, which includes a minimum of 30 minutes for kindergarten, 45 minutes for grades 1-5, and a class period for	English Learners	

	grades 6-8. Instruction will align to the District's EL Master Plan (Oxnard Mas). Integrated ELD occurs in all content areas throughout the remainder of the day. A Focus on Oracy is part of Balanced Literacy for our Emergent Bilingual Students.		No additional cost
1.6	The Dual Language Program for grades K-8 will be implemented following the District's EL Master Plan. Teacher collaboration will occur throughout the year for teachers to reflect on data, plan rigorous instruction, and plan for individual student needs for our most vulnerable student groups: McKinney Vento, Students with disabilities, Emergent Bilinguals, and/or students who are chronically absent. Professional learning opportunities will be provided throughout the year to support biliteracy instruction (teachers) and implementation (administrators) by both site administrators and the instructional coach.	English Learners Students with Disabilities Homeless Socioeconomically Disadvantaged All Students	District Funded 1000-1999: Certificated Personnel Salaries Biliteracy Instructional Coach
1.8	The District Technology Technician will maintain equipment and software to support student learning through technology software and Internet access.	All Students	District Funded 2000-2999: Classified Personnel Salaries Site Tech Salary 15000 LCFF 5000-5999: Services And Other Operating Expenditures Learning Apps
1.9	Materials and supplies will be purchased to support the core instructional programs of ELA, Math, Social Studies, and Science and strand focus of Communication, Arts, and Technology. P.E. clothes will be purchased for students in 6th, 7th, and 8th grades. Teachers will have use of the Duplo, copy machines, Xerox machines, and the Graphics Department to make necessary copies of instructional materials.	All Students	55469 LCFF 4000-4999: Books And Supplies Materials and Supplies 2000 LCFF 5000-5999: Services And Other Operating Expenditures Maintenance Agreements 22998 LCFF 4000-4999: Books And Supplies Warehouse Supplies 3000 LCFF 5000-5999: Services And Other Operating Expenditures Rentals, Leases, & Repairs
1.10	Release time will be provided for teachers for Grade Level Collaboration, Lesson Study or Lesson Development.	All Students	4000 Title I 1000-1999: Certificated Personnel Salaries Floater sub salaries & benefits

1.11	An Intervention Support Provider will provide support to Long-Term English Learners.	English Learners	32,761 Title III 1000-1999: Certificated Personnel Salaries ISP Salary & benefits
1.12	The Literacy Intervention Teacher (LIT) will support K-5 students utilizing the LLI intervention program. The following student groups will be supported: McKinney Vento, Students with disabilities, Emergent Bilinguals, and/or students who are chronically absent.	English Learners Students with Disabilities Homeless Socioeconomically Disadvantaged	District Funded 1000-1999: Certificated Personnel Salaries LIT teacher
1.13	An Instructional Assistant will be available to support students on campus in many capacities with a sole focus on instruction, intervention, and creating equitable access for all students.	All Students	17235 Title I 2000-2999: Classified Personnel Salaries Instructional Assistant
1.14	Classroom Observations will be conducted: -Focus on Biliteracy Program look-fors and Student Engagement -Teachers will be provided with feedback Site admin and the Instructional Coach will meet monthly: -to review summary -meet with teachers as grade-levels or individually to review data and modify instruction	All Students English Learners Socioeconomically Disadvantaged Students with Disabilities	No additional cost
1.15	Student Success Team (SST) meetings, 504 meetings, and IEP meetings will be held to address the needs of struggling students. Student instructional data and current or past interventions will be reviewed in order to abide by the Child Find obligation.	All Students Students with Disabilities	3000 LCFF 1000-1999: Certificated Personnel Salaries Sub salary & benefits
1.16	All students will participate in field trips or enrichment assemblies as an extension of classroom experiences, strand focus and college and career readiness.	All Students	16000 LCFF 5800: Professional/Consulting Services And Operating Expenditures Fieldtrips
1.17	Teachers will participate in the District sponsored Professional Learning Summit for learning support in the following areas: Literacy, Math, Culturally Responsive Teaching, and STOIC.	All Students	No additional cost
1.18	Teachers and administration will attend the AVID Summer Institute in order to improve implementation of high quality instructional strategies.	English Learners Socioeconomically Disadvantaged All Students Homeless	9796 Title I 5000-5999: Services And Other Operating Expenditures AVID Summer Institute costs District Funded 5000-5999: Services And Other Operating Expenditures AVID Contract and Summer Institute costs

1.19	The Library Media Technician (LMT) will provide access and guidance to all students to check out library books based on reading levels.	All Students	District Funded 2000-2999: Classified Personnel Salaries Library Tech salary & benefits
1.20	A Music Teacher will be hired for all students (TK-8).	All Students	200000 Prop 28 1000-1999: Certificated Personnel Salaries Music Teacher Salary 78474 Prop 28 3000-3999: Employee Benefits Music Teacher Benefits 66032 Prop 28 4000-4999: Books And Supplies Music instruments and supplies
1.21	Materials and supplies will be purchased for intervention and for our students with disabilities and LTELS.	All Students Socioeconomically Disadvantaged	15000 LCFF 4000-4999: Books And Supplies Materials and Supplies
1.23	The After School Program will be offered to students in grades K-8 and will provide enrichment for students through opportunities for collaborative learning and hands-on academic activities.	All Students	ASES
1.24	A Teacher Liaison will be designated for the After School Program to coordinate communication with the ASP and help it support school needs by organizing curriculum, providing modeling and providing professional development for ASP staff.	All Students	ASES 1000-1999: Certificated Personnel Salaries Teacher Liaison salary & benefits
1.25	Vertical Collaboration will be held once a month (Wednesdays) and organized through Math/Science and Social Studies/ELA in order to support content are instructional coherence.	English Learners Students with Disabilities All Students Homeless	No additional cost
1.26	Star Curriculum Based Measurement (CBM) will be adminsitered to determine specific instructional gaps and provide instructional support to fill the instructional gaps.	English Learners All Students Socioeconomically Disadvantaged Homeless	District Funded 5800: Professional/Consulting Services And Operating Expenditures Renaissance contract (Star assessments)
1.27			
1.28	Site Leadership Committee will meet monthly to evaluate, review, and improve current instructional initiatives, including prioritizing events such as orientations for families.	All Students	8369 LCFF 1000-1999: Certificated Personnel Salaries Extra Hours & benefits
1.30	Instructional Specialists/TOSAs will support math, technology and science instruction in grades K-8. They will support implementation of instructional	All Students	District Funded

	strategies, skills and content by attending professional development with teachers, modeling lessons, providing release time for teachers to observe other teachers and facilitating Professional Learning Communities (PLC) to improve teaching and learning, to increase student achievement based on the performance indicators on the Dashboard.		1000-1999: Certificated Personnel Salaries Instructional Specialist & TOSAs salary & benefits
1.31	Read Naturally Live (Intervention Software) will be used to support all students to address reading needs.	English Learners Socioeconomically Disadvantaged Students with Disabilities Homeless	2500 LCFF - Intervention 5000-5999: Services And Other Operating Expenditures Software contract

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The staff is feeling more confident and excited about their overall instruction and increased quality instruction. The staff has asked for less time out of the classroom and more time with supports in the classroom such as instructional coaching, we intend to work with our RWT partners on this overall. Furthermore, we will increase intervention time in the school day, instructional round opportunities, collaboration, and vertical articulation. We are also increasing opportunities for students to have real world experiences to apply their knowledge through field trips.
-Embedded Collaboration with R.W.T consultants around Biliteracy Units
-Incorporation and focus on High-Quality Instructional Strategies
-Overall preparation for Biliteracy Units and day to day lesson design
-Collaboration and Planning with Instructional Coach
-Overall grade level planning prepared teachers for improved instruction with more engaging lessons
-Unified Pacing of the Biliteracy Units

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The need for teachers to be present in their classrooms was expressed, therefore our PD will be focused on in-classroom support as much as possible.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

A focus on student engagement will be messaged through the implementation of the plan. As teachers become confident in their practice of Lesson Design, students will be more engaged and behaviors will be minimized. Furthermore, teachers have expressed a desire to be in the classroom with less interruptions to their instruction, this will be implemented and supported through the changes in the SPSA, notably in the professional development support that will be pushed into their classrooms rather than having the teachers pulled out.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Learning Environment and School Climate
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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2 - Learning Environment and School Climate

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Support a multi-tiered system of support (MTSS).
Foster access, equity and inclusion.
Utilize restorative practices.
Create affirming learning environment and relationships.
Maintain safe and inviting facilities and grounds.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	2024-2025 38 suspensions	2025-2026 Suspension rates will decrease by 3%.
Attendance Rate	2024-2025 93.7% attendance rate	2025-2026 Increase to 90% attendance rate
Panorma Survey-Social emotional learning	2024-2025 Percentage of students indicating favorable Emotion Regulation: 42% - 3rd-5th grades	2025-2026 Increase percentage of students indicating favorable Emotion Regulation: 60% - 3rd-5th grades

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

2.1	Staff will participate in CHAMPS/PBIS training and implement the district adopted program for Positive Behavior Intervention and Support. Team will meet monthly to review behavior data, review individual student concerns, and review alternatives to suspension.	All Students Homeless Students with Disabilities English Learners	5000 LCFF 1000-1999: Certificated Personnel Salaries Extra Hours for PBIS meetings
2.2	Staff will fully implement our ROARS (guidelines for success), which are school wide expectations in all grade levels, using all components for Positive Behavior Support to support all students, but especially students suspended regularly in order to increase student engagement and reduce suspensions.	All Students Students with Disabilities Socioeconomically Disadvantaged Homeless Foster Youth	No additional cost
2.3	Students will be taught Digital Citizenship lessons within their classes.	All Students	No additional cost
2.4	Staff will implement and comply with the Comprehensive Safety School Plan. Fire, Lockdown, Earthquake and Evacuation drills will be scheudled regularly as follows: fire (monthly), earthquake (bimonthly), lockdown (2x/year) and evacuation (annually). Staff will monitor and revise the safety plan annually.	All Students	No addiitonal cost
2.5	Site admin, school counselors, and PBIS team will review student discipline data (referrals and suspensions) weekly. Students with previous suspensions will meet weekly or bi-weekly with school counselors in order to support positive behavior.	English Learners Students with Disabilities Foster Youth Socioeconomically Disadvantaged All Students	No additional cost
2.6	The staff will utilize an MTSS model of leveled interventions for student behavior and social-emotional development concerns. The PBIS team will review behavior concerns and develop a plan of support for staff and students.	All Students Foster Youth Homeless Students with Disabilities Socioeconomically Disadvantaged	No additional cost
2.7	Campus Signage and Campus Beautification Signage will display our ROARs, Campus Expectations, and PBIS positive reinforcement strategies.	All Students	District Funded 4000-4999: Books And Supplies Campus Beautification with signage and campus pride
2.8	Student attendance and punctuality will be monitored.	All Students Homeless	

	Site admin, attendance tech, outreach consultant and school counselors will meet weekly to monitor students not on track with attendance. Intervention plans will be implemented. Intervention plans could include: -Additional Check-ins via Panorama -Bi-weekly meetings with ORC and/or counselor -Attend Parent Teacher Conferences to support parents/students -Home Visits as necessary	Socioeconomically Disadvantaged Students with Disabilities	No additional cost
2.9	Students will participate in Community Circles weekly to support their Social Emotional Learning. Circles will be facilitated by teachers, admin, and school counselors. The community circles will support sense of belonging, emotional regulation and student engagement.	All Students	No additional cost
2.10	Social Emotional Support provided or facilitated by School Counselor: Tier 1:School-wide SEL Monthly Classroom Lessons taught by School Counselor: K-2: Self-Regulation, Social Awareness, and Self-Management 3rd-5th: Self-Regulation, Social Awareness, and Self-Management 6th-8th: Engagement, Growth Mindset, Emotion Regulation, and Sense of Belonging Wellness Center Access and Lunch Activities Tier 2: Small Group Support Top priority are students who self-reported (Panorama) as having no perceived strength in the following areas: -Growth Mindset -Engagement -Emotion Regulation -Sense of Belonging Tier 3: Students are referred through the MTSS process (SST) for the counselor to work with individual students in social development, emotional, and psychological concerns.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Counselor Salary & benefits
2.11	The Outreach Consultant (ORC) makes contact with families and provides resources for services provided by the district and/or community agencies. The ORC will focus on students from all grades, but especially in TK and 8th grade. Both grade levels have the least amount of students on track with their attendance.	English Learners Hispanic Socioeconomically Disadvantaged	District Funded 2000-2999: Classified Personnel Salaries ORC Salary & benefits 2308 Title III 2000-2999: Classified Personnel Salaries Extra Hours

2.12	E-Hall Pass digitizes the hall pass process, increases accountability, enhances school safety, improves classroom efficiency, and reduces disruptions.	All Students	3000 LCFF 5000-5999: Services And Other Operating Expenditures Software
2.13	Free Breakfast and Lunch are available to all students.	All Students	No additional cost
2.14	The on-site LMFT Clinician will support students with social-emotional needs.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Salary & benefits
2.16			

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The increased presence of personnel on campus including the routines and procedures in place for our students is seen and noted as our students are responding well to redirection and are realizing that they are cared for and their teachers won't let us on holding them to high standards.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This year we were fortunate to have a LMFT on site that was not part of the original plan. Students with elevated social emotional needs were referred to the clinician for more intensive supports. As a result, we were able to address these social emotional needs more efficiently and with greater focus as we were able to collaborate with the clinician directly. Currently, our LMFT serves 18 Lemonwood Students.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will have an on-site LMFT Clinician to support with social-emotional needs of our students. Additionally, we are increasing the campus climate and communication through the use of signage to promote a safe environment as well as to provide instructions to students so they are aware of procedures and expectations on site.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Guidance and support to the site.
Provide strategic direction, guidance, and support focused on improving the quality of instruction, interaction, and engagement in every classroom, so that all students reach high levels of academic excellence, multilingual achievement, global competency, and healthy identity development, agency and voice.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 3 - Guidance and Support to Sites and District Departments.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Foster a culture of empowerment.
Provide professional learning and support.
Provide recognition to staff and students.
Utilize student assessment to measure student learning.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Staff Turnover Reduced	Last year there was a staff turnover of 19.6%.	For the start of the 2025-2026 school year, we expect a staff turnover of under 10%.
Job Satisfaction Increased	Staff was vocal about low morale early on in the year. Survey data will be collected for a baseline.	We would like to see over 90% of our staff with job satisfaction positive.
CAASPP Data: ELA, Math, CAST	2024-25 Percentage of students that met or exceeded standard: English Language Arts: 3rd: 16% 4th: 28% 5th: 33% 6th: 28% 7th: 36% 8th: 37% Math: 3rd: 23% 4th: 28%	2025-26 Students in grades 4-8 will increase their percentage of positive growth on both ELA and Mathematics (Scaled Score) by 10% based on cohort data. Percentage of students who will score at Met/Exceeded: English Language Arts: 3rd: 26% 4th: 26% 5th: 43% 6th: 38% 7th: 46% 8th: 47%

	5th: 17% 6th: 6% 7th: 22% 8th: 16% Science: 5th: 22% 8th: 16%	Math: 3rd: 33% 4th: 38% 5th: 27% 6th: 30% 7th: 32% 8th: 26% Science: 5th: 32% 8th: 26%
Star Early Literacy, Reading, and Math (English and Spanish)	2024-2025 Spring Administration Window A Student Growth Percentile, or SGP, compares a student's growth to that of his or her academic peers nationwide. Academic peers are students in the same grade with a similar scaled score on a Star assessment at the beginning of the time period being examined. SGP is reported on a 1–99 scale, with lower numbers indicating lower relative growth and higher numbers indicating higher relative growth. Percentage of students scoring to the expectation of 50% in SGP: Reading: 47% Math: 36% Early Literacy: 49% Spanish Reading: 46%	2025-2026 75% of students will meet the school/district SGP expectation of 50% in English Reading, Spanish Reading and Math.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Staff Recognition in Weekly Bulletin: Staff will have a photo and be recognized in our weekly bulletin to the community to share out the great work they are doing with everyone.	All Students	No Additional Cost
3.2	Photo Slide Show of Life at Lemonwood: Principal will create a slide show of recent positive events on campus to highlight to staff via email, which will also be on display in the office for guests to see.	All Students	No Additional Cost

3.3	Staff Voice Increased: Staff will be able to take part in regular surveys asking their input about what they feel should be happening on site and what would support them more in their job overall (which PDs would be beneficial, which conferences would be beneficial, which committees should be started, etc.)	All Students	No Additional Cost
3.4	Increased support personnel to help staff with tasks which support in reaching instructional SPSA Goals, instructional assistant for grades 1-4.	All Students	See goal 1.13
3.5	Special Education Clerical support to support in meeting the needs of all students with IEPs and ensuring that accommodations and needs are met for those students and that paperwork is updated and within compliance. Additionally, this person will help staff in maintaining those family relationships.	Students with Disabilities	District Funded 2000-2999: Classified Personnel Salaries SpEd OA II Clerk Salary & benefits
3.6	Say What You Want/ Principal Fellows will meet monthly and have an online platform (Canvas) for communication to meet and communicate needed changes on campus from the voice of the Student Body.	All Students	No Additional Cost
3.7	Academic Achievement Awards and Growth Parade to celebrate student success and growth in academics. Families and Staff will be invited and participate in the celebration of our students.	All Students	No Additional Cost
3.8	Student Monitoring Conferences will be scheduled with individual teachers to review instructional practices as they relate to Student Growth Percentile data. Student data conferences will be held 3 times a year. Admin will sub out teachers with their DLI partner (K-5 school). 6th-8th grade teachers will meet with admin to review data during prep.	All Students	No additional cost- see 1.7
3.9	A professional development series will be provided to teachers to increase their capacity to deliver effective, data driven instruction in writing and reading, to gain familiarity and comfort with the structures, materials and technology (strand focus) of balanced literacy, and to build collaborative relationships within and beyond grade levels. K-8 teachers will participate in a lesson study once a month.	All Students English Learners Students with Disabilities Homeless Socioeconomically Disadvantaged	53223 Title I 5800: Professional/Consulting Services And Operating Expenditures Contract: Read, Write, Think 3312 Title I 1000-1999: Certificated Personnel Salaries Sub salary & benefits

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

This is a baseline year so we are gathering baseline data throughout the year.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This is a baseline year, data and information is being gathered to provide further information.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This is a baseline year, data and information is being gathered.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 4 - Family/Community Alliances for Student Success

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Create Student Profile Alliances.
Foster family engagement and support.
Provide parent/family resources.
Foster community partnerships and relationship building.
Promote higher education.
Strengthen family/community communications.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Survey Responses-total number	Spring 2024 44 respondents	2024-25 Increase responses to 100.
Family Engagement	Spring 2024 Degree in which families become involved with an interest with their child's school was 7%.	2024-25 Increase by 5%.
LCAP Family Engagement and LCAP Annual Survey	Spring 2024 Family-School Communication: 81% of parents felt the communication with school was helpful 82% felt comfortable communicating with the school	2024-25 Increase by 5%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	The school will conduct regular School Site Council and/or ELAC meetings which will inform parents of school goals, programs and activities.	All Students English Learners	1000 Title III 2000-2999: Classified Personnel Salaries Child Care-ELAC 1861 Title III 2000-2999: Classified Personnel Salaries Verbal Translation
4.2	Title I quarterly meetings will be held to inform parents of school goals, programs, and activities.	Socioeconomically Disadvantaged	No additional cost
4.3	All parents will be invited to a parent/teacher conference in the fall. Parents will be encouraged to become class observers on Canvas. Spring conferences will be held for students identified as needing additional support. Back to School Night and Open House will be held for parents and students.	All Students English Learners	500 LCFF 2000-2999: Classified Personnel Salaries Translation
4.4	Students and parents will attend transition to middle school and high school IEP meetings.	English Learners Students with Disabilities	No additional costs
4.5	SST/IEP teams will include parents in order to plan individualized student support for their child. All student groups included: McKinney Vento, Students with disabilities, Emergent Bilinguals, and/or students who are chronically absent.	All Students English Learners Homeless Students with Disabilities	No additional cost
4.6	Teachers will communicate with all parents regarding instructional topics and student specific goals with a focus on students from these groups: McKinney Vento, Students with disabilities, Emergent Bilinguals, and/or students who are chronically absent.	All Students Homeless English Learners Students with Disabilities	No additional cost
4.7	The school will maintain a full-time Outreach Specialist position to support students and families who experience hardships by locating and making community resources accessible to the families, especially supporting McKinney Vento students, Students with disabilities, Emergent Bilinguals, and/or students who are chronically absent.	Socioeconomically Disadvantaged Homeless All Students	ORC Salary - See Goal 2.11

4.8	The school will maintain two full-time counselors to work with students and families to support individual students on an ongoing or crisis basis. Referrals to outside agencies may occur as well.	All Students	Counselor Salary - See Goal 2.10
4.9	The school will work with District translation services to support families who speak Mixteco by having access to MICOP services, translation, and parenting workshops.	English Learners	District Funded 2000-2999: Classified Personnel Salaries Mixteco Translator Salary & benefits
4.10	Parents will be invited to the Growth Parade for each trimester. Families will help students decorate their poster with the identified area to celebrate. This connects home to school.	All Students	No additional cost
4.12	School Site Council will revise and update the Parent Compact and Parent Involvement Policy annually. All parents will sign both documents.	All Students	No additional cost
4.13	The PTA will reach out to all parents to participate as volunteers in order to support our students by sponsoring student and family events.	All Students	No additional cost
4.14	The school will offer After School Program parent nights to provide parents with nutrition education, hands-on tips, games and strategies parents can employ to assist students with healthy habits and schoolwork.	All Students	ASES No addiitonal cost
4.15	The school will offer a Parent Resource Center for parents. The center will be equipped with technology to support parents in completing necessary forms and provide tech training to support their student's academic achievement. All parents will be invited, but a focus will be on the parents for the following groups:McKinney Vento, Students with disabilities, Emergent Bilinguals, and/or students who are chronically absent.	All Students Homeless Students with Disabilities English Learners	ORC-No additional cost
4.16	A Transitional Kindergarten/Kindergarten Orientation Night will be held at the end of one school year and the beginning of the next to foster communication, create positive relationships and provide families with necessary infromation.	All Students	See Goal 1.28 - Extra teacher hours
4.19	Families will receive communication from school via phone, text, video message, and/or website through Parent Square.	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures Parent Square contract

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

We aim to increase parent and school communication, our communication is important to us and to our community. This year we have sent home a weekly newsletter and a monthly calendar on parent square and on paper. Additionally, we have held Coffee with the Principals which have created a space for our families to come and sit informally and discuss topics important to them at the school. Furthermore, the level of participation increased at our growth parades and our community events had close to 1000 attendees (Dia del Nino and trunk or treat). Therefore, it would be insightful to know how connected parents in attendance feel to the school.

Our metrics for school to home communication were favorable, however we will still try to improve in this area.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

SSC and ELAC may benefit from a time adjustment and a hybrid meeting (meaning that the families have the option to join either virtually or in person). Additionally, increasing the opportunities to hear from the community may yield more interest in attending these meetings for our families. Also, with the success of our events, these would be great places to solicit having parents join us at our logistical meetings as well.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Planning to improve overall attendance and the level of engagement will occur.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Transformational leadership and infrastructure
Create a coherent and sustainable districtwide infrastructure and culture to support and communicate the district's identity and strategic work on behalf of all students; facilitate strategic plan implementation; monitor progress and assess effectiveness and sustainability; and position the district as a leader in equitable and excellent education.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 5 - Transformational leadership and infrastructure

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Ensure strategic plan implementation.
Work toward schoolwide coherence.
Provide accountability and progress monitoring of implementation.
Develop human capital.
Foster communications.
Support finance and technology infrastructure.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increased opportunities for leadership and representation on campus for all staff.	The 2024-2025 school year had approximately 15.5% of the staff representing all leadership and representing Lemonwood in various opportunities.	The expectation is that staff representation in leadership roles and in opportunities to represent Lemonwood will increase to over 30% .
Increased opportunities for multiple staff members to attend various professional developments and return to campus as trainers.	The 2024-2025 school year offered this opportunity to approximately 9.3% of staff.	The expectation is that at least 15% of staff will have the opportunity to receive professional development and build capacity among staff.
Increased opportunities for staff to carry leadership roles in community events.	The 2024-2025 school year had the majority of logistics of events executed by approximately 9.3% of the staff.	The expectation is that at least 25% of the staff will have an opportunity to plan and carry out the logistics of community events.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

5.1	Increased opportunities for staff to represent in a leadership/representation capacity and build their own capacity. The leadership will be split to provide opportunities, staff will be solicited to participate in areas that they may not be currently participating in to increase their involvement.	All Students	No additional cost.
5.2	Increased opportunities for staff to receive professional development and train colleagues (i.e. GATE, Co-Teaching, AVID, etc)	All Students	No additional cost
5.3	Increased opportunities for staff to carry leadership roles in community events. (i.e. planning, coordinating, advertising, etc)	All Students	No additional cost.
5.4	Align faculty meetings, bulletins, and meetings to the strategic plan.	All Students	No additional cost.
5.5	Communication with staff will continue to increase, be transparent, and through multiple means. Additionally, a weekly email which is comprehensive of all information for the upcoming week so that they may be fully aware of all upcoming events.	All Students	No additional cost.

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

This is a baseline year, data will be gathered and reviewed.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This is a baseline year, data will be gathered and reviewed.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This is a baseline year, data will be gathered and reviewed.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$130,191.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$649,010.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$87,566.00
Title III	$37,930.00

Subtotal of additional federal funds included for this school: $125,496.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF	$176,508.00
LCFF - Intervention	$2,500.00
Prop 28	$344,506.00

Subtotal of state or local funds included for this school: $523,514.00

Total of federal, state, and/or local funds for this school: $649,010.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	92,261	4,695.00
Title III	37,930	0.00
LCFF	176,508	0.00
LCFF - Intervention	2,500	0.00
Prop 28	344,506	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	176,508.00
LCFF - Intervention	2,500.00
Prop 28	344,506.00
Title I	87,566.00
Title III	37,930.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	283,614.00
2000-2999: Classified Personnel Salaries	22,904.00
3000-3999: Employee Benefits	78,474.00
4000-4999: Books And Supplies	159,499.00
5000-5999: Services And Other Operating Expenditures	35,296.00
5800: Professional/Consulting Services And Operating Expenditures	69,223.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	43,541.00
2000-2999: Classified Personnel Salaries	LCFF	500.00
4000-4999: Books And Supplies	LCFF	93,467.00
5000-5999: Services And Other Operating Expenditures	LCFF	23,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	16,000.00
5000-5999: Services And Other Operating Expenditures	LCFF - Intervention	2,500.00
1000-1999: Certificated Personnel Salaries	Prop 28	200,000.00
3000-3999: Employee Benefits	Prop 28	78,474.00
4000-4999: Books And Supplies	Prop 28	66,032.00
1000-1999: Certificated Personnel Salaries	Title I	7,312.00
2000-2999: Classified Personnel Salaries	Title I	17,235.00
5000-5999: Services And Other Operating Expenditures	Title I	9,796.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	53,223.00
1000-1999: Certificated Personnel Salaries	Title III	32,761.00
2000-2999: Classified Personnel Salaries	Title III	5,169.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	578,806.00
Goal 2	10,308.00
Goal 3	56,535.00
Goal 4	3,361.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

2 Parent or Community Members

Name of Members	Role
Carlos Valdovinos	Principal
Annette Warren	Classroom Teacher
Lissette Gonzalez	Classroom Teacher
Tracy Gordon	Classroom Teacher
Esmeralda Lopez	Other School Staff
Carolina De Leon	Parent or Community Member
Kevin Glass	Parent or Community Member
Claudia Sandoval	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 04/24/2025.

Attested:

Principal, Carlos Valdovinos on 04/24/2025

SSC Chairperson, Carolina De Leon on 04/24/2025

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of

adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 04/24/2025.

Attested:

Principal, Carlos Valdovinos on 04/24/2025

SSC Chairperson, Carolina De Leon on 04/24/2025

School Year: **2025-26**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Dr. Manuel M. Lopez Academy of Arts and Sciences	56725386055305	April 30, 2025	August 20, 2025

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate

with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Dr. Manuel M. Lopez Academy of Arts and Sciences for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

☒ Schoolwide Program

Dr. Manuel M. Lopez Academy of Arts and Sciences proudly serves approximately 730 students in grades 6–8 as part of the Oxnard School District. Because the district operates an open-enrollment policy, Lopez Academy welcomes a diverse student body from every neighborhood in Oxnard. The school's instructional model—anchored in the integration of the arts and sciences—continues to attract families seeking a rigorous, well-rounded, and engaging education for their children.

Commitment to Diverse Learners
Lopez Academy meets the individual needs of all learners through a wide range of supports and program options. The school provides comprehensive special education programming, including three Mild-to-Moderate Special Day Classes (SDCs), two Moderate-to-Severe SDCs, and a specialized Autism program for students with more intensive needs. Five Resource Specialists deliver Specialized Academic Instruction (SAI) through both co-teaching and pull-out models, promoting access to the general education curriculum for students with IEPs in core academic areas such as Language Arts and Mathematics.

In addition to these services, Lopez Academy offers an Opportunity Class for general education students who require Tier 3 behavioral intervention and support. This structured setting provides targeted social-emotional instruction and adult support to help students develop the self-regulation and academic engagement skills necessary to successfully reintegrate into mainstream classrooms.

Support for English Learners and Biliteracy
Lopez Academy serves a large population of English Learners and provides Designated English Language Development (ELD) classes focused on language acquisition and academic vocabulary. Integrated ELD strategies are embedded across all content areas to support language development throughout the school day.

The school also offers a growing Dual Language Immersion (DLI) and Biliteracy Pathway that begins in sixth grade. Students in the DLI program receive core instruction in Spanish Language Arts and Social Studies entirely in Spanish. In seventh and eighth grades, students continue on a Spanish elective track that deepens their literacy and cultural knowledge in the partner language. This pathway prepares students for the Seal of Biliteracy Pathway Award by promotion and supports their eventual eligibility for the California State Seal of Biliteracy in high school. The SPSA includes targeted expenditures to support the DLI program through professional development, curriculum development, and community engagement efforts that promote multilingualism and cultural competency.

Instructional Day & Academic Supports
Students attend 180 instructional days on an eight-period schedule that includes a dedicated advisory period and lunch. Intervention and academic support opportunities are offered before school, during the day, and after school to ensure that all students have access to additional learning time and enrichment opportunities.

Culture, Climate, and Family Partnerships
Lopez Academy fosters creativity, critical thinking, and responsibility within a safe, respectful environment. Signature programs include student-led conferences, 1:1 Chromebook access, student recognition systems, a robust after-school program, and an academy model that weaves arts and sciences throughout the curriculum. Families are essential partners in student success, and the school supports parent engagement through ELAC, School Site Council, PTA, and a variety of workshops and family events throughout the year.

Alignment with District Priorities
The School Plan for Student Achievement (SPSA) is aligned with the Oxnard School District's Local Control and Accountability Plan (LCAP) and Oxnard Empowers Strategic Plan, guided by the district's mission—Changing the World! In School and Beyond!—and vision—Ignite, Transform, Nurture, Embrace. These are supported by the district's core values: Equity and Excellence; Safe and Affirming Environments; Multilingualism and Global Competence; Achievement and Performance; and Integrity, Respect, and Professional Accountability.

Lopez Academy's School Site Council, composed of equal staff and parent representation, meets consistently throughout the year to monitor SPSA implementation, assess progress toward goals, and make transparent and strategic fiscal decisions, particularly regarding Title I and Title III funding.

The SPSA directly supports the Oxnard School District's five strategic goals:
1. Student Academic Engagement and Achievement
2. A Positive and Safe Learning Environment and School Climate
3. Guidance and Support to Sites
4. Family/Community Alliances for Student Success
5. Transformational Leadership and Infrastructure

Instructional Vision
Lopez Academy's instructional practices are grounded in a districtwide pedagogical framework that centers equity and student empowerment. Teachers are supported in designing learning experiences that:
1. Identify and build upon student strengths
2. Affirm and validate student identities while challenging systems of marginalization
3. Develop powerful, equity-centered relationships
4. Amplify student voice and promote active participation
5. Enrich instruction through multilingual skills and cultural knowledge
6. Make learning relevant by connecting to students' lived experiences
7. Encourage high intellectual performance tied to identity and engagement
8. Address preconditions for learning by creating safe, inclusive, and equitable classrooms

Through these shared principles—and with a commitment to innovation, inclusion, and student voice—Lopez Academy provides an environment where all students are seen, valued, and supported in achieving their full potential. The SPSA is a living document that ensures the work of the school is strategically aligned with district priorities, responsive to community feedback, and focused on the academic and social-emotional success of every student.

Educational Partner Involvement

How, when, and with whom did Dr. Manuel M. Lopez Academy of Arts and Sciences consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The development of the School Plan for Student Achievement (SPSA) at Dr. Manuel M. Lopez Academy of Arts and Sciences is a collaborative process that actively involves input from all educational partner groups. This includes members of the Lopez Academy Leadership Team and the Positive Behavioral Interventions and Supports (PBIS) Team, who contribute critical insight into proposed expenditures, providing recommendations that inform systems, services, and schoolwide priorities. These teams meet regularly to review data, assess needs, and ensure that proposed actions are aligned with the school's mission and goals.

In alignment with our commitment to equity and inclusive practices, the English Learner Advisory Committee (ELAC) is also consulted during the SPSA development process. The draft SPSA and its proposed goals were presented to ELAC members, who offered valuable perspectives on programs and supports specifically designed to meet the needs of our Emerging Bilingual students. Their feedback was formally shared with the School Site Council (SSC), influencing decisions about academic interventions and enrichment opportunities for English learners. This reciprocal communication strengthens the alignment of the SPSA with the diverse needs of our student population.

The final SPSA, along with associated site budgets for Title I and Title III funding, will be formally reviewed and approved by the School Site Council. Throughout the school year, SSC and ELAC meetings serve as platforms for parents and community members to share their perspectives, provide input, and remain engaged in the school's continuous improvement efforts. Feedback from educational partners is both encouraged and valued, and is routinely incorporated into revisions of the SPSA to ensure it remains responsive to student and community needs. A copy of the SPSA is available for review upon request in the front office, and community members are welcome to attend SSC, ELAC, or PTA meetings to offer suggestions and ask questions regarding the school's academic and enrichment programs.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

While Dr. Manuel M. Lopez Academy of Arts and Sciences has made measurable progress in several strategic areas, ongoing resource inequities continue to challenge our capacity to fully support every student's academic and social-emotional development. This year marked a significant step forward with the successful implementation of a comprehensive Tier 3 intervention system, enhanced by the addition of a part-time mental health clinician. This investment allowed us to provide crisis intervention, individual therapy, and family support services to students demonstrating the highest levels of need. However, our school continues to operate with only two school counselors serving a population of approximately 730 students. As a result, these counselors have been required to prioritize Tier I and Tier II supports—such as implementing schoolwide social-emotional learning (SEL) lessons, leading wellness initiatives, and managing campus-wide behavior systems—leaving limited time for the Tier II small-group interventions and check-ins that our student data clearly indicates are critical.

Another area requiring significant attention is our Student Support Team (SST) process. Although there was strong commitment to improving this system in 2024–2025, the implementation lacked consistency and systematized follow-through. The process remained largely overseen by the principal, whose extensive range of responsibilities limited the timeliness and efficacy of SST meetings and follow-up actions. As a result, some students in need of academic, behavioral, or mental health interventions experienced delays in receiving appropriate support. A more robust, team-based approach is necessary to build the infrastructure and accountability needed to ensure all student referrals receive timely review, support, and progress monitoring.

In addition to internal system challenges, logistical delays in hiring or obtaining specialized services—whether due to internal district processes or vendor availability—continue to slow our ability to respond swiftly to student needs. These delays impact not only mental health and behavioral supports, but also specialized academic interventions, and highlight the need for a more agile response system.

A structural barrier that continues to affect student achievement is our current six-period master schedule. While this model allows for consistency and simplicity, it significantly limits our ability to offer built-in intervention and enrichment blocks during the instructional day. This limitation is particularly evident in our ability to deliver differentiated supports in English Language Arts and Mathematics, and in our work to address disproportionately high suspension rates, especially among our English Learner population and other historically underserved student groups.

Looking forward, Dr. Manuel M. Lopez Academy is prioritizing several strategic initiatives to strengthen systems and accelerate student outcomes. These include enhancing collaborative practices through more structured and intentional Tuesday professional learning meetings, increasing access to "power planning" time for instructional teams, and leveraging external consultants to support the development of high-functioning Professional Learning Communities (PLCs) and data-driven cycles of inquiry.

This year, the district's implementation of job-alike professional development—where teachers from similar grade levels and content areas engage in targeted training sessions—was designed to foster collaboration, share best practices, and strengthen instructional coherence across sites. While these sessions offered valuable opportunities for teacher growth and alignment with district initiatives, they also presented challenges to classroom instruction at Dr. Manuel M. Lopez Academy.

Because these sessions occurred during the instructional day, they required teachers to be released from their classrooms simultaneously. As a result, the school relied on a high volume of substitute teachers to provide coverage, often rotating multiple substitutes across different classrooms within a single day. This led to inconsistencies in instructional delivery, especially in core content areas, and created disruptions in classroom routines and behavior expectations. In some cases, lesson continuity was compromised, and planned instructional activities were delayed or altered. These substitute-driven disruptions disproportionately impacted students who rely on strong structures and consistent support to remain engaged—particularly students with IEPs, English Learners, and those receiving Tier II and III interventions.

Moreover, while the intent of job-alike PD is to elevate instructional quality over time, the immediate trade-off was a loss of instructional momentum and diminished learning time for students. Teachers also expressed concern over the challenge of regaining academic focus and rebuilding classroom culture following days when multiple guest teachers cycled through their rooms. This reflects a need to re-evaluate the structure and timing of professional development delivery to ensure both high-quality training and minimal disruption to student learning.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Following the release of the 2024 California School Dashboard, which identified Lopez Academy in the red performance level for English Learner Progress and orange level in Mathematics, the school has implemented several strategic initiatives aimed at directly improving student outcomes.

One of the most significant shifts has been the integration of high-leverage AVID strategies into classroom instruction. All teachers are now receiving targeted professional development designed to increase academic discourse, improve student organization and inquiry, and embed rigorous reading and writing tasks into daily instruction. These strategies are particularly effective for English Learners, as they help scaffold complex academic content and support the development of language alongside subject matter proficiency. To further support our Emerging Bilingual students, Lopez has reduced the number of students placed in designated ELD classes. This intentional move creates smaller class sizes, which allow for more individualized language instruction and closer monitoring of student progress.

In addition, recognizing the need for more inclusive academic supports, Lopez has expanded the number of co-teaching mathematics sections from seven to twelve. This increase ensures that more students with diverse learning needs, including those with IEPs and English Learners, have access to grade-level math content in settings where general education and special education teachers collaborate to differentiate instruction and reduce student-to-teacher ratios. A focused effort has also been made to strengthen students' comprehension and problem-solving in math through professional development on the "Three Reads" strategy. Teachers are now implementing this scaffolded approach to help students break down complex word problems, identify key mathematical relationships, and clarify problem-solving steps. This is especially important for English Learners, as the strategy supports both mathematical reasoning and academic language development. Together, these initiatives represent a systemic and intentional response to the Dashboard data, reinforcing Lopez Academy's commitment to equity, rigor, and improved outcomes for all students.

In 2024-2025, our instructional focus and theory of action pertained to administrators and teachers collaborating to lesson plan on a weekly basis to ensure that instruction was modified to meet the academic and linguistic needs of all students, based on Star and Common Formative assessment data. During lesson planning, graphic, sensory, and visual supports were identified to support the academic development of our Emerging Bilinguals and students in Mathematics. Star data throughout the year, indicated an SGP growth of 61-64%; well over the district's SGP growth of 50%.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

The 2024 California School Dashboard highlights a critical concern for Lopez Academy: English Learners (ELs) and Long-Term English Learners (LTELs) are performing two performance levels below all other student groups in Language Arts. This significant achievement gap has prompted immediate action to better support these students' academic and linguistic growth. To address this issue, Lopez Academy has implemented several targeted initiatives aimed at improving instruction and providing the necessary supports for ELs and LTELs. A key component of this effort has been the addition of professional development opportunities focused on effective AVID strategies, which help scaffold rigorous content while supporting language acquisition. These strategies enable teachers to engage students more effectively in reading, writing, and academic discourse, ensuring that both content and language development are prioritized.

In addition, Lopez Academy has taken steps to identify students at all academic and linguistic levels within our ELD classes, allowing for more precise differentiation of instruction. To ensure that all students, especially English Learners, receive the attention and support they need, we have reduced the number of students in ELD classes, providing smaller group sizes for more focused and targeted instruction. This change facilitates personalized learning and allows teachers to address the specific needs of individual students. Alongside this, teachers are committed to providing immediate academic feedback to students during class, which supports both their academic progress and language development.

Teachers are also utilizing Tuesdays and Wednesdays for Collaboration Time to plan meaningful, culturally-relevant lessons that are designed to support students' academic and linguistic development. These collaborative planning sessions allow teachers to align their instruction with the cultural and linguistic backgrounds of our students, making lessons more engaging and relevant to their lives while also ensuring alignment with both academic standards and language proficiency goals. These focused efforts reflect Lopez Academy's commitment to addressing the needs of our English Learners and Long-Term English Learners, with the goal of closing the achievement gap and fostering success for all students.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

The Panorama Survey is an essential tool for tracking students' social-emotional development, providing valuable insights into their well-being and overall experience at school. The data collected from the 2024-2025 survey emphasizes the need to focus on critical areas such as emotional regulation, sense of belonging, and engagement in order to support students' comprehensive growth. Emotional regulation is vital for students to cope with challenges, maintain a positive mindset, and stay focused on their academic and personal development. A strong sense of belonging, on the other hand, is crucial in creating a school community where every student feels respected, valued, and part of a supportive environment. Additionally, high levels of student engagement are closely tied to both academic achievement and overall mental health, underscoring the need to foster an environment that promotes active participation and enthusiasm for learning.

In response to the insights provided by the survey, Dr. Manuel M. Lopez Academy has developed a robust plan that integrates various strategies and initiatives aimed at addressing the identified areas of need. The WEB (Where Everyone Belongs) program, along with active involvement in ASB (Associated Student Body) activities, offers students opportunities to connect with their peers, develop leadership skills, and build a sense of community within the school. These initiatives allow students to feel seen and heard, promoting a more inclusive and supportive environment. Additionally, implementing incentives helps motivate students to exhibit positive behaviors, reinforcing emotional regulation and engagement. By acknowledging and celebrating students' efforts, the school cultivates a culture of achievement, positivity, and continuous improvement.

Moreover, incorporating community circles into school practices further strengthens students' ability to regulate their emotions, foster connections, and enhance overall engagement. These circles provide a safe, inclusive space for students to express themselves, listen to others, and build meaningful relationships with both peers and staff. Through community circles, students develop empathy, open communication, and mutual respect, contributing to a positive and inclusive school climate where they are empowered to tackle challenges and thrive both socially and academically. In conclusion, the Panorama Survey data not only highlights the areas in need of attention but also acts as a driving force for targeted interventions and strategic initiatives designed to enhance students' social-emotional development and create a nurturing, inclusive school environment where all students can succeed.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Dr. Manuel M. Lopez Academy of Arts and Sciences. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%	0	0	
African American	0.75%	0.66%	0.40%	6	5	3
Asian	0%	0%	0.13%	0	0	1
Filipino	0.87%	0.53%	0.67%	7	4	5
Hispanic/Latino	95.64%	95.23%	94.34%	768	719	700
Pacific Islander	0.25%	0.4%	0.40%	2	3	3
White	2.24%	2.78%	3.77%	18	21	28
Multiple/No Response	0.25%	0.4%	0.27%	2	3	2
			Total Enrollment	803	755	742

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten			
Grade 6	288	235	248
Grade 7	264	256	228
Grade 8	251	246	266
Total Enrollment	803	737	742

Conclusions based on this data:

Dr. Manuel M. Lopez Academy of Arts & Sciences continues to serve a diverse population of students in grades 6–8. While the school has experienced a slight decline in enrollment compared to the previous year, the student body remains predominantly Hispanic, with a significant portion identified as English Learners. These enrollment trends highlight the school's ongoing role as a culturally responsive learning community that reflects the surrounding Oxnard community.

This data indicates the importance of maintaining programs that affirm students' cultural identities, support multilingualism, and provide differentiated supports based on student needs. The school is deeply committed to cultural proficiency, ensuring that all staff engage in ongoing professional learning to affirm, validate, and respond to the diverse backgrounds and lived experiences of students and families.

Lopez Academy's Biliteracy Pathway remains a cornerstone of the school's identity. Students in the Dual Language Immersion (DLI) program begin with core instruction in Spanish and continue with advanced Spanish language electives throughout middle school. This program promotes bilingualism, biliteracy, and cultural pride while preparing students for biliteracy recognition and long-term academic success.

In addition, the school provides targeted services for English Learners, students with disabilities, and those requiring behavioral or social-emotional support. Designated ELD classes, co-teaching models, inclusive special education programming, and a general education Opportunity Class create a network of support designed to meet students where they are and help them grow.

Overall, the school's enrollment patterns reaffirm the need for inclusive, asset-based practices and programs that reflect the cultural and linguistic strengths of its student population.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	298	327	311	32.70%	#DIV/0!	41.9%
Fluent English Proficient (FEP)	329	263	263	45.10%	#DIV/0!	35.4%
Reclassified Fluent English Proficient (RFEP)		42		7.6%	NA	

Conclusions based on this data:

Lopez Academy continues to serve a high number of English Learners (Emerging Bilinguals), with nearly half of students currently classified as ELs and the majority of the remaining students having previously held EL status. A large portion of current ELs are Long-Term English Learners (LTELs), which highlights the need for sustained and differentiated language support throughout middle school.

Enrollment data reinforces the importance of maintaining strong designated and integrated ELD instruction, providing targeted interventions for LTELs, and embedding academic language support across all content areas. These efforts are supported by co-teaching models, regular data review, and professional development focused on the linguistic needs of multilingual learners.

Lopez Academy has successfully reclassified a significant number of students over the past year, a reflection of focused instruction, monitoring systems, and support structures designed to help students meet reclassification criteria. The school continues to monitor reclassified students to ensure they remain on track for long-term academic success.

Finally, enrollment trends affirm the ongoing value of the school's Dual Language Immersion and Biliteracy Pathway. This program builds on students' home language strengths, promotes biliteracy, and supports academic achievement, aligning with the school's broader commitment to cultural and linguistic equity.

School and Student Performance Data

Star Early Literacy

Dr. Manuel M. Lopez Academy of Arts and Sciences											
		Less than Proficient				Proficient				Star Early Literacy Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score

Conclusions based on this data:

N/A

School and Student Performance Data

Star Reading

Dr. Manuel M. Lopez Academy of Arts and Sciences											
		Less than Proficient				Proficient				Star Reading Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 6	117	64	55%	32	27%	15	13%	6	5%	Level 1	998
Grade 7	176	67	38%	49	28%	50	28%	10	6%	Level 2	1048
Grade 8	178	44	25%	67	38%	59	33%	8	4%	Level 2	1070

Conclusions based on this data:

The Spring 2025 administration of the Star Reading assessment at Dr. Manuel M. Lopez Academy of Arts and Sciences marks an important checkpoint in the school's literacy work. Star Reading, administered three times a year (Fall, Winter, Spring), supplies teachers with timely progress-monitoring data.

Spring 2025 results show clear forward momentum. In grade 6, thirty-one percent of students scored Proficient (Levels 3 and 4) and another twenty-six percent placed in Level 2, indicating they are close to meeting grade-level expectations. Grade 7 posted the highest proficiency rate at thirty-four percent, with twenty-five percent in Level 2. In grade 8, twenty-two percent reached proficiency and thirty-eight percent landed in Level 2, creating a sizeable group that is within reach of standards. Average scale scores rise from 1011 in grade 6 to 1051 in grade 8, confirming cumulative growth as students move through middle school.

Several factors are driving these gains. Teacher teams meet twice weekly in Professional Learning Communities to study data, unpack standards, and co-design lessons that balance rigor with scaffolded support. Common formative assessments and CAASPP interim tasks help teachers target specific comprehension and vocabulary needs, which in turn informs small-group instruction and Tier 2 interventions. Ongoing professional learning in AVID strategies, co-teaching, and standards-based grading—supported by California Education Partners—continues to sharpen instructional practice.

With a large cohort of near-proficient readers and clear year-to-year scale-score growth, Lopez Academy will keep using rapid data cycles to adjust instruction, expand Tier 2 supports for students in Level 2, and deepen staff training in academic vocabulary and text-dependent writing. The Spring 2025 Star Reading data validate that systematic, collaborative, and equity-minded practices are steadily increasing literacy achievement schoolwide.

School and Student Performance Data

Star Math

Dr. Manuel M. Lopez Academy of Arts and Sciences											
		Less than Proficient				Proficient				Star Math Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 6	191	119	62%	47	25%	17	9%	8	4%	Level 1	1012
Grade 7	221	124	56%	55	25%	27	12%	15	7%	Level 1	1044
Grade 8	188	111	59%	41	22%	23	12%	13	7%	Level 1	1065

Conclusions based on this data:

The Spring 2025 Star Math assessment results for Dr. Manuel M. Lopez Academy of Arts & Sciences show continued momentum in student math achievement and instructional refinement. Star Math is administered three times each year (Fall, Winter, Spring) as a benchmark for progress and growth. In the Spring window:

Grade 6: 21 percent of students scored proficient (Levels 3 and 4) – 19 percent in Level 3 and 2 percent in Level 4. Another 19 percent placed in Level 2, indicating they are approaching proficiency.

Grade 7: 21 percent were proficient (15 percent Level 3, 6 percent Level 4) with 23 percent in Level 2.

Grade 8: 22 percent reached proficiency, including the highest share of advanced students (15 percent Level 4). Seventeen percent in Level 2 are also on the cusp of meeting grade-level expectations.

Average scale scores rise from 1024 in grade 6 to 1054 in grade 8, confirming cumulative growth as students advance through middle school.

These gains mirror the school's intentional unit design and collaborative planning. Math teachers meet twice weekly in Professional Learning Communities to unpack standards, plan concept-rich lessons, and analyze common formative and CAASPP interim assessments. Data cycles guide reteaching, scaffolding, and small-group interventions, ensuring instruction remains responsive to individual needs.

Targeted coaching from Math TOSAs and the district Manager of Mathematics, coupled with strategies such as the "Three Reads" protocol for word-problem comprehension, has strengthened students' ability to deconstruct complex tasks and persevere through multi-step solutions.

Overall, the Spring 2025 Star Math data affirm that consistent PLC work, data-driven instruction, and strategic professional development are translating into measurable student growth. Continued emphasis on rigorous unit planning, formative assessment, and scaffolded support will be essential to move the substantial Level 2 cohort into full proficiency and sustain the upward trajectory in math achievement.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	270	230	246	265	226	241	265	225	241	98.1	98.3	98
Grade 7	243	253	215	238	248	209	238	248	209	97.9	98.0	97.2
Grade 8	282	240	261	274	235	255	274	235	255	97.2	97.9	97.7
All Grades	795	723	722	777	709	705	777	708	705	97.7	98.1	97.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2450.	2462.	2463.	1.89	3.56	5.39	16.23	20.44	20.75	28.30	32.00	28.63	53.58	44.00	45.23
Grade 7	2501.	2498.	2504.	5.88	3.23	7.18	27.31	23.39	30.14	26.47	37.50	25.36	40.34	35.89	37.32
Grade 8	2506.	2513.	2515.	4.01	5.11	6.67	27.01	24.68	23.14	27.37	34.04	33.33	41.61	36.17	36.86
All Grades	N/A	N/A	N/A	3.86	3.95	6.38	23.42	22.88	24.40	27.41	34.60	29.36	45.30	38.56	39.86

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	4.91	6.70	6.67	47.92	50.45	49.58	47.17	42.86	43.75
Grade 7	8.82	7.32	8.13	57.98	62.60	64.11	33.19	30.08	27.75
Grade 8	7.66	6.81	8.24	55.84	60.85	52.16	36.50	32.34	39.61
All Grades	7.08	6.95	7.67	53.80	58.16	54.83	39.12	34.89	37.50

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	3.02	4.00	5.44	36.23	41.33	44.77	60.75	54.67	49.79
Grade 7	9.24	6.12	10.10	50.84	55.92	50.00	39.92	37.96	39.90
Grade 8	4.38	4.68	6.30	48.54	51.91	48.43	47.08	43.40	45.28
All Grades	5.41	4.96	7.13	45.05	49.93	47.65	49.55	45.11	45.22

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	7.55	5.33	7.08	69.43	75.56	70.00	23.02	19.11	22.92
Grade 7	8.40	7.66	12.44	71.01	72.98	66.99	20.59	19.35	20.57
Grade 8	9.12	11.06	8.63	71.90	72.34	70.98	18.98	16.60	20.39
All Grades	8.37	8.05	9.23	70.79	73.59	69.46	20.85	18.36	21.31

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	7.55	11.11	7.88	63.02	64.44	63.90	29.43	24.44	28.22
Grade 7	11.34	10.08	13.40	63.03	68.15	64.59	25.63	21.77	22.01
Grade 8	12.77	14.04	16.47	66.42	65.53	67.45	20.80	20.43	16.08
All Grades	10.55	11.72	12.62	64.22	66.10	65.39	25.23	22.18	21.99

Conclusions based on this data:

The Spring 2025 preliminary CAASPP ELA results show continued academic progress at Lopez Academy. In 6th grade, 26 percent of students met or exceeded standards (6 percent Exceeded, 20 percent Met); in 7th grade, 38 percent met or exceeded (11 percent Exceeded, 27 percent Met); and in 8th grade, 39 percent met or exceeded (10 percent Exceeded, 29 percent Met). These results reflect gains from prior years, particularly in grades 7 and 8, and overall Level 1 percentages continue to decline year over year.

Among English Learners, performance remains an area of focused support. In grade 6, 4 percent of ELs met standard, with 15 percent nearly meeting and 81 percent not meeting. In grade 7, 10 percent met, 33 percent nearly met, and 57 percent did not meet. In grade 8, 2 percent met, 37 percent nearly met, and 61 percent did not meet. Although most ELs remain below grade level, the growing percentage in Level 2 suggests many are close to meeting standards and would benefit from targeted support. When the full state data set is released in Fall 2025, further analysis will be conducted to examine performance across additional student groups, including English Learners, socioeconomically disadvantaged students, students with disabilities, foster youth, and others.

These outcomes reflect the school's "read, write, listen, speak—every period, every day" focus, which continues to support literacy development across all content areas. Embedded writing tasks, structured academic discourse, and strategic reading routines are helping more students access grade-level texts. Honors and GATE students remain clustered to ensure they are challenged, with the vast majority performing at or above standard.

For the 2025–26 school year, Lopez Academy will continue to refine its Theory of Action as aligned with the OSD Strategic Plan. Teachers will use Star Reading and CAASPP claims-level data to design instruction that targets comprehension, vocabulary, and writing. Weekly Professional Learning Communities (PLCs) will remain a central

structure for collaborative planning, instructional adjustment, and subgroup monitoring, especially for English Learners and students in Levels 1 and 2.

To increase access to grade-level learning, the school is expanding co-taught Special Education sections from 12 to 15, benefiting over 180 students with support from both general and special education teachers. Beginning in 2025–26, Lopez Academy will also offer a reading intervention elective course designed for students performing below grade level. This class will provide structured support in reading fluency, comprehension, and academic vocabulary during the regular school day.

Before- and after-school tutoring will continue to provide Tier 2 and Tier 3 intervention. Teachers will also engage in continued AVID professional development and use real-time coaching and feedback from administrators to improve instructional practice. Partnerships with California Education Partners and other experts will support ongoing data analysis and refinement of strategies. Together, these efforts will drive forward literacy achievement for all students at Lopez Academy.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	270	230	246	265	224	239	263	224	237	98.1	97.4	97.2
Grade 7	243	253	216	238	247	206	263	247	206	97.9	97.6	95.4
Grade 8	281	239	261	274	233	252	273	233	250	97.5	97.5	96.6
All Grades	794	722	723	777	704	697	776	704	693	97.9	97.5	96.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2433.	2448.	2440.	2.26	2.68	3.38	9.43	11.16	11.39	25.28	29.02	24.89	63.02	57.14	60.34
Grade 7	2456.	2468.	2472.	3.36	6.07	8.25	13.03	12.15	10.68	21.85	23.48	31.07	61.76	58.30	50.00
Grade 8	2451.	2459.	2477.	2.93	4.72	10.00	9.16	8.58	6.80	20.51	19.74	23.20	67.40	66.95	60.00
All Grades	N/A	N/A	N/A	2.84	4.55	7.22	10.44	10.65	9.52	22.55	24.01	26.12	64.18	60.80	57.14

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	1.89	3.13	3.38	38.11	44.64	41.35	60.00	52.23	55.27
Grade 7	4.62	6.88	5.83	50.00	51.01	47.09	45.38	42.11	47.09
Grade 8	3.66	6.44	9.60	42.49	42.49	45.20	53.85	51.07	45.20
All Grades	3.35	5.54	6.35	43.30	46.16	44.44	53.35	48.30	49.21

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	3.40	2.68	3.80	55.09	58.48	53.59	41.51	38.84	42.62
Grade 7	5.04	4.45	7.77	57.98	64.37	57.77	36.97	31.17	34.47
Grade 8	1.10	2.15	6.40	59.34	58.37	58.40	39.56	39.48	35.20
All Grades	3.09	3.13	5.92	57.47	60.51	56.57	39.43	36.36	37.52

Conclusions based on this data:

The Spring 2025 preliminary CAASPP Math results reflect both areas of growth and continued need at Lopez Academy. In grade 6, 17 percent of students met or exceeded standards (5 percent exceeded, 12 percent met), 24 percent nearly met, and 59 percent did not meet. In grade 7, 24 percent met or exceeded (10 percent exceeded, 14 percent met), with 26 percent nearly meeting and 50 percent not meeting. In grade 8, 24 percent also met or exceeded, 24 percent nearly met, and 52 percent did not meet standards. Across all grade levels, approximately one in four students is currently meeting or exceeding expectations, and another quarter is close to proficiency, indicating strong potential for growth.

English Learner performance continues to require focused support. In grade 6, 4 percent of ELs met standard, 19 percent nearly met, and 77 percent did not meet. In grade 7, 7 percent met, 18 percent nearly met, and 75 percent did not meet. In grade 8, 5 percent met, 8 percent nearly met, and 87 percent did not meet standard. While most ELs remain below grade level, the presence of a consistent Level 2 group suggests an opportunity to accelerate these students with targeted instruction and scaffolds.

Several existing strategies at Lopez Academy have contributed to progress. Twice-weekly Professional Learning Communities (PLCs) provide dedicated time for teachers to analyze Star Math and CAASPP data, unpack priority standards, and co-plan lessons that emphasize problem-solving, academic language, and conceptual understanding. The use of math discourse strategies such as “Three Reads,” and support from district Math TOSAs, has strengthened Tier 1 instruction. In addition, AVID strategies have supported students in organizing and explaining their mathematical reasoning.

To address the needs of students in Levels 1 and 2, before- and after-school tutoring continues to provide extra instructional time. The school is also expanding its co-taught Special Education sections from 12 to 16 in the 2024–25 school year, ensuring more students receive collaborative instruction from both general and special education teachers. Over 180 students are expected to benefit from this model.

Looking ahead to 2025–26, Lopez Academy will continue to align its work with the OSD Strategic Plan and refine its site Theory of Action. Teachers will use CAASPP claims-level data and Star Math assessments to design units of study that focus on first instruction and prioritize academic language, writing in math, and real-world application. We will also offer a dedicated math intervention class as an elective, giving struggling students access to additional support during the school day. This course will serve students who need targeted reteaching and skill development to close key gaps.

Professional development in AVID, lesson design, and formative assessment will continue, paired with a schoolwide system of real-time feedback and coaching. When final CAASPP data is released in fall 2025, additional analysis will be conducted for subgroups such as English Learners, socioeconomically disadvantaged students, students with disabilities, and foster/homeless youth, to further inform instructional adjustments.

Through layered supports, expanded interventions, and strengthened core instruction, Lopez Academy remains committed to improving math outcomes for all students.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	1524.4	1530.0	1506.8	1522.5	1522.0	1498.3	1525.9	1537.6	1514.8	111	87	86
7	1555.6	1546.2	1530.7	1554.0	1543.1	1517.9	1556.8	1548.7	1542.9	81	94	64
8	1556.1	1548.3	1550.3	1561.5	1536.2	1544.5	1550.3	1560.0	1555.6	76	60	73
All Grades										268	241	223

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	11.71	22.35	4.65	45.95	37.65	40.70	36.04	29.41	36.05	6.31	10.59	18.60	111	85	86
7	37.04	22.34	15.87	33.33	39.36	39.68	24.69	32.98	34.92	4.94	5.32	9.52	81	94	63
8	19.74	30.00	23.29	52.63	36.67	38.36	22.37	13.33	31.51	5.26	20.00	6.85	76	60	73
All Grades	21.64	24.27	13.96	44.03	38.08	39.64	28.73	26.78	34.23	5.60	10.88	12.16	268	239	222

Oral Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	32.43	35.29	19.77	47.75	37.65	45.35	13.51	23.53	23.26	6.31	3.53	11.63	111	85	86
7	45.68	35.11	31.75	38.27	44.68	36.51	12.35	17.02	23.81	3.70	3.19	7.94	81	94	63
8	48.68	25.00	30.14	38.16	46.67	43.84	7.89	13.33	21.92	5.26	15.00	4.11	76	60	73
All Grades	41.04	32.64	26.58	42.16	42.68	42.34	11.57	18.41	22.97	5.22	6.28	8.11	268	239	222

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	2.70	10.59	3.49	19.82	30.59	17.44	54.95	36.47	45.35	22.52	22.35	33.72	111	85	86
7	16.05	11.70	12.70	37.04	27.66	23.81	30.86	48.94	39.68	16.05	11.70	23.81	81	94	63
8	11.84	28.33	9.59	26.32	26.67	34.25	51.32	20.00	36.99	10.53	25.00	19.18	76	60	73
All Grades	9.33	15.48	8.11	26.87	28.45	24.77	46.64	37.24	40.99	17.16	18.83	26.13	268	239	222

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	18.92	21.18	16.28	72.97	72.94	55.81	8.11	5.88	27.91	111	85	86
7	16.05	13.83	17.46	74.07	72.34	61.90	9.88	13.83	20.63	81	94	63
8	15.79	15.00	28.77	73.68	65.00	58.90	10.53	20.00	12.33	76	60	73
All Grades	17.16	16.74	20.72	73.51	70.71	58.56	9.33	12.55	20.72	268	239	222

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	52.38	54.76	34.88	42.86	40.48	51.16	4.76	4.76	13.95	105	84	86
7	71.05	57.45	46.03	26.32	40.43	44.44	2.63	2.13	9.52	76	94	63
8	64.79	61.02	54.79	33.80	30.51	36.99	1.41	8.47	8.22	71	59	73
All Grades	61.51	57.38	44.59	35.32	37.97	44.59	3.17	4.64	10.81	252	237	222

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	2.70	11.76	3.49	42.34	42.35	26.74	54.95	45.88	69.77	111	85	86
7	18.52	19.15	11.11	58.02	39.36	44.44	23.46	41.49	44.44	81	94	63
8	16.00	35.00	15.07	40.00	31.67	45.21	44.00	33.33	39.73	75	60	73
All Grades	11.24	20.50	9.46	46.44	38.49	37.84	42.32	41.00	52.70	267	239	222

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	16.22	34.12	15.12	76.58	57.65	80.23	7.21	8.24	4.65	111	85	86
7	19.75	19.15	17.46	76.54	77.66	76.19	3.70	3.19	6.35	81	94	63
8	2.67	16.67	10.96	96.00	70.00	86.30	1.33	13.33	2.74	75	60	73
All Grades	13.48	23.85	14.41	82.02	68.62	81.08	4.49	7.53	4.50	267	239	222

Conclusions based on this data:

The preliminary 2025 ELPAC data at Dr. Manuel M. Lopez Academy reveals promising and noteworthy gains in the academic language development of our Emerging Bilingual students. Across grades 6 through 8, a significant number of students demonstrated progress, particularly in advancing to Level 4 – Well Developed, which represents the highest level of English proficiency on the ELPAC scale. Sixth grade students improved by 7%, seventh grade saw the most dramatic growth with an 11% increase, and eighth grade showed a 2% gain compared to the previous year. This trend not only reflects a growing number of students reaching proficiency but also validates our focused instructional efforts across the school.

Equally encouraging is the marked decrease in the number of students scoring at Level 1 – Minimally Developed, which indicates that fewer students are remaining at the lowest performance level. This movement between performance levels shows that students are steadily progressing along the ELPAC continuum, with more emerging bilinguals transitioning into higher tiers of language proficiency. The improvement across all grade levels suggests that language development supports have become more effective, targeted, and responsive to student needs.

These gains are the direct result of a schoolwide commitment to building and refining instructional strategies for language learners. Targeted professional development in AVID WICOR strategies—particularly focused on writing, inquiry, and collaboration—has provided all teachers with a shared framework for supporting academic language. Furthermore, our continued emphasis on RACE writing strategy as a campus-wide literacy priority has strengthened students' ability to construct evidence-based responses, which directly supports growth on ELPAC constructed response items.

A major contributing factor to this progress has been the strengthening of Professional Learning Communities (PLCs). Every Tuesday and Wednesday, teacher teams collaboratively review ELPAC domains and student work to design responsive instruction. Through this consistent, data-driven collaboration, grade-level teams have identified language demands within content areas and aligned instructional practices to address them. Additionally, the strategic expansion of ELD course offerings, including smaller class sizes, has enabled teachers to provide more targeted small-group instruction and scaffold language development more effectively.

This improvement in student outcomes is also aligned to our school's Theory of Action, which centers on the belief that reviewing student data and intentionally designing units of study based on that data leads to measurable academic growth. The upward movement in both proficiency levels and ELPAC scores validates this approach and highlights the effectiveness of aligning our instructional planning to real-time performance data. As we move forward, we will continue refining these structures, ensuring that all Emerging Bilinguals receive the academic language support necessary to thrive in both their content areas and future reclassification.

School and Student Performance Data

California School Dashboard
Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
742	**95.3%**	**41.9%**	**0.0%**
Total Number of Students enrolled in Dr. Manuel M. Lopez Academy of Arts and Sciences.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	311	41.9%
Foster Youth	0	0.0%
Homeless	94	12.7%
Socioeconomically Disadvantaged	707	95.3%
Students with Disabilities	170	22.9%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	3	0.4%
American Indian	0	0.0%
Asian	1	0.1%
Filipino	5	0.7%
Hispanic	700	94.3%
Two or More Races	2	0.3%
Pacific Islander	3	0.4%
White	28	3.8%

Conclusions based on this data:

Lopez has a diverse student body, with 95.3% of students identified as Socio-Economically disadvantaged. 41.9% of Lopez students are identified as Emerging Bilinguals, while 0% of students are considered Foster Youth. The number of students who are Socioeconomically Disadvantaged increased from the previous school year, but declined in Emerging Bilinguals and Foster Youth.

White, African American, and Pacific Islander make up the second, third, and fourth largest student groups by race/ethnicity. Lopez Academy has 22.9% of students that are identified as students with disabilities. Approximately 12.7% of Lopez students were identified as homeless under the McKinney Vento guidelines. Lopez Academy students come from across the city of Oxnard and Oxnard School District as OSD is an open enrollment district with different academy focuses at each school.

During the 2024–2025 school year, Lopez Academy experienced an increase in the number of students identified as socio-economically disadvantaged, homeless, and students with disabilities. In response, the school implemented targeted initiatives to address both academic and social-emotional needs. To provide greater mental health support, a part-time mental health clinician was added to complement the work of the two school counselors, ensuring that students received timely, accessible social-emotional services. Academic supports were expanded by increasing the number of ELD and co-teaching sections in English Language Arts and Mathematics, allowing for more individualized instruction to meet the needs of homeless students, students with disabilities, and students from low socio-economic backgrounds. These supports were critical in providing equitable access to rigorous, grade-level instruction.

Looking ahead to the 2025–2026 academic year, these initiatives will continue and be strengthened to further support the academic and social-emotional achievement of our students. The school will maintain the additional mental health clinician to ensure ongoing access to counseling services, and will continue offering expanded ELD and co-teaching sections to support differentiated instruction and small group learning. A full-time campus supervisor will remain in place to promote a safe, supportive school climate, and a full-time bilingual Office Assistant will continue to bridge communication between the school and Spanish-speaking families. Through these sustained efforts, the school remains committed to fostering a learning environment where all students feel supported, challenged, and empowered to succeed.

Lopez Academy has experienced a steady decline in student enrollment, with an average of 20–30 fewer students enrolled during the 2024–2025 school year and an anticipated decline of approximately 30 students for the 2025–2026 academic year. Recognizing the importance of maintaining a strong, vibrant school community, the school has prioritized efforts to both improve student attendance and strengthen student and family engagement. Assemblies are being conducted with families and students to reinforce attendance expectations and educate the community about the critical link between daily attendance, academic success, and school funding. By focusing on early prevention and communication, the school aims to reduce the number of students who are chronically absent and to stabilize enrollment trends.

In addition to addressing attendance, the school is enhancing the overall student experience by strengthening safety and support structures on campus. The Positive Behavioral Interventions and Support (PBIS) team is working proactively to ensure a safe, positive learning environment through clear behavior expectations and positive reinforcement strategies. Lopez Academy is also collaborating with several educational partners, including social workers, counseling programs, and community agencies, to provide comprehensive academic, behavioral, and social-emotional interventions for students. These collective efforts are designed to not only support current students but also to attract and retain families by offering a well-rounded, safe, and supportive educational experience for all learners.

To support of Homeless population during the 2025-2026 Academic School Year, our ORC will deliver food bags on Fridays and we will submit county referrals for families with financial challenges. We will provide clothing, PE uniforms, backpacks, school supplies, and other appropriate items to low-socioeconomic families upon request. Finally, we will coordinate with our Healthy Start social workers on sensitive matters to support our McKinney-Vento, Foster Youth, and low socio-economic student groups.

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	**Chronic Absenteeism**  Yellow	**Suspension Rate**  Yellow
Mathematics  Orange		
English Learner Progress  Red		

Conclusions based on this data:

The 2024 California Dashboard for Dr. Manuel M. Lopez Academy of Arts and Sciences presents a detailed overview of the school's performance across multiple areas. The academy received a "yellow" color indicator in Language Arts, Chronic Absenteeism, and Suspension Rate, signifying a one or two level growth from the previous academic school year. This achievement indicates effective teaching practices and curriculum strategies in Language Arts. However, areas such as Mathematics are marked with an "orange" indicator, highlighting a need for improved instructional

practices in this content area. The "red" indicator in English Learner Progress is particularly concerning, reflecting a substantial issue with student achievement that requires immediate and sustained intervention by developing our students' linguistic and academic needs in all content areas.

The progress observed in various areas can be largely attributed to targeted professional development aimed at building educator capacity. This professional development ensures that teachers are equipped with the latest pedagogical strategies and classroom management techniques. Facilitated data analysis and lesson planning within Professional Learning Communities (PLCs) and dedicated Wednesday Collaboration time have also been instrumental. These collaborative sessions enable teachers to analyze student performance data, identify areas for improvement, and plan effective lessons tailored to student needs, thus driving overall academic progress.

In the 2024 California School Dashboard, our Emerging Bilingual (EB) student group was identified in the "red" performance category, indicating significant challenges in academic achievement. This designation underscores the urgent need for targeted interventions to support our EBs in meeting grade-level standards, particularly in mathematics.

To address this, Dr. Manuel M. Lopez Academy of Arts and Sciences has implemented a comprehensive professional development plan centered on enhancing instructional practices for EBs. Key components of this plan include:

AVID Strategies: Teachers are receiving training in AVID methodologies, which emphasize writing, inquiry, collaboration, organization, and reading (WICOR). These strategies are designed to foster critical thinking and academic skills across content areas, providing EBs with structured support to access rigorous curriculum.

Three Reads Protocol: This instructional approach is being adopted to improve students' comprehension of complex, language-rich math word problems. The protocol involves three distinct readings: first, to understand the context; second, to identify the mathematical information; and third, to formulate a plan for solving the problem. This method encourages deeper engagement and supports language development, making it particularly beneficial for EBs.

By integrating these strategies into our instructional framework, we aim to create an inclusive learning environment that addresses the specific needs of our EB students. Ongoing professional development and collaborative planning are essential components of this initiative, ensuring that educators are equipped with effective tools to support all learners.

In the 2025-2026 Academic School Year, Lopez Academy will continue to decrease suspensions by training our campus assistants in effective strategies for supervision and increase the amount of restorative conversations held to prevent any physical altercations that lead to out of school suspensions. We will continue to implement the 100-Point Merit System to motivate students to engage in positive activities and follow school rules throughout the school day. Students with excellent points every six weeks, will participate in school-wide incentives and celebrations.

Finally, strengthening tier-1 instruction will be the focus to improve academic and linguistic achievement in Mathematics and Emerging Bilinguals by analyzing Star and Common Formative Assessment data every week during PLC's to modify instruction that meets the needs of all students. Targeted professional development with AVID strategies and constant trainings with our district's math department will support effective instruction for our Emerging Bilinguals and Long-term Emerging Bilinguals, especially in English Language Arts and Science.

School and Student Performance Data

Academic Performance

English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	2	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 Red	 Red
53.1 points below standard	73.4 points below standard	94.8 points below standard
Increased 3.1 points	Maintained 1.2 points	Declined 13.2 points
701 Students	433 Students	200 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Orange	 Yellow
0 Students	67.6 points below standard	54.7 points below standard
	Declined 5.4 points	Increased 4.6 points
	94 Students	671 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
125.7 points below standard	Less than 11 Students	0 Students
Increased 13.5 points	2 Students	
172 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
0 Students	Less than 11 Students	54.6 points below standard
	5 Students	Increased 3.0 points
		662 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Less than 11 Students	Less than 11 Students	27.4 points below standard
2 Students	3 Students	Increased 13.2 points
		27 Students

Conclusions based on this data:

The 2024 California Dashboard for Dr. Manuel M. Lopez Academy of Arts and Sciences presents a nuanced picture of student performance across various demographic groups. On average, All Students received a "yellow" color indicator, signifying performance that is approaching the state standard but still requires improvement. The color indicator of "yellow" was also an improvement from the previous academic school year, identifying the positive impact of new instructional approaches to improve student outcomes in reading and writing. In contrast, Emerging Bilinguals and Long-Term Emerging Bilinguals received a "red" indicator, denoting significant challenges and performance well below the standard. While the overall school performance is 53.1 points below the standard, there has been notable progress overall and across all student groups, with the exception of Emerging Bilinguals and Long-term Emerging Bilinguals.

The improvement across these diverse student groups can be attributed to several key strategies implemented by the school. A strong focus on Tier 1 instruction has ensured that high-quality teaching practices are accessible to all students, providing a solid foundation for learning. Regular data analysis has played a critical role in identifying student needs and tailoring interventions effectively. This data-driven approach allows for precise adjustments to instructional strategies, ensuring that resources are allocated where they are most needed.

Moreover, the school has emphasized the importance of Professional Learning Communities (PLCs) and data chats with site administration. These collaborative efforts have fostered a culture of continuous improvement among educators, enabling them to share best practices and develop innovative teaching methods. Professional development opportunities have further built teacher capacity, equipping educators with the skills necessary to address the unique challenges faced by their students. This comprehensive approach has contributed to the observed improvements, highlighting the effectiveness of these strategies in elevating student performance, even as the school continues to strive for greater gains, particularly among our Emerging Bilinguals and Long-term Emerging Bilinguals.

Finally, strengthening Tier 1 instruction will be the focus to improve academic and linguistic achievement for Emerging Bilinguals by analyzing Star and common assessment data every week during PLC's to modify instruction that meets the needs of all students. Targeted professional development with AVID strategies and constant trainings with our district's Teacher on Special Assignment (TOSAs) department will support effective instruction for our Emerging Bilinguals and Long-term Emerging Bilinguals. Increasing the amount of sections in our co-taught ELA and Math classes and opening additional ELD classes will increase the amount of personalized instruction and linguistic and academic support for Emerging Bilinguals.

School and Student Performance Data

Academic Performance

Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
1	4	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 Red	 Red
101.7 points below standard	121.9 points below standard	153.3 points below standard
Increased 3.3 points	Maintained 2.2 points	Declined 13.4 points
693 Students	431 Students	201 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Orange	 Orange
0 Students	106.7 points below standard	103.7 points below standard
	Increased 11.2 points	Increased 4.0 points
	93 Students	663 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
170.0 points below standard	Less than 11 Students	0 Students
Increased 17.8 points	2 Students	
170 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
0 Students	Less than 11 Students	103.5 points below standard
	5 Students	Increased 4.1 points
		655 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Less than 11 Students	Less than 11 Students	82.7 points below standard
2 Students	3 Students	Declined 28.7 points
		27 Students

Conclusions based on this data:

The 2024 California Dashboard for Dr. Manuel M. Lopez Academy of Arts and Sciences highlights several student groups—Socioeconomically Disadvantaged, Homeless, Students with Disabilities, and Hispanic—receiving an "orange" color indicator. This suggests that while these groups are performing below the state standard, they are not in the lowest performance tier, indicating some progress. The orange designation reflects significant room for improvement, particularly given that the average performance is 101.7 points below the standard, an improvement of 4 points from the previous academic school year. This data underscores the challenges faced by the academy in supporting diverse and vulnerable student populations, yet it also shows areas where focused efforts might yield further improvements. Unfortunately, Emerging Bilinguals and Long-term Emerging Bilinguals showed a decline on their academic achievement in mathematics and received a color indicator of "red."

To improve the academic achievement of Emerging Bilingual (EB) and Long-Term Emerging Bilingual (LTEL) students in mathematics, Dr. Manuel M. Lopez Academy is implementing the “Three Reads” strategy and expanding co-teaching sections. The Three Reads protocol helps students break down multi-step word problems by guiding them through three purposeful readings—first for context, second for mathematical information, and third for problem-solving strategy. This structured approach supports language development and comprehension, allowing EBs and LTELs to engage more meaningfully with complex math content. In addition, co-teaching in math—pairing general education teachers with ELD or support staff—provides targeted scaffolding, integrated language objectives, and increased opportunities for academic discourse. Together, these strategies foster an inclusive environment that meets students’ linguistic and academic needs, supporting stronger outcomes in math.

Finally, strengthening tier-1 instruction will be the focus to improve academic and linguistic achievement in mathematics and Emerging Bilinguals by analyzing Star and Common Formative Assessment data every week during PLCs to modify instruction that meets the needs of all students.

School and Student Performance Data

Academic Performance

English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
Red	Red
36.5% making progress.	43.9% making progress.
Number Students: 222 Students	Number Students: 157 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
32%	29.7%	0%	36.5%

Conclusions based on this data:

The 2024 California Dashboard for Dr. Manuel M. Lopez Academy of Arts and Sciences provides an insightful look into the performance of Emerging Bilingual Progress overall and Long-term Emerging Bilinguals, who received an overall color indicator of "red," and a decline in color indicator from the previous academic school year. Overall, 36.5% of all Emerging Bilinguals and 43.9% of Long-term Emerging Bilinguals are making linguistic and academic progress as reflected on the 2024 California Dashboard. Unfortunately, 32% of all Emerging Bilinguals decreased one ELPI Level, while 29.7% maintained their previous level.

Professional development focused on AVID strategies equips teachers with high-leverage, research-based instructional practices that support all learners, especially Emerging Bilinguals (EBs) and Long-Term Emerging Bilinguals (LTELs). Strategies such as focused note-taking, Socratic seminars, and collaborative study groups help students develop academic language, critical thinking, and organizational skills. By embedding these strategies into daily instruction, educators are better able to scaffold rigorous content and foster deeper engagement. AVID strategies promote consistent opportunities for EBs and LTELs to speak, write, and think in academic English, supporting both language acquisition and subject mastery.

In addition to AVID training, the expansion of ELD course offerings ensures that more students receive designated, targeted English Language Development instruction aligned to their proficiency levels. These additional classes provide a structured environment where language skills can be explicitly taught and practiced. With smaller class sizes and focused instruction, teachers can address the specific linguistic needs of students, including LTELs who may require more intentional support with academic vocabulary, complex sentence structures, and reading comprehension. Increasing access to ELD allows for more personalized language instruction, supporting the acceleration of English proficiency and greater access to grade-level content.

Finally, having teachers collaboratively plan units that are both targeted and culturally relevant strengthens the connection between students' lived experiences and the curriculum. When instruction reflects students' backgrounds and interests, engagement and motivation increase. Culturally-relevant curriculum also affirms students' identities while developing their academic language in meaningful contexts. Teachers who plan with intention can create lessons that build on what students already know, incorporate language objectives, and promote equity in access to content. This holistic approach ensures that EBs and LTELs are not only supported linguistically but also empowered to thrive academically.

Additionally, the OSD Empowers strategic plan has been instrumental in this progress by providing targeted professional development for teachers. This plan focuses on building teacher capacity to meet the specific needs of Emerging Bilinguals. Through professional development, teachers gain access to the latest educational research, effective teaching strategies, and collaborative planning techniques. This enhances their ability to deliver high-quality instruction tailored to the unique needs of Emerging Bilinguals, thereby contributing significantly to the overall improvement in student performance. The strategic alignment of resources and professional growth opportunities under the OSD Empowers plan underscores the school's commitment to academic excellence and equitable education for all students.

School and Student Performance Data

Academic Engagement

Chronic Absenteeism

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	3	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 Orange	 Orange
26.7% Chronically Absent	26.6% Chronically Absent	26.9% Chronically Absent
Declined 4.4	Declined 1.7	Declined 2.9
776 Students	323 Students	219 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Orange	 Yellow
Fewer than 11 students - data not displayed for privacy	36.8% Chronically Absent	26.9% Chronically Absent
1 Student	Declined 6.9	Declined 4
	114 Students	740 Students

Students with Disabilities	African American	American Indian
 Yellow	 No Performance Color	 No Performance Color
31.8% Chronically Absent	Fewer than 11 students - data not displayed for privacy	0 Students
Declined 13.9	3 Students	
192 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	27% Chronically Absent
1 Student	5 Students	Declined 4.1
		730 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	21.9% Chronically Absent
2 Students	3 Students	Declined 14.5
		32 Students

Conclusions based on this data:

Dr. Manuel M. Lopez Academy of Arts and Sciences is proud to celebrate a significant achievement in student attendance, as reflected in the 2024 California School Dashboard. Our school reduced chronic absenteeism by 3% compared to the previous school year, resulting in a two-level improvement—from “red” to “yellow”—on the Dashboard’s color indicator. This progress marks a major step forward in creating a culture of consistent attendance and academic engagement, particularly in a post-pandemic landscape where attendance continues to be a statewide challenge.

This improvement is the result of a multi-pronged, proactive approach to monitoring and supporting student attendance. Staff consistently track students with rising absence patterns and intervene early. Regular tardy sweeps reinforce the importance of punctuality, while site-level SART (Student Attendance Review Team) meetings provide opportunities for early intervention before cases escalate to SARB (School Attendance Review Board) at the district level. These strategies have allowed us to personalize support for students and families, reducing barriers and building stronger connections between school and home.

Our team also celebrates students for improved attendance through incentives, recognition, and positive reinforcement. Monthly attendance assemblies, reward systems, and public celebrations motivate students to show up and stay engaged. In addition, we’ve prioritized creating a school environment where students feel safe, seen, and excited to learn. During nutrition and lunch, staff facilitate activities that keep students involved in meaningful, structured experiences—further strengthening the sense of belonging on campus.

Another key factor in our attendance gains is the robust offering of over 20 electives and student clubs in our After School Program. From academic enrichment to creative arts and sports, these opportunities give students a reason to come to

school and stay connected. These programs not only build skills and interests but also contribute to stronger relationships between students and staff—foundational for consistent school attendance.

Finally, our Attendance Technician and Outreach Specialist (ORC) have played a vital role by making regular phone calls home to check in with families. Their outreach ensures that families are informed, supported, and aware of how important consistent attendance is for student success. These personal connections, combined with data-driven strategies and a strong school culture, have made a measurable difference. We are proud of this collective effort and remain committed to sustaining and building on this progress in the 2025-26 academic year.

School and Student Performance Data

Conditions & Climate

Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	3	3	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 Yellow	 Yellow
8.1% suspended at least one day	9.3% suspended at least one day	8.5% suspended at least one day
Declined 3.5%	Declined 2.5%	Declined 4.5%
792 Students	332 Students	223 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Green	 Green
Fewer than 11 students - data not displayed for privacy	5.1% suspended at least one day	8% suspended at least one day
1 Student	Declined 5.1%	Declined 3.4%
	117 Students	753 Students

Students with Disabilities	African American	American Indian
 Yellow 8.2% suspended at least one day Declined 2.5% 194 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	 No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	 Green 8% suspended at least one day Declined 3.7% 746 Students

Two or More Races	Pacific Islander	White
 No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	 No Performance Color 12.5% suspended at least one day Increased 3.4% 32 Students

Conclusions based on this data:

Dr. Manuel M. Lopez Academy of Arts and Sciences is proud to report a notable improvement in student behavior and school climate, as reflected in the 2024 California School Dashboard. Our suspension rate declined by 3%, resulting in a positive shift in our Dashboard status from “orange” to “yellow.” This achievement reflects a strong commitment to fostering a safe, inclusive, and engaging environment where students feel supported and connected.

This progress is the result of a comprehensive, schoolwide approach that emphasizes prevention, relationship-building, and positive reinforcement. We invested LCFF site funds to hire an additional campus supervisor, significantly increasing adult presence and supervision during key times throughout the day. This added support has improved school safety and allowed staff to proactively address concerns and strengthen relationships with students during unstructured periods.

Our staff has also engaged in professional development focused on Positive Behavioral Interventions and Supports (PBIS) and Nonviolent Crisis Prevention Intervention (NCPI). These trainings have equipped educators with tools to de-escalate situations, understand student behavior, and implement restorative approaches. Our PBIS systems are firmly in place across campus, including the use of the 100-Point Merit System, which recognizes and encourages positive behavior schoolwide. Additionally, we host school-wide assemblies to review behavior expectations and reinforce our shared values as a campus community.

To build a positive school culture, we intentionally celebrate and recognize students in a variety of ways. Students receive weekly JAGS tickets for demonstrating positive behaviors and monthly awards for academic achievement. Our campus offers over 20 student clubs and electives that engage students in leadership, creativity, and community-building. During lunchtime, our ASB and WEB student leaders organize fun, structured activities that bring students together and build school pride.

Lastly, the visibility and consistent support of teachers, counselors, and administrators during transitions and breaks has helped maintain a welcoming and well-managed school environment. Together, these efforts have reduced behavioral incidents and created a space where students feel safe, valued, and motivated to succeed. We are proud of the progress we've made and are committed to sustaining this positive momentum in the 2025-26 school year.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student Academic Engagement and Achievement
Dramatically accelerate student academic engagement and achievement across all Oxnard populations through coherent additive approaches, essential pedagogical principles, and high-leverage practices.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1 - Student Academic Engagement and Achievement

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Foster high intellectual performance.
Strengthen instruction and student engagement.
Develop student profile-driven lesson design.
Foster multilingualism.
Use technology to enhance instruction.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Assessments	2025 Preliminary Results – Percent Met or Exceeded: 6th grade: 26% (6% Exceeded + 20% Met) 7th grade: 38% (11% Exceeded + 27% Met) 8th grade: 39% (10% Exceeded + 29% Met)	2026 Percentage of students who will score at "Met or Exceeded standards": 6th grade - 41% 7th grade - 53% 8th grade - 54%
CAASPP Math Assessments	2025 Preliminary Results – Percent Met or Exceeded: 6th grade: 17% (5% Exceeded + 12% Met) 7th grade: 24% (10% Exceeded + 14% Met) 8th grade: 24% (6% Exceeded + 18% Met)	2026 Percentage of students who will score at "Met or Exceeded standards": 6th grade - 32% 7th grade - 39% 8th grade - 39%

English Language Proficiency Assessment for California (ELPAC)	2025 preliminary Percentage of students who scored at a level 4: 6th grade - 12% 7th grade - 26% 8th grade - 25%	2026 Percentage of students who will score at a level 4: 6th grade - 32% 7th grade - 46% 8th grade - 45%
Star Reading Assessment	Spring 2025 Percentage of students who scored At or Above Benchmark (level 3 or 4): 6th grade - 30% 7th grade - 13% 8th grade - 24%	Spring 2026 Percentage of students who will score At or Above Benchmark (level 3 or 4): Current 6th grade cohort - 45% Current 7th grade cohort - 50% Current 8th grade cohort - 39%
Star Math Assessment	Spring 2025 Percentage of students who scored At or Above Benchmark (level 3 or 4): 6th grade - 12% 7th grade - 19% 8th grade - 16%	Spring 2026 Percentage of students who will score At or Above Benchmark (level 3 or 4): Current 6th grade cohort - 27% Current 7th grade cohort - 34% Current 8th grade cohort - 31%
Seal of Biliteracy	Spring 2025 (Students must promote with a 3.0 GPA and pass ELA CAASPP with a Level 3 or 4) 50% of 8th grade students met State criteria for promoting with Seal for Biliteracy.	Spring 2026 (Students must promote with a 3.0 GPA and pass ELA CAASPP with a Level 3 or 4) 75% of 8th grade students will meet State criteria for promoting with Seal for Biliteracy.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide instructional materials to support and supplement the core instructional program. This includes core curricular materials provided by the district to support all content areas; specifically, the biliteracy program, and intervention resources for ELD and AVID Excel courses.	All Students	46,690 LCFF 4000-4999: Books And Supplies Materials and supplies 13,000 LCFF 4000-4999: Books And Supplies Warehouse supplies 5,000

			LCFF - Intervention 4000-4999: Books And Supplies Instructional intervention materials exclusively for DLI, ELD, and AVID Excel courses
1.2	Provide additional opportunities for teachers to support student progress towards grade level standards through teacher tutoring, clubs, enrichment, and parent trainings.	All Students	6,116 LCFF 1000-1999: Certificated Personnel Salaries Certificated Extra help 2,447 LCFF - Intervention 1000-1999: Certificated Personnel Salaries Certificated Extra help
1.3	Provide substitutes to allow for teacher release time during the regular school day for professional development, conferences, IEPs/SSTs, collaboration/curriculum planning and data analysis. An effort will be made to hold SST/IEP meetings at times that do not require teachers to miss instructional time, when possible. Substitutes will also be used to support teachers attending training for the Dual Language Program at Lopez Academy and progress monitoring meetings across departments and grade levels to plan tier-2 and tier-3 interventions for students performing below grade level.	All Students	7,340 Title I 1000-1999: Certificated Personnel Salaries Certificated subs- collaboration 6,117 LCFF 1000-1999: Certificated Personnel Salaries Certificated subs- IEPs, SST's, 504's, Progress Monitoring
1.4	Counselors will provide academic support and updates to students and families, with additional focus on ELL, Foster, and Homeless students.	Homeless Foster Youth English Learners	2,447 Title I 1000-1999: Certificated Personnel Salaries Counselors- Extra Help
1.5	Hire a full-time music teacher to support Academy's focus of the arts.	All Students	188,009 Prop 28 1000-1999: Certificated Personnel Salaries Full-time music teacher to expand music program
1.6	Provide instrument repair to support Lopez Academy Focus on instrumental music.	All Students	1,000 LCFF 5000-5999: Services And Other Operating Expenditures Instrument Repair for music classroom that is not supported by Proposition 28.
1.7	Purchase new instruments and technology for Music Program. Include instrument repairs.	All Students	43,000 Prop 28 4000-4999: Books And Supplies Purchase new musical instruments and technology for Prop 28 music position 4,000 Prop 28 5000-5999: Services And Other Operating Expenditures Funds for instrument repairs for Prop 28 music position

1.8	Purchase new high interest reading books for the library with an emphasis on informational texts, including all genres. Books will be at multiple grade levels to support students at all reading levels and varied interests. Purchased books will include titles in Spanish to support the Biliteracy Program. The books will also support the AR program. The Library/Media Tech (LMT) will support students in choosing appropriate books and manage the library. Provide additional hours for school librarian to support students and families before and after school.	All Students English Learners Socioeconomically Disadvantaged Students with Disabilities	2,841 Title I 4000-4999: Books And Supplies Library books 1,699 Title III 4000-4999: Books And Supplies Books to support ELD/Excel District Funded 2000-2999: Classified Personnel Salaries Library Media Technician 7,525 Title I 2000-2999: Classified Personnel Salaries Overtime compensation for school librarian to give students' access to literature
1.9	Support the expansion of electives and clubs that support our school's academy focus of the arts and sciences.	All Students	ELOP 1000-1999: Certificated Personnel Salaries Teachers who lead a club or tutoring group with students before or after school.
1.10	Provide online subscriptions for educational applications (such as BrainPop, Newsela, Flocabulary) to support English Learner students.	English Learners	7,500 Title III 5800: Professional/Consulting Services And Operating Expenditures Application licenses and subscriptions for English Learners 3,200 LCFF 5800: Professional/Consulting Services And Operating Expenditures Application licenses and subscriptions for all students
1.11	Fund publication/graphics charges to support classroom materials, parent communication letters and packets.	All Students	3,000 LCFF 5000-5999: Services And Other Operating Expenditures Publications/Graphics
1.12	Provide additional hours for para educators to support the instructional programs and parent communication.	Homeless Socioeconomically Disadvantaged Students with Disabilities English Learners	3,420 Title I 2000-2999: Classified Personnel Salaries Para Educator help & benefits-instructional program
1.13	Provide Technology/Computer programs to support individual student learning through programs including Star, MyOn, Lexia, and ST Math as	All Students	District Funded

	these programs play a key role in offering support and growth for students at their individual learning level. The district also provides the CANVAS learning management platform for all staff and students.		5800: Professional/Consulting Services And Operating Expenditures Contracts-MyOn, Lexia, ST Math, Canvas
1.14	Fund Maintenance Agreements/Equipment Repairs/Service Fees for equipment necessary to support the instructional program.	All Students	2,500 LCFF 5000-5999: Services And Other Operating Expenditures Maintenance Agreements 2,000 LCFF 5800: Professional/Consulting Services And Operating Expenditures Services, Entrance Fees, Operations
1.15	Support admission fees for field trip opportunities to support the instructional program and promote student engagement.	All Students	ASB 5000-5999: Services And Other Operating Expenditures All field trips are free admissions as our school is title 1. ASB supports any financial obligation if necessary.
1.21	Project based learning will be supported by the Youth Cinema Project (YCP) which collaborates with teachers and students to explore film making.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Contract and salary for teacher overseeing YCP
1.22	Provide the opportunity for students to participate in the TRIO Program (college preparation program for middle school students) through California Lutheran University.	Socioeconomically Disadvantaged	District Funded 5800: Professional/Consulting Services And Operating Expenditures Contract
1.23	Provide Lopez Academy Opportunity Classroom.	All Students	No additional cost
1.29	Provide extra time for school secretaries to organize and translate during conferences, meetings, and school-wide events.	All Students English Learners Homeless Socioeconomically Disadvantaged Students with Disabilities	7,525 Title I 2000-2999: Classified Personnel Salaries Clerical extra help for translation, focusing on unduplicated student groups 15,050 LCFF 2000-2999: Classified Personnel Salaries Clerical extra help for translation
1.30	Provide field trip opportunities to support the instructional program and promote student engagement.	All Students	3,500 LCFF 5000-5999: Services And Other Operating Expenditures

			Transportation and Admissions

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Improving reading and math achievement at Dr. Manuel M. Lopez Academy in 2024-25 required a comprehensive approach aligned with the OSD Empowers Strategic Plan and our site Theory of Action, which centers on using data to strengthen Tier 1 instruction. Teachers were incentivized to attend progress-monitoring and Student Success Team (SST) meetings through extra-duty hourly pay and release time funded by Title I; this ensured regular, data-driven conversations that quickly identified students needing additional support.

Resource enhancements also played a key role. The school purchased grade-level library books to enrich independent-reading options and licensed adaptive learning apps to provide individualized practice in both reading and math. Instruments were repaired and instructional materials refreshed to maintain engaging, standards-aligned lessons across content areas.

Additional hours for counselors and classified staff improved communication with families and streamlined SST follow-up, while collaboration with district Math Managers and Teachers on Special Assignment supported lesson tuning and data review. Field trips were funded to provide real-world learning experiences that spark curiosity and connect classroom content to authentic contexts.

Together, these actions created a holistic system that strengthened Tier 1 instruction, expanded student engagement, and leveraged frequent data analysis. As reflected in the preliminary 2025 CAASPP results—26 percent Met/Exceeded in grade 6 ELA, 38 percent in grade 7, 39 percent in grade 8; and 17 percent Met/Exceeded in grade 6 Math, 24 percent in grades 7 and 8—Lopez Academy is making steady gains while continuing to shrink the Level 1 cohort. The school will build on this foundation in 2025-26 by sustaining data-team incentives, refreshing classroom libraries, and extending targeted resources that directly support student growth in reading and mathematics.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Upon reviewing the strategies implemented during the 2024–2025 academic school year, several strengths and challenges emerged. The school consistently held SST and progress monitoring meetings, which allowed for timely identification of student needs and adjustments to instruction. Teachers collaborated to analyze academic data from multiple sources, including Star and CAASPP, to inform instructional planning and monitor progress toward grade-level benchmarks in reading and math.

While these systems were in place, a key challenge was maintaining consistency in implementation due to staffing changes throughout the year. Some progress monitoring and data team meetings required coverage or additional support, which occasionally impacted participation. Despite these challenges, the school maintained a focus on using data to drive decisions, and grade-level teams worked together to identify students in need of Tier 2 and Tier 3 interventions. Moving forward, Lopez Academy will continue to refine and streamline these systems to ensure all students receive timely academic support.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The notable academic growth observed in reading and mathematics during the 2024-2025 Academic School Year provides compelling evidence of the efficacy of the current initiatives aimed at improving academic achievement at Dr. Manuel M. Lopez Academy of Arts and Sciences. This success serves as a strong foundation upon which to build, reaffirming the decision to continue with the same activities in the upcoming academic year. By maintaining consistency in approach, the school can capitalize on the momentum gained and further solidify gains in student learning outcomes.

To enhance the impact of these activities, the school recognizes the need to refine its theory of action to be more strategic and targeted, particularly regarding lesson planning and data analysis within Professional Learning Communities (PLCs). By sharpening the focus on these key areas, teachers can more effectively tailor instruction to meet the specific needs of their students, thereby maximizing learning opportunities. This strategic refinement reflects a commitment to continuous improvement and ensures that resources are allocated efficiently to areas where they can have the greatest impact on academic growth.

Central to this strategy is the ongoing growth of teachers' capacity through professional development and instructional support, in alignment with the OSD Empowers strategic plan. By investing in the professional growth of educators, the school cultivates a culture of excellence and innovation, where teachers are empowered with the knowledge and skills needed to facilitate student success. This investment not only benefits individual educators but also has a ripple effect throughout the entire school community, as enhanced teaching practices translate into improved learning experiences for students.

The decision to continue with the same activities to improve academic achievement is well-founded, given the positive academic growth observed. By refining the theory of action, focusing on strategic lesson planning and data analysis within PLCs, and prioritizing teacher development and support, Dr. Manuel M. Lopez Academy of Arts and Sciences is poised to build upon its successes and further elevate student outcomes in the coming academic year.

For the 2025-2026 Academic School Year, we will prioritize to build educator instructional capacity by sending multiple people to the 2024 Summer AVID Conference and making sure that we calendar multiple days for an AVID facilitator to visit Lopez Academy during SIP and staff meeting dates. In addition, some of the funds from materials and supplies will be used to purchase incentives for students to reward them for academic achievement, meeting their AR reading goals, reaching their ST Math minutes, being Student of the Month, earning good grades during the trimester, and displaying qualities of our Guidelines for Success.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Learning Environment and School Climate
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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2 - Learning Environment and School Climate

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Support a multi-tiered system of support (MTSS).
Foster access, equity and inclusion.
Utilize restorative practices.
Create affirming learning environment and relationships.
Maintain safe and inviting facilities and grounds.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Data	2025 Suspension rate - 8%	2026 Decrease suspension rate by 3%.
Attendance Data	2025 Daily average attendance rate: 91.75% Chronic Absenteeism: 28.6%	2026 Daily average attendance will improve by 3.5%. The Chronic Absenteeism rate will decline by 5%.
Panorama Social-Emotional Survey - Total Student Participation	2025 92% of students responded to the spring administration window.	2026 95% of all students will take the Panorama Survey during each administration window.
Panorama Social-Emotional Survey - Strong Sense of Belonging Strong Teacher-Student Relationship	2025 Percentage of positive student responses: Strong Sense of Belonging - 48% Strong Teacher-Student Relationship - 51%	2026 Percentage of positive student responses: Strong Sense of Belonging - 65% Strong Teacher-Student Relationship - 65%

JAG Tickets (for following school's Guidelines for Success)	2024-2025 Number of students earning JAGS Tickets each week. 6th grade- 28 students/week 7th grade- 29 students/week 8th grade- 30 students/week	2025-2026 Number of students earning JAGS Tickets each week. 6th grade- 38 students/week 7th grade- 39 students/week 8th grade- 40 students/week
Wellness Center Attendance Data	2024-2025 15 students visited the Wellness Center during lunch time each day.	2025-2026 30 students will visit the Wellness Center during lunch time each day.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Continue implementation of the PBIS/STOIC and Restorative Justice model both in the classroom and throughout the campus, with the PBIS Committee identifying next steps for school-wide CHAMPS and restorative justice strategies.	All Students	No additional cost
2.2	Distribute weekly JAG tickets to students who follow our Guidelines of Success. Students earn an incentive for each Jag Ticket collected.	All Students	1,000 LCFF 4000-4999: Books And Supplies Incentives
2.3	Purchase additional individual and school-wide incentive materials (t-shirts, spirit wear, etc.) to encourage and incentivize students to stay engaged academically and socially.	All Students	3,000 LCFF 4000-4999: Books And Supplies Student Incentives
2.4	Provide access to the Wellness Center during unstructured times for all students to visit.	All Students	No additional cost
2.5	A collaborative team, including certificated and classified staff and administrators, will develop and implement elements of the annual School Safety Plan with emergency drills.	All Students	No additional cost
2.6	Provide custodial overtime/extra hours to assist in maintaining a clean and welcoming campus environment for all students.	All Students	5,199 LCFF 2000-2999: Classified Personnel Salaries Custodian Extra Hours & benefits
2.7	Provide additional hours for campus assistants to assist in providing students with a safe and welcoming campus environment and hire an additional part-time Campus Assistant to support with student safety.	All Students	28049 LCFF 2000-2999: Classified Personnel Salaries Campus Assistant Salary & benefits

2.8	District provides 1 part-time Mental Health Clinician to offer Tier 3 social-emotional support to general education students.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Salary & benefits
2.9	District provides an Outreach Specialist (ORC) that collaborates with office staff, school staff, and families to provide support., including attendance monitoring, home visits, and coordinating the SST Process.	All Students	District Funded 2000-2999: Classified Personnel Salaries ORC Salary & benefits
2.10	Hold monthly attendance meetings during school hours to closely monitor students.	All Students Foster Youth Homeless	No additional cost
2.11	School Counselors provide Social Emotional Learning lessons to classrooms and have restorative/community circles for groups of students.	All Students	No additional cost
2.14	The School Resource Officer (SRO) will support with school safety and counsel students.	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures Contract
2.15	Invite SALUS to train our campus assistants with effective strategies for supervision and hold assemblies to develop positive character traits.	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures Contract
2.16	Support the WEB (Where Everyone Belongs) program to support in maintaining a positive school culture, support student engagement, and provide social emotional support for all students.	All Students	No additional cost
2.17	Create a Positive Behavioral Interventions and Supports team that oversees safety.	All Students	No additional cost

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Extending hours for campus assistants and custodial staff during the 2024-25 school year strengthened the welcoming, well-maintained environment Lopez Academy strives to provide. Additional campus-assistant coverage at events such as Día de los Muertos, the Cinco de Mayo festival, Open House, Back-to-School Night, and parent workshops ensured families received timely assistance and information, creating a more inclusive atmosphere. Extra custodial hours kept classrooms and common areas clean before, during, and after these gatherings, reinforcing a sense of pride in the campus and supporting a positive school culture.

The presence of a full-time School Resource Officer (SRO) and the collaboration with SALUS for student assemblies contributed to a safe, supportive climate. The SRO maintained high visibility during nutrition, lunch, and dismissal, and

served as a resource for sensitive matters. SALUS presentations equipped students with coping strategies and reinforced positive behavior expectations. Together, these supports helped the school keep suspension rates below eight percent for the year.

The PBIS and Leadership teams met regularly to refine the school-wide behavior framework and safety plans. Their work yielded clear expectations, consistent routines, and emergency procedures that staff and students understood and followed. Monthly attendance reviews—facilitated by the Outreach Consultant and attendance technician—identified students trending toward chronic absenteeism; follow-up conferences and family communication helped reduce absences and supported improved learning time.

Overall, increased on-site support personnel, targeted safety initiatives, and systematic attendance monitoring created a safer, more engaging campus that aligns with Goal 2's aim of fostering a positive school climate and strong family partnerships.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The proposed activities for the 2024-2025 Academic School Year under goal 3 perfectly aligned with our allocated budget. For the upcoming school year, additional funds will be allocated for incentives to ensure a safe learning environment, and we will increase the number of assemblies held by our School Resource Officer and SALUS with our staff and students. Also, we will increase the involvement of our SRO and SALUS in school-wide safety drills to ensure that we develop strong safety plans where the staff feels prepared to support in the event of an emergency.

Although we scheduled several PBIS meetings this school year, several of these meetings were canceled or a few staff members were subbed out to attend district-wide workshops with PBIS. Unfortunately, only one administrator, one counselor, and one teacher were able to attend these meetings, impacting the influence of these successful systems at our school. Also, although attendance meetings were held, these meetings did not take effect until January 2025, therefore, several students were chronically absent by this time as this effective strategy to ensure strong attendance, took time to implement during the 2024-2025 school year. In addition, SALUS held several assemblies, however, these meetings were held on the last three months on the school year, instead of early on. Overall, several successful measures were incorporated, however, they were implemented well into the school year, reducing the impact and success it would have had if they were done at the beginning of the 2024-2025 Academic School year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

For the 2024-2025 Academic School year, additional funds will be allocated for incentives to ensure a safe learning environment where students engage in positive behaviors. Lopez Academy will increase the amount of assemblies held by our School Resource Officer and SALUS with our staff and students, to ensure that we maximize the support these two resources offer. Also, we will increase the involvement of our SRO and SALUS in school-wide safety drills to ensure that we develop strong safety plans where the staff feels prepared to support in the event of an emergency.

Although our 100-Point Merit System was highly successful, it is important to celebrate our students who are maintaining 97 points or more every six weeks, instead of every trimester. We will display posters every three weeks to inform our students of how many points they have in the 100-Point Merit System and allow them time to make up points by performing community service activities.

Finally, our monthly attendance meetings will be held starting at the beginning of the school year to significantly reduce the amount of students who become chronically absent by closely monitoring students who are absent. The amount of staff members who attend PBIS workshops will be increased to ensure that a significant and influential group of students attend district-wide PBIS meetings.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Guidance and support to the site.
Provide strategic direction, guidance, and support focused on improving the quality of instruction, interaction, and engagement in every classroom, so that all students reach high levels of academic excellence, multilingual achievement, global competency, and healthy identity development, agency and voice.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 3 - Guidance and Support to Sites and District Departments.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Foster a culture of empowerment.
Provide professional learning and support.
Provide recognition to staff and students.
Utilize student assessment to measure student learning.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
100 Point Merit System	2024-2025 Percentage of students earning Trimester celebration by earning 98 or more. 6th grade- 90% 7th grade- 88% 8th grade- 80%	2025-2026 Percentage of students earning Trimester celebration by earning 98 or more. 6th grade- 95% 7th grade- 83% 8th grade- 85%
Bravo Board (Educator Board to recognize colleagues)	2024-2025 Number of educators recognizing colleagues each month. 20 a month	2025-2026 Number of educators recognizing colleagues each month. 30 a month
Professional Development Sessions with District TOSAS	2024-2025 Number of professional development sessions with district TOSAS 15 sessions 2025 Preliminary Results ELA CAASPP – Percent Met or Exceeded:	2025-2026 Number of professional development sessions with district TOSAS 25 sessions 2026 ELA CAASPP

	6th grade: 26% (6% Exceeded + 20% Met) 7th grade: 38% (11% Exceeded + 27% Met) 8th grade: 39% (10% Exceeded + 29% Met) 2025 Preliminary Results Math CAASPP– Percent Met or Exceeded: 6th grade: 17% (5% Exceeded + 12% Met) 7th grade: 24% (10% Exceeded + 14% Met) 8th grade: 24% (6% Exceeded + 18% Met) 2025 preliminary ELPAC Percentage of students who scored at a level 4: 6th grade - 12% 7th grade - 26% 8th grade - 25%	Percentage of students who will score at "Met or Exceeded standards": 6th grade - 41% 7th grade - 53% 8th grade - 54% 2026 Math CAASPP Percentage of students who will score at "Met or Exceeded standards": 6th grade - 32% 7th grade - 39% 8th grade - 39% 2026 ELPAC Percentage of students who will score at a level 4: 6th grade - 32% 7th grade - 46% 8th grade - 45%
Average Attendance Rate	2024-2025 Academic School year 92%	2025-2026 Academic School year 96%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Celebrate staff through recognition systems (monthly staff meetings, Shining Star, annual Mason Awards, and school-wide Bravo Board).	All Students	PTA/PTO 4000-4999: Books And Supplies Materials and supplies
3.2	Provide professional development for teachers on effective instructional practices (AVID, job-alike professional development for all departments, co-teaching PD).	All Students	No additional cost
3.3	Provide professional development for classified staff on student engagement and instructional, behavioral, and social-emotional support (NCPI, SALUS).	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures Contracts

3.4	Integrate student monitoring tools (Ellevation, Star, Illuminated, Common Formative Assessments, Artificial Intelligence systems).	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures Contracts
3.5	Recognize students for improved attendance, positive behavior, and strong academic improvement/performance.	All Students	PTA/PTO 4000-4999: Books And Supplies Rewards
3.6	Hold Trimester celebrations for students who met their AR and 100-Point Merit System goal (98 points or more/trimester).	All Students	PTA/PTO 4000-4999: Books And Supplies Rewards
3.7	Lead collaboration between District Teachers on Special Assignment to support collaboration among teachers.	All Students	No additional cost
3.8	Provide consultation to school administrative and teaching staff by collaboration with California Educational Partners.	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures Contract
3.9	Invite two 8th grade students to join our district's Superintendent Fellows Committee to advise our district leadership team.	All Students	No additional cost
3.10	Sustain student elections for one-two students to be elected for School Site Council. These students represent the student body on these formal meetings and school-wide decisions on the budget, annual Comprehensive Safety Plan, and SPSA.	All Students	No additional cost
3.11	Continue with AVID professional development opportunities during staff meetings and SIP days to improve collaborative structures and strengthen Tier 1 instruction.	All Students English Learners	District Funded 5800: Professional/Consulting Services And Operating Expenditures Contract
3.12	Utilize the District funded Ed Tech and English Learner TOSAs to support teacher implementation of best practices in the area of educational technology and English Language Acquisition.	English Learners All Students Students with Disabilities	District Funded 1000-1999: Certificated Personnel Salaries TOSA salaries & benefits
3.13	Utilize the District funded Math Manager and Math Teachers on Special Assignment (TOSAs) to support professional development opportunities for teachers and administrators in the area of math.	All Students Students with Disabilities English Learners	District Funded 1000-1999: Certificated Personnel Salaries Certificated salaries
3.14	Adopt a 100-Point Merit System to ensure positive behavior throughout campus. CNS will support celebrations with food for students.	All Students	No additional cost

3.15	Ensure that ASB and WEB students have regular meetings to develop student leadership skills and lead school-wide initiatives	All Students	No additional cost
3.16	Invite SALUS Safety Solutions to provide professional development to campus supervisors and school assemblies to students	Asian American	District Funded 5800: Professional/Consulting Services And Operating Expenditures Contract
3.17	Lead inclusive celebrations throughout the school year to embrace diversity.	All Students	PTA/PTO 4000-4999: Books And Supplies PTA supports incentives, award, and rewards.

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

This is a baseline year for most of Goal 3. While some strategies previously existed under other goals, they were not originally designed to measure the specific outcomes outlined here. However, site and district-level guidance helped establish foundational systems to support student wellness, attendance, and academic achievement.

Additionally, monthly attendance reviews enabled us to recognize and identify students trending toward chronic absenteeism.

Academically, the district's emphasis on Tier 1 instructional improvement and data-driven practices helped guide schoolwide efforts to monitor student progress and respond to academic needs. This will continue to be supported through Professional Development.

Together, these examples illustrate how district-level guidance and resource allocation contributed to the establishment of sustainable systems at the site level, laying the groundwork for more robust measurement in future years.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

As this is a baseline year for Goal 3, there were no significant differences between the intended implementation and budgeted expenditures. While related strategies may have appeared under previous goals, this is the first year they have been aligned to the specific outcomes outlined in Goal 3. As such, implementation and spending this year are establishing the foundation for how progress will be measured moving forward.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Because this is the first year Goal 3 is being implemented with clearly defined outcomes and metrics, no major changes have been made at this time. However, strategies such as 3.3 (PLC-aligned professional learning), 3.7 (use of instructional support from district Teachers on Special Assignment), and 3.8 (expanded consultation with Cal Ed Partners) will be closely monitored to determine their impact and inform future adjustments. This year's implementation will serve as a baseline to refine practices, set more specific growth targets, and identify additional supports needed for full alignment in the 2025–2026 school year.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 4 - Family/Community Alliances for Student Success

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Create Student Profile Alliances.
Foster family engagement and support.
Provide parent/family resources.
Foster community partnerships and relationship building.
Promote higher education.
Strengthen family/community communications.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Attendance at Back to School night and Open House	Fall 2024-25 School Year Parent attendance at conferences was approximately 80%, as reported by sign in sheets.	Fall 2026 Increase parents participating in parent conferences to 90%.
Parent Attendance at Fall Conferences	Fall 2024-25 School Year Parent attendance at conferences was approximately 80%, as reported by sign in sheets.	Fall 2026 Increase parents participating in parent conferences to 90%.
Average Attendance at ELAC	2025 An average of 16 parents attended ELAC, as recorded by sign in data on zoom.	2026 Average attendance for ELAC will increase to 30 families.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Provide verbal translation as necessary to for families of English Learners, especially at school-wide events, conferences, and meetings.		10,673 Title III 2000-2999: Classified Personnel Salaries Verbal translation
4.2	The Social Media team will support teachers in documenting instructional events for publication online or through social media to highlight learning opportunities taking place at Lopez. Social media accounts include Facebook, X (formerly known as Twitter), Instagram, and our school YouTube channel.		No additional Cost
4.3	Update the Student-Parent Compact and Parent Involvement Policy with feedback from stakeholders and distribute to parents.		No additional cost
4.4	Invite parents to attend parent/teacher conferences in November and February to discuss student academic progress and review promotion criteria.		No additional cost
4.5	Hold Title 1/parent meetings throughout the year to inform stakeholders about Title 1 funding and how it is utilized to support all students.		No additional cost
4.6	Counselors host high school transition information meetings for parents to meet high school counselors to learn about registration and orientation dates, opportunities for parent involvement in high school, A-G requirements, and electives.		No additional cost
4.8	Provide Outreach Specialist to work with families for parent workshops, address chronic absenteeism, conduct home visits, and other parent training activities throughout the school year. Provide additional hours to Outreach Specialist to support with parents during school-wide events.	All Students	684 LCFF 2000-2999: Classified Personnel Salaries Salary and benefits
4.9	Promote/encourage parent participation in the district-wide Project 2 Inspire trainings.		District Funded 5800: Professional/Consulting Services And Operating Expenditures Contract
4.10	Continue to provide collaborative meetings with stakeholders through ELAC, SSC, and other formats. These meetings will be held virtually and in person to involve as many parents as possible.		No additional cost
4.11	Continue a 5 hour bilingual office assistant to assist with contacting parents, assisting with home visits,		48,845 Title I

	and help foster effective communication between the school and families.		2000-2999: Classified Personnel Salaries Clerical salary & benefits
4.12	Invite community agencies to attend cultural events (5 de Mayo festival, Dia de los Muertos holiday, Open House, and Back to School Night).		No additional cost

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Dr. Manuel M. Lopez Academy's provided families with access to an Outreach Resource Specialist (ORC), employed a five-hour bilingual assistant, and ensured translators for school-wide events signified a robust commitment to fostering an inclusive and supportive educational environment. This initiative aligned with the OSD Empowers goal of enhancing community engagement, reflecting the school's dedication to address the diverse needs of our student body and our families. By increasing the accessibility of resources and creating more opportunities for meaningful interaction, Lopez Academy took significant steps toward building a more cohesive and supportive community.

Firstly, extending the hours of the ORC enabled a deeper and more sustained connection with students and their families. The ORC played a crucial role in bridging gaps between home and school, particularly for families who might struggle with language barriers or unfamiliarity with the educational system. More hours meant that the ORC could provide more personalized support, conduct outreach to more families, and facilitate smoother transitions for students. This proactive approach helped build trust and encouraged greater parental involvement, which is a critical factor in student success.

Secondly, the presence of a bilingual assistant in the office for five hours each day ensured that language barriers did not impede communication between the school and non-English-speaking families. This staff member assisted with daily inquiries, administrative tasks, and emergency situations, ensuring that all families received the information and support they need. By addressing language barriers directly, Lopez Academy fostered an inclusive atmosphere where every family felt valued and heard, promoting better engagement and cooperation.

Moreover, providing translators and community agencies at major school events like Dia de los Muertos, 5 de Mayo, Back to School Night, Open House, the Spring musical concert, and various workshops underscored our school's commitment to inclusivity. These events were pivotal in building a strong school community and ensuring that all families could fully participate. Translators ensured that non-English-speaking parents could understand and engage with the content and context of these events, leading to a more unified school community where cultural diversity was celebrated and embraced.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The proposed activities for the 2024-2025 Academic School Year under Goal 4 perfectly aligned with our allocated budget, however, there were some activities that could be strengthened. For example, although we offered ELA and PTA meetings, the number of parent involvement in these meetings was lower than previous years, therefore, it is critical to explore ways to increase the amount of parents who attend. Also, although our school counselors held high school informational meetings throughout the school year, these meetings could have been held earlier on to ensure that students were monitoring their GPA earlier on and registered for high school earlier as well. Most of these meetings were held well into the 2024-2025 Academic School Year and it kept students from receiving the information earlier.

Finally, although we planned to develop a Social Media team with multiple participants, the media team consisted of the principal, counselor, and IT tech. It was important for this team to include teachers and classified staff members to ensure that multiple social media outlets received important school-wide information and accessed posts.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

For the 2025-2026 Academic School Year, it is important to recruit additional staff members to join the Social Media group to increase the influence of school in multiple social media platforms. This will ensure that communication is sent in a timely manner as well. In order to increase parent participation in ELAC, Project to Inspire, SSC, Title 1, and PTA meetings, we will hold these meetings in different times to accommodate parents work schedule and ensure that translation is offered for Spanish-speaking families to join and feel comfortable to participate.

Finally, high school assemblies will be calendared and held earlier in the school year to ensure that 8th grade students are fully aware of A-G requirements, registration, and important of their grades and GPA as they transition to high school.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Transformational leadership and infrastructure
Create a coherent and sustainable districtwide infrastructure and culture to support and communicate the district's identity and strategic work on behalf of all students; facilitate strategic plan implementation; monitor progress and assess effectiveness and sustainability; and position the district as a leader in equitable and excellent education.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 5 - Transformational leadership and infrastructure

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Ensure strategic plan implementation.
Work toward schoolwide coherence.
Provide accountability and progress monitoring of implementation.
Develop human capital.
Foster communications.
Support finance and technology infrastructure.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Participation Data	2024-25 Student Participation 15% of 8th grade students participate in WEB 5% of 7th/8th grade students participate in ASB 2024-25: 50% of students in WEB/ASB earned a 3 or 4 on ELA CAASPP	2025-26 Student Participation 20% of 8th grade students will participate in WEB 10% of 7th/8th grade students will participate in ASB 2025-26: 60% of students in WEB/ASB earn a 3 or 4 on ELA CAASPP
Teacher Participation	2024-25 Teacher Participation 12% of teachers participate in PBIS Committee	2025-26 Teacher Participation 25% of teachers will participate in PBIS Committee 2025-26: 15% reduction in referrals among students supported by PBIS interventions
Professional Development for Campus Supervisors	2024-25 Professional Development 2 professional development opportunities for Campus Supervisors	2025-26 Professional Development 4 professional development opportunities for Campus Supervisors

		Track student interventions per supervisor.
Attendance	2024-25 Attendance on School-wide Events less than 50% of parents attend school-wide events	2025-26 Attendance on School-wide Events 75% of parents attend school-wide events Track CAASPP scores for students of Parents attending School-wide events
Teacher Participation	2024-25 Teacher Participation in PLC's and Collaboration 2 Tuesdays a month of PLC's 2025 Preliminary Results ELA CAASPP – Percent Met or Exceeded: 6th grade: 26% (6% Exceeded + 20% Met) 7th grade: 38% (11% Exceeded + 27% Met) 8th grade: 39% (10% Exceeded + 29% Met) 2025 Preliminary Results Math CAASPP– Percent Met or Exceeded: 6th grade: 17% (5% Exceeded + 12% Met) 7th grade: 24% (10% Exceeded + 14% Met) 8th grade: 24% (6% Exceeded + 18% Met) 2025 preliminary ELPAC Percentage of students who scored at a level 4: 6th grade - 12% 7th grade - 26% 8th grade - 25%	2025-26 Teacher Participation in PLC's and Collaboration 3 Tuesdays a month of PLC's 2026 ELA CAASPP Percentage of students who will score at "Met or Exceeded standards": 6th grade - 41% 7th grade - 53% 8th grade - 54% 2026 Math CAASPP Percentage of students who will score at "Met or Exceeded standards": 6th grade - 32% 7th grade - 39% 8th grade - 39% 2026 ELPAC Percentage of students who will score at a level 4: 6th grade - 32% 7th grade - 46% 8th grade - 45%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.4	Visual displays on Student Profile and OSD's Strategic Plan.	All Students	

			No additional cost
5.5	Parent Nights to review school-wide initiatives connected to our Academy's focus and OSD's Strategic Plan.	All Students	No additional cost
5.6	Develop a monthly "Vision Focus" Theme where all staff members and students review an area of the Strategic Plan.	All Students	No additional cost
5.7	Develop a Student Focus Group to receive feedback on school climate, learning, inclusivity, etc.	All Students	No additional cost
5.9	Add new school clubs in the After School Program initiated by students to reflect their identities and aspirations.	All Students	ELOP
5.11	Support teacher efficacy through observation and feedback cycles on a regular basis in order to strengthen Tier 1 instruction.	All Students	No additional cost
5.12	Leadership Team will meet during school hours to strengthen school-wide systems for instruction and improved student achievement.	All Students	No additional cost
5.13	Purchase technology equipment to support instruction.	All Students	5,000 LCFF 4000-4999: Books And Supplies Technology equipment

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

This is a baseline year for Goal 5. While some strategies and initiatives were previously implemented under other goals—they were not explicitly aligned to the outcomes articulated under transformational leadership and infrastructure.

For example, teacher participation in PLCs and data-driven collaboration was previously tied to other goals, but those efforts also laid the groundwork for the increased coherence and professional capacity called for in Goal 5. Similarly, schoolwide systems such as PBIS and SSTs, originally linked to school climate, reflect the type of coherent, infrastructure-based practices that this goal seeks to scale and sustain.

The addition of student outcome metrics—such as CAASPP and ELPAC scores connected to student and teacher participation—further strengthens the alignment of this goal with district expectations around measurable impact. Going forward, Goal 5 will explicitly track how strategic leadership systems contribute to improved academic and engagement outcomes for students, demonstrating the effectiveness of transformational leadership and sustainable site infrastructure.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

As this is a baseline year for Goal 5, there were no significant differences between the intended implementation and budgeted expenditures. While related strategies may have appeared under previous goals, this is the first year they have been aligned to the specific outcomes outlined in Goal 5. As such, implementation and spending this year are establishing the foundation for how progress will be measured moving forward.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Because this is the first year Goal 5 is being implemented with clearly defined outcomes and metrics, no major changes have been made at this time. However, strategies will be closely monitored to determine their impact and inform future adjustments. This year's implementation will serve as a baseline to refine practices, set more specific growth targets, and identify additional supports needed for full alignment in the 2025–2026 school year.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$99,815
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$487,376.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$79,943.00
Title III	$19,872.00

Subtotal of additional federal funds included for this school: $99,815.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF	$145,105.00
LCFF - Intervention	$7,447.00
Prop 28	$235,009.00

Subtotal of state or local funds included for this school: $387,561.00

Total of federal, state, and/or local funds for this school: $487,376.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	79,943	0.00
Title III	19,872	0.00
LCFF	145,105	0.00
LCFF - Intervention	7,447	0.00
Prop 28	235,009	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	145,105.00
LCFF - Intervention	7,447.00
Prop 28	235,009.00
Title I	79,943.00
Title III	19,872.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	212,476.00
2000-2999: Classified Personnel Salaries	126,970.00
4000-4999: Books And Supplies	121,230.00
5000-5999: Services And Other Operating Expenditures	14,000.00
5800: Professional/Consulting Services And Operating Expenditures	12,700.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

1000-1999: Certificated Personnel Salaries	LCFF	12,233.00
2000-2999: Classified Personnel Salaries	LCFF	48,982.00
4000-4999: Books And Supplies	LCFF	68,690.00
5000-5999: Services And Other Operating Expenditures	LCFF	10,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	5,200.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	2,447.00
4000-4999: Books And Supplies	LCFF - Intervention	5,000.00
1000-1999: Certificated Personnel Salaries	Prop 28	188,009.00
4000-4999: Books And Supplies	Prop 28	43,000.00
5000-5999: Services And Other Operating Expenditures	Prop 28	4,000.00
1000-1999: Certificated Personnel Salaries	Title I	9,787.00
2000-2999: Classified Personnel Salaries	Title I	67,315.00
4000-4999: Books And Supplies	Title I	2,841.00
2000-2999: Classified Personnel Salaries	Title III	10,673.00
4000-4999: Books And Supplies	Title III	1,699.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	7,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	384,926.00
Goal 2	37,248.00
Goal 4	60,202.00
Goal 5	5,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

4 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

2 Secondary Students

Name of Members	Role
Mr. Genaro Magana	Principal
Mr. Eric Steiner	Classroom Teacher
Mr. Clinton Cody	Classroom Teacher
Ms. Temree Jolley	Classroom Teacher
Ms. Nancy Phillips	Classroom Teacher
Ms. Tiffany Grande	Other School Staff
Ms. Juana Quintal	Parent or Community Member
Ms. Maria Teresa Martinez	Parent or Community Member
Ms. Carolina De Leon	Parent or Community Member
Ms. Alicia Diaz	Parent or Community Member
Miss Klarissa Godinez	Secondary Student
Miss Melanie Flores	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Mr. Genaro Magana on

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of

adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 04/30/25.

Attested:

G. Magana

Principal, Mr. Genaro Magana on 4/30/25.

Juana L Quintal

SSC Chairperson, Juana Quintal on 4/30/25

School Year: **2025-26**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Marina West Elementary School	56725386055347	May 8, 2025	August 20, 2025

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Marina West Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

☒ Schoolwide Program

Marina West is committed to aligning its daily work with the Oxnard School District's Vision of Changing the World! We are dedicated to supporting our students through positive and meaningful experiences that help them grow into Inspired, Accomplished, Multilingual Global Citizens in school and beyond. The Oxnard School District nurtures empowered learners who are confident in their multiple identities and capable of achieving excellence at individual, community, and societal levels. Marina West also embraces the District's Mission by striving to ignite students' passion for learning and empower them to achieve brilliance. We continually work to transform classroom practices and school-wide expectations so that they reflect our core values. Our school nurtures caring communities that foster students' full identities, promote linguistic, cultural, and academic excellence, support social-emotional health, and help each child realize their potential. We embrace high-leverage practices and services that bring these values into action.

The district's strategic plan, Oxnard Empowers, guides our efforts to fulfill the Mission and Vision through a commitment to values such as Equity and Excellence, Safe and Affirming Environments, Multilingualism, Socio-Cultural and Global Competence, Trust-based Relationships, and Professional Accountability. These actions are driven by five strategic goals that guide meaningful and sustainable transformation: Student Academic Engagement and Achievement; a Positive and Safe School Climate; Comprehensive Support for School Sites; Strong Family and Community Alliances; and Transformational Leadership and Infrastructure. All of our strategies are grounded in pedagogical principles that emphasize recognizing and building on student strengths, affirming identities, fostering powerful relationships, amplifying student voice, creating enriching multilingual environments, connecting learning to students' lived experiences, promoting high-level intellectual engagement, and ensuring equitable classroom practices. Through these collective efforts, Marina West is proud to contribute to the development of confident, capable, and compassionate global citizens.

All of our strategies/activities are designed to further these pedagogical principles:
1. Identify, activate, and build on student strengths.
2. Affirm student identities by challenging the devaluation of minoritized students' identities.
3. Establish powerful relationships that nurture equity and success.
4. Engage students actively in the learning process by amplifying student voice.
5. Create environments of enrichment, rather than remediation, that engage students' multilingual repertoires.
6. Situate learning in the lives of students by connecting to their lives.
7. Elicit high intellectual performances that help connect students' identities to academic engagement.
8. Address the prerequisites for learning, including incorporating pedagogical practices that challenge coercive relations of power.

At Marina West, we are committed to developing a rigorous, engaging, and supportive instructional program that prepares every student to be college- and career-ready, empowered with the skills needed to thrive in a rapidly changing world. Our work is guided by the Oxnard School District's Student Profile, Vision, and Mission, and we strive to ensure that every student reaches their fullest potential through high-quality teaching and a focus on equity. With a strong emphasis on teaching and learning, our dedicated staff is fully implementing the Common Core State Standards (CCSS) across all grade levels, while also integrating technology through our 1:1 device initiative, which ensures that every student in grades TK–5 has access to an iPad.

In addition to strong core instruction, we implement a variety of supplemental programs to enrich and reinforce student learning. The Accelerated Reader (AR) program motivates students to read independently while strengthening their comprehension skills through goal setting and progress monitoring. Students also have access to myON, a digital library platform that allows them to explore a wide range of high-interest books tailored to their individual reading levels and interests, both in school and at home. To further support literacy development, Lexia Core5 provides personalized learning pathways that target foundational reading skills, vocabulary, and comprehension. These programs adapt in real-time to each student's individual needs, offering both intervention and enrichment opportunities. In mathematics, ST Math utilizes visual models and interactive problem-solving to help students develop a deep conceptual understanding and enhance their math fluency. Technology integration is a key component of instruction at Marina West. Every classroom utilizes digital tools to enhance learning through research, collaboration, and the use of educational software that allows students to practice and master skills in both reading and math. These digital platforms not only support

individualized learning but also prepare students with the 21st-century skills needed for future academic and career success.

Marina West's instructional goals are driven by a clearly defined Theory of Action that centers on a shared vision for student success, the continuous development of teacher capacity and school leadership, a cohesive and responsive organizational structure, and meaningful engagement with families and the broader community. We believe that student achievement is maximized when all stakeholders—educators, families, and community members—work together to create a learning environment that is inclusive, academically challenging, and emotionally supportive. Through these efforts, Marina West is building a school culture where every child is known, valued, and inspired to succeed.

The staff at Marina West is actively implementing the Oxnard School District's strategic plan by developing strong Professional Learning Communities (PLCs) focused on improving student learning. Our efforts focus on delivering high-quality, first instruction through rigorous, standards-based lessons and effective instructional strategies that cater to the diverse needs of all students. A key component of our work is the consistent use of data analysis to guide and refine our instructional practices. We prioritize dedicated time for PLC collaboration, supported by additional resources throughout the year. This ongoing collaboration enables teachers to plan purposeful instruction, develop common assessments, analyze student data, and make informed decisions that directly address student needs. Through these collective efforts, Marina West is dedicated to cultivating a culture of continuous improvement and academic excellence.

At Marina West, all teachers are committed to providing daily Designated and Integrated English Language Development (ELD) instruction. Designated ELD offers focused language instruction tailored to students' English proficiency levels, while Integrated ELD embeds language development throughout all content areas. Teachers will also closely monitor student progress to ensure that English learners receive the necessary support to thrive academically and linguistically.

Marina West is dedicated to fostering a safe, inclusive, and engaging school environment through a comprehensive Multi-Tiered System of Supports (MTSS) that addresses the academic, social-emotional, and behavioral needs of all students. Through progress monitoring meetings and the Student Success Team (SST) process, we track student progress and determine the necessary level of intervention. Tier I interventions are delivered by classroom teachers during Flextime. For students requiring additional support, Tier II and Tier III interventions are provided both during Flextime and ELD time by classroom teachers, and in small group settings by our site-funded Intervention Support Provider (ISP) and district-funded Literacy Intervention Teacher (LIT). These targeted reading and math interventions are available to all primary-grade students who are performing below grade level. While these supports are essential, we believe the most significant impact on student achievement comes from strong first instruction. Our teachers are committed to providing meaningful, differentiated learning experiences informed by ongoing analysis of assessment data. Regular student monitoring meetings with grade-level teams and administration offer a structured opportunity to review progress and plan intentional next steps for student growth.

Marina West is committed to supporting the whole child by providing a strong foundation of social-emotional learning, behavioral support, and opportunities for meaningful engagement. At the Tier 1 level, all teachers implement Second Step Social-Emotional Learning (SEL) lessons on a weekly basis to help students develop essential skills, including empathy, emotional regulation, and problem-solving. The school counselor enhances this support by providing targeted small-group and individual lessons based on student needs. To inform and improve our efforts, we utilize the Panorama Education Survey to gather student feedback on school climate, which guides our planning and decision-making. A consistent Positive Behavioral Interventions and Supports (PBIS) framework helps students understand clear behavioral expectations and recognizes them for positive actions. Our Foundations (PBIS) Team meets monthly to review and refine our "Shark Guidelines for Success," ensuring schoolwide expectations remain consistent, effective, and aligned with student needs. Beyond the classroom, Marina West promotes student connectedness and emotional well-being through a wide range of activities, including student leadership opportunities such as daily announcements and involvement in decision-making processes, Restorative Justice practices, school spirit weeks, and enrichment clubs. We also celebrate Growth Mindset practices, Kindness Week, Mental Health Awareness events, Wellness Wednesdays, and Anti-Bullying campaigns. Our students actively participate in the No Place for Hate campaign, and many contribute to campus pride through a student-led school beautification project. These collective efforts help ensure that all students feel valued, supported, and empowered to succeed both socially and academically.

As outlined in Oxnard Empowers, Marina West recognizes the vital role parents and community members play in helping students reach their full potential. We are committed to fostering strong partnerships through meaningful engagement and consistent communication. Our English Learner Advisory Committee (ELAC), School Site Council (SSC), and Parent Teacher Association (PTA) will continue to meet regularly, offering both in-person and Zoom options to ensure greater accessibility for all families. We will maintain open and consistent communication with our school community through various platforms, including the school website, flyers, ParentSquare messages, and social media (Facebook and

Instagram). To further support family engagement, our principal, outreach coordinator, school counselor, and teachers will host a variety of workshops tailored to the needs and interests of our families. These sessions are designed to equip parents with the tools and resources they need to support their children's education actively. Opportunities to volunteer are made available throughout the year. Parents are required to comply with the Oxnard School District's guidelines for volunteers, which involve completing the background clearance process. Teachers use standards-based progress reports and assessment data at parent/teacher conferences to inform parents of their children's progress. Parents are offered multiple opportunities to participate in school activities and educational programs. Through events such as Back-to-School Night, Open House, Math and Literacy Nights, PTA-sponsored Movie Nights, and Read Across America, families are invited to take an active role in the school's life and their children's learning journey.

By achieving high academic standards across all content areas, supporting the social-emotional growth of our students in a safe, positive learning environment, and strengthening our home-school partnerships to increase parental involvement, Marina West Elementary will meet the goals identified within this School Plan for Student Achievement.

Educational Partner Involvement

How, when, and with whom did Marina West Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

At Marina West, we believe that parents are vital partners in their children's education. We are committed to building meaningful connections with families by offering multiple opportunities for involvement through school-wide events, advisory committees, and collaborative planning. Parents have regular access to school leadership and decision-making through advisory groups such as the School Site Council (SSC), English Learner Advisory Committee (ELAC), Title I Parent Advisory Committee, and the Parent-Teacher Association (PTA). Forums like "Coffee with the Principal" provide informal yet impactful opportunities for families to engage in open dialogue with school administrators.

The development of the School Plan for Student Achievement (SPSA) is a collaborative and transparent process that reflects the voices of staff, parents, and school leadership. Each group has the opportunity to review the SPSA and suggest strategies to improve student achievement. Parent advisory groups—including SSC, ELAC, and PTA—actively participate in the development process and submit recommendations to the School Site Council for consideration. ELAC members, in particular, review the SPSA and offer feedback during their April and May meetings. The SSC then reviews and revises the plan during the months of March, April, and May, culminating in formal approval of the updated SPSA on May 08, 2025. Budget reviews, especially focused on Title I funding, are a standing agenda item at every SSC and ELAC meeting, and parent input is requested regularly to guide the allocation of resources.

A vital part of the SPSA process includes regularly evaluating goals, strategies, and funding by the Site Leadership Team. This team monitors implementation, assesses progress, and reports findings to the school staff through their team representatives. Teachers have opportunities to contribute to the SPSA through their grade-level leads, who bring classroom insights and instructional needs into the planning conversation. This inclusive process ensures the SPSA remains a responsive, data-informed plan grounded in the real-time needs of our students and staff. Assessment tools such as Star and CAASPP results are continuously analyzed to inform planning and funding decisions that promote academic success for all learners.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

As a result of the required needs assessment, two key resource inequities were identified that impacted the timely delivery of academic supports. First, the limited availability of substitute teachers hindered our ability to consistently schedule progress monitoring meetings, which are essential for reviewing student data and adjusting interventions. This constraint affected the effectiveness and continuity of our student support systems. Additionally, our Intervention Support Provider (ISP) was not able to begin services until weeks into the school year, resulting in a delay in initiating Tier 2

interventions for students requiring additional academic assistance. These resource limitations underscore the need for enhanced staffing capacity to ensure the timely implementation of progress monitoring and intervention efforts.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

At Marina West Elementary, our performance in the area of English Learner (EL) Progress was identified in the Red performance category on the California School Dashboard. In response, we will continue to implement daily Designated English Language Development (ELD) instruction to support students in acquiring English proficiency. Through scaffolded, standards-aligned lessons, these sessions focus on all four language domains—listening, speaking, reading, and writing. In addition, Integrated ELD strategies will be used across content areas, emphasizing frequent student interaction, targeted vocabulary instruction, and differentiated supports to meet diverse language needs. In compliance with California State guidelines, reclassified English learners will be academically monitored by classroom teachers for a period of four years to ensure continued success. As part of our ongoing commitment to improvement, we will continue operating within the Professional Learning Communities (PLCs) framework, utilizing data-informed practices to monitor student growth and refine instruction.

The Dashboard data also indicates that English Language Arts (ELA) remains a significant area for improvement. Socioeconomically Disadvantaged (SED) students scored in the Red category, while Students with Disabilities (SWD) and Hispanic students scored in the Orange category, signaling widespread performance gaps that must be addressed through intentional, targeted support. To close these gaps, we will continue to provide intensive small-group instruction that builds foundational literacy skills, incorporate culturally relevant and linguistically responsive materials, and conduct ongoing progress monitoring through formative assessments. Strengthening collaboration between general education and special education staff will also be a priority to ensure that instructional strategies are tailored to meet the needs of all learners.

In Mathematics, the performance of Students with Disabilities falls within the Orange category, indicating that these students face persistent challenges in achieving grade-level proficiency. To address this, we will enhance our use of differentiated, scaffolded instruction that incorporates multi-sensory and visual learning supports. Additional math intervention time during the school day and professional development focused on Universal Design for Learning (UDL) will further equip teachers to meet the diverse needs of struggling math learners.

Regarding school climate, our suspension rate continues to reflect an area in need of improvement, with an overall Orange performance level. This suggests the need for greater consistency and equity in our behavioral practices, especially among students who are economically disadvantaged or have disabilities. To foster a more inclusive and supportive environment, we will expand the implementation of restorative practices and Positive Behavioral Interventions and Supports (PBIS). Furthermore, we will provide trauma-informed professional development for staff and establish equity teams to review behavior and discipline data, ensuring fair and equitable treatment for all students.

To address these areas comprehensively, we will strongly focus on standards-based first instruction, using grade-level, board-approved curriculum. Ongoing classroom walk-throughs and student monitoring conferences will help us identify learning needs in real time and guide interventions using our Multi-Tiered System of Supports (MTSS). This framework will continue to drive our efforts to provide timely, differentiated support that promotes academic achievement and well-being for all students, particularly those in the Red and Orange performance bands.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

An analysis of the California School Dashboard reveals that Students with Disabilities (SWD) performed two or more performance levels below the overall student group in both English Language Arts and Mathematics, placing them in the Red performance category, while the overall student population scored in the Orange category. This significant performance gap underscores the need for focused, data-driven instructional support.

Teachers will collaborate on an ongoing basis within their Professional Learning Communities (PLCs) to address this disparity. These collaborative sessions will center on analyzing student data, identifying essential learning standards, and developing Common Formative Assessments (CFAs). Emphasis will be placed on delivering high-quality first instruction and providing tailored support based on student needs. Through this process, educators will be able to identify learning gaps early and implement targeted interventions to support academic growth among Students with Disabilities.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

In addition to academic data, Marina West utilized the Panorama Survey to identify and address student needs. School-level teams, including our PBIS committee, reviewed survey results from the beginning of the 2024–25 school year. The data highlighted key areas for growth in emotional regulation (48%), student engagement (49%), and growth mindset (51%).

In response, our school counselor provided comprehensive support through multiple approaches. She invited classes to the Wellness Center to engage in structured lessons and activities that specifically addressed these areas. In addition to whole-class instruction, the counselor worked with targeted small groups and provided individual counseling support to students who demonstrated a greater need for emotional or behavioral interventions.

Attendance also remained a critical area of focus. To address concerns with chronic absenteeism, we launched an attendance campaign targeting students with excessive absences. This included the development of new incentive programs, frequent communication, and ongoing support for both students and families. These efforts aimed to reinforce the importance of regular school attendance and remove barriers to participation in education.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Marina West Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%		0	
African American	1.57%	1.83%	1.17%	8	9	5
Asian	%	0%	%		0	
Filipino	0.59%	0.41%	0.70%	3	2	3
Hispanic/Latino	93.91%	93.28%	93.46%	478	458	400
Pacific Islander	0.20%	0.2%	%	1	1	
White	3.34%	3.46%	3.50%	17	17	15
Multiple/No Response	0.39%	0.81%	1.17%	2	4	5
			Total Enrollment	509	491	428

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	99	83	52
Grade 1	73	96	45
Grade 2	78	72	93
Grade3	78	76	71
Grade 4	89	74	67
Grade 5	92	90	75
Total Enrollment	509	491	428

Conclusions based on this data:

The 2024–2025 academic year at Marina West Elementary School reflects a continued shift in enrollment patterns, highlighting a trend that has been developing over the past three years. After reaching an enrollment of 491 students in 2022–2023, the student population declined to 428 in 2023–2024. However, the current year saw a modest increase to 453 students. Despite this slight recovery, enrollment remains below previous levels, with the most significant declines observed in the early grade levels.

Kindergarten enrollment dropped sharply from 83 students in 2022–2023 to 52 in 2024–2025, while first grade decreased from 96 to 65 students over the same period. These reductions suggest a decline in the number of incoming

students each year, which may be influenced by several factors, including shifting demographics, rising housing costs, and increased interest in alternative educational options within the community.

In terms of student demographics, Hispanic/Latino students continue to represent the overwhelming majority of the school population, consistently comprising more than 90% over the past three years. However, their total numbers have declined from 478 students in 2021–2022 to 400 in 2023–2024. Other demographic groups, such as African American (1.17%) and White (3.50%) students, have also experienced slight decreases in absolute numbers.

This ongoing trend has several implications for Marina West and the broader district. Since funding, staffing, and program offerings are closely tied to enrollment, a continued decline could affect the allocation of resources and long-term planning. The reduction in lower-grade enrollment is particularly significant, as it may indicate future decreases in overall student numbers unless addressed proactively.

To meet this challenge, Marina West is implementing a multifaceted, community-centered approach. The school's Outreach Coordinator plays a crucial role in enhancing attendance and engagement, particularly among key student groups, by fostering strong relationships with families and connecting them to school and community resources. Additionally, Marina West remains committed to creating equitable and inclusive learning environments. Instruction is intentionally designed to reflect students' cultural identities, prior knowledge, and lived experiences. Teachers employ culturally responsive practices—such as activating prior knowledge, contextualizing learning, and utilizing multiple instructional modalities—to ensure that all students feel seen, valued, and supported. By combining data-informed outreach, inclusive teaching strategies, and collaborative community engagement, Marina West is working toward reversing enrollment declines while continuing to provide high-quality, equitable education for every student.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	230	205	157	43.70%	45.2%	36.6%
Fluent English Proficient (FEP)	28	21	23	9.00%	5.5%	5.4%
Reclassified Fluent English Proficient (RFEP)		14		5.6%		

Conclusions based on this data:

During the 2024–25 school year, Marina West successfully reclassified 12 English learners (ELs), marking a significant milestone in their academic journey. We are currently monitoring the progress of 20 recently reclassified students to ensure they continue to thrive academically and receive the necessary support during this critical transition period. Our overall English learner population has decreased, with 147 students currently classified as English learners (ELs) and 12 students identified as Fluent English Proficient (FEP).

To support the continued growth and achievement of our English learners, we are implementing a multi-tiered approach:

-Designated ELD Instruction: All English learners receive daily designated English Language Development (ELD) instruction tailored to their language proficiency level. This targeted instruction ensures students develop foundational language skills in a structured setting.

-Integrated ELD Across Content Areas: Teachers embed ELD strategies within core content instruction, reinforcing language development across academic disciplines. This integrated approach supports vocabulary acquisition, language structures, and academic discourse in varied contexts.

-Expanded Learning Opportunities: Utilizing Title III funding, we are offering after-school tutoring specifically for English learners. These sessions provide targeted academic support in both language development and content mastery, helping to increase achievement.

School and Student Performance Data

Star Early Literacy

Marina West Elementary School											
		Less than Proficient				Proficient				Star Early Literacy Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade K	54	21	39%	7	13%	6	11%	20	37%	Level 2	729
Grade 1	62	22	35%	10	16%	10	16%	20	32%	Level 2	794
Grade 2	3	3	100%	0	0%	0	0%	0	0%	Level 1	720

Conclusions based on this data:

Based on the Spring 2024–2025 Star Early Literacy assessment, 48% of our kindergarten students were performing On Watch/At or above benchmark (Levels 3 and 4), reflecting an 18% increase from the fall. However, 39% of kindergarten students remain in the Urgent Intervention category (Level 1). In first grade, 48% of students scored On Watch/At or Above benchmark, while 35% were identified for Urgent Intervention. This data indicates that both kindergarten and first-grade students require targeted intervention in foundational literacy skills, including phonemic awareness, phonics, fluency, and vocabulary. Classroom teachers, the literacy intervention teacher (LIT), and the intervention support provider (ISP) will address these needs through direct instruction and small group support. To further support reading development and comprehension, students will continue using Lexia Core5, MyOn, and Accelerated Reader as supplemental instructional tools.

School and Student Performance Data

Star Reading

Marina West Elementary School											
		Less than Proficient				Proficient				Star Reading Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 2	29	8	28%	11	38%	8	28%	2	7%	Level 2	915
Grade 3	93	48	52%	15	16%	19	20%	11	12%	Level 1	923
Grade 4	66	34	52%	11	17%	12	18%	9	14%	Level 1	974
Grade 5	69	30	43%	13	19%	26	38%	0	0%	Level 1	1001

Conclusions based on this data:

Based on the Spring 2024–2025 Star Reading assessment data, students in grades second through fifth at Marina West continue to demonstrate a need for targeted literacy support in order to meet grade-level Common Core State Standards.

Second grade saw a 10% decline in students meeting benchmark from fall to spring, with 42% of students in the Intervention category and 28% in Urgent Intervention, many of whom showed little to no growth. Third grade had the highest percentage of students in Urgent Intervention (51%) and Intervention (42%), indicating a significant need for foundational literacy development. Fourth grade showed the most improvement, increasing the percentage of students at or above benchmark from 25% to 33%, though 49% of students remain in Urgent Intervention. Fifth grade showed a modest 8% gain in students meeting benchmark (now at 38%), while 44% remain in Urgent Intervention.

To address these gaps, we will implement a multi-tiered system of support. High-quality Tier 1 instruction will be delivered to all students by classroom teachers, with a strong focus on vocabulary, reading fluency, comprehension, and writing to explain thinking. Students identified for additional support will participate in Tier 2 small group instruction during the ELA block, with groups formed using Star and classroom-based data. Instruction will be focused on skill deficits using scaffolds such as fluency passages, sentence frames, and decodable texts. Students requiring intensive support (Tier 3) will receive additional small group sessions facilitated by the Literacy Intervention Teacher (LIT) and Intervention Support Provider (ISP), with progress monitored biweekly. To further strengthen skills, students will continue using Lexia Core5 for foundational practice, and MyOn and Accelerated Reader to build comprehension, fluency, and reading engagement. Grade-level teams and intervention staff will collaborate regularly during PLCs to review progress, refine instruction, and ensure that all students are moving toward proficiency.

School and Student Performance Data

Star Math

Marina West Elementary School											
		Less than Proficient				Proficient				Star Math Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 1	61	22	36%	24	39%	12	20%	3	5%	Level 2	826
Grade 2	50	21	42%	19	38%	7	14%	3	6%	Level 1	884
Grade 3	94	46	49%	17	18%	19	20%	12	13%	Level 1	942
Grade 4	66	23	35%	12	18%	21	32%	10	15%	Level 2	998
Grade 5	69	29	42%	19	28%	11	16%	10	14%	Level 1	1024

Conclusions based on this data:

Based on our Spring 2024–2025 Star Math assessment data, students in grades first through fifth at Marina West have demonstrated ongoing development in their mathematical understanding, with continued efforts needed to reach proficiency in the Common Core State Standards (CCSS). In first grade, 39% of students were in the Intervention range (Level 2), 36% were in Urgent Intervention (Level 1), and 25% were On Watch/At or Above grade level (Levels 3 and 4). Second grade results showed that 42% of students were in Urgent Intervention and 38% in Intervention, with a 16% decline in students On Watch/At or Above grade level compared to fall. In third grade, 49% were in Urgent Intervention and 33% were On Watch or higher. Fourth grade demonstrated the strongest growth, increasing from 31% to 47% of students on Watch or at/above grade level—though 35% remain in Urgent Intervention. Fifth grade saw an 8% increase in students at On Watch/or At Above (30%), with 28% in Intervention, and 42% in Urgent Intervention.

These results indicate a clear need for intentional intervention and enrichment in grades 2–5, focused on the eight Standards for Mathematical Practice: problem-solving, perseverance, abstract and quantitative reasoning, argument construction, modeling, strategic tool use, precision, structure recognition, and repeated reasoning. To support this, students will benefit from high-quality Tier 1 instruction, reinforced by targeted small group instruction facilitated by classroom teachers. To enhance instructional delivery, teachers will continue to implement Mathematical Mindset strategies and incorporate ST Math as a supplemental learning tool. Instructional rigor will be supported through the use of complex problem-solving tasks aligned with Building Thinking Classrooms in Mathematics, promoting student discourse and critical thinking. In addition, formative assessment strategies such as math exit tickets, quick checks, and individual conferencing will guide instructional planning and differentiation. Our TK–3 teachers will continue to use strategies to strengthen academic language and reasoning. Across all grades, we will integrate math journals to help students articulate their thinking and promote peer-to-peer discussion routines such as “Turn and Talk” and Math Talks to build communication and reasoning skills. The use of visual representations, manipulatives, and number lines will support conceptual understanding, while scaffolded sentence frames will aid students in constructing and expressing mathematical arguments.

Ongoing professional learning communities (PLCs) will support teachers in analyzing data, sharing best practices, and planning responsive instruction. Together, these approaches will build a strong foundation in mathematics and move all students toward meeting or exceeding CCSS expectations.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	76	74	68	74	73	68	74	73	68	97.4	98.6	100
Grade 4	89	73	66	89	72	66	89	72	66	100.0	98.6	100
Grade 5	89	92	72	89	92	72	89	92	72	100.0	100.0	100
All Grades	254	239	206	252	237	206	252	237	206	99.2	99.2	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2363.	2356.	2360.	8.11	4.11	7.35	21.62	12.33	14.71	20.27	28.77	25.00	50.00	54.79	52.94
Grade 4	2380.	2370.	2399.	1.12	2.78	7.58	10.11	13.89	16.67	28.09	13.89	13.64	60.67	69.44	62.12
Grade 5	2422.	2445.	2426.	4.49	9.78	2.78	19.10	26.09	23.61	21.35	17.39	25.00	55.06	46.74	48.61
All Grades	N/A	N/A	N/A	4.37	5.91	5.83	16.67	18.14	18.45	23.41	19.83	21.36	55.56	56.12	54.37

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.76	4.11	4.41	54.05	63.01	57.35	39.19	32.88	38.24
Grade 4	4.49	8.33	9.09	55.06	47.22	53.03	40.45	44.44	37.88
Grade 5	5.62	8.70	9.72	58.43	56.52	47.22	35.96	34.78	43.06
All Grades	5.56	7.17	7.77	55.95	55.70	52.43	38.49	37.13	39.81

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.76	2.74	2.94	45.95	43.84	44.12	47.30	53.42	52.94
Grade 4	1.12	1.39	1.52	40.45	37.50	45.45	58.43	61.11	53.03
Grade 5	3.37	3.26	0.00	46.07	57.61	51.39	50.56	39.13	48.61
All Grades	3.57	2.53	1.46	44.05	47.26	47.09	52.38	50.21	51.46

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2.70	2.74	2.94	67.57	72.60	72.06	29.73	24.66	25.00
Grade 4	4.49	5.56	4.55	58.43	68.06	71.21	37.08	26.39	24.24
Grade 5	3.37	10.87	12.50	78.65	59.78	61.11	17.98	29.35	26.39
All Grades	3.57	6.75	6.80	68.25	66.24	67.96	28.17	27.00	25.24

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	12.16	8.22	7.35	55.41	57.53	51.47	32.43	34.25	41.18
Grade 4	2.25	2.78	10.61	65.17	59.72	60.61	32.58	37.50	28.79
Grade 5	5.62	9.78	1.39	57.30	60.87	62.50	37.08	29.35	36.11
All Grades	6.35	7.17	6.31	59.52	59.49	58.25	34.13	33.33	35.44

Conclusions based on this data:

Preliminary CAASPP results at Marina West indicate a positive upward trend in student proficiency across grades 3 through 5. Third grade increased from 22% proficiency in 2024 to 35% in 2025, fourth grade grew from 24% to 33%, and fifth grade showed a modest but meaningful increase from 26% to 30%.

Marina West remains committed to providing students with multiple, targeted opportunities to strengthen their literacy skills. Based on ongoing data analysis, we recognize that many students require focused intervention in key areas such as phonics, fluency, vocabulary, and comprehension. These critical skills will be addressed through direct instruction and flexible small groups facilitated by classroom teachers. Additional support will be provided through targeted tutoring and small group instruction led by our Literacy Intervention Teacher (LIT) and Intervention Services Provider (ISP). Students will also continue to utilize Lexia Core5 and Accelerated Reader to develop their foundational literacy and comprehension skills.

Our Professional Learning Communities (PLCs) meet weekly to collaborate on grade-level standards, identify essential learning targets, and analyze assessment data to monitor student growth and inform instruction. During core instructional time, teachers are committed to delivering high-quality, rigorous lessons that provide all students with equitable access to grade-level content aligned with the California State Standards. These collective efforts reflect our commitment to ensuring all students make meaningful academic progress and are well-prepared for future success.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	76	74	68	74	73	68	74	73	68	97.4	98.6	100
Grade 4	89	73	66	89	72	66	89	72	66	100.0	98.6	100
Grade 5	89	92	72	89	92	72	89	92	72	100.0	100.0	100
All Grades	254	239	206	252	237	206	252	237	206	99.2	99.2	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2368.	2370.	2395.	2.70	4.11	10.29	21.62	16.44	26.47	25.68	31.51	22.06	50.00	47.95	41.18
Grade 4	2384.	2374.	2435.	1.12	0.00	13.64	7.87	9.72	16.67	24.72	25.00	31.82	66.29	65.28	37.88
Grade 5	2409.	2442.	2430.	1.12	9.78	6.94	2.25	11.96	9.72	29.21	26.09	26.39	67.42	52.17	56.94
All Grades	N/A	N/A	N/A	1.59	5.06	10.19	9.92	12.66	17.48	26.59	27.43	26.70	61.90	54.85	45.63

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	4.05	8.22	10.29	47.30	45.21	50.00	48.65	46.58	39.71
Grade 4	0.00	2.78	12.12	28.09	34.72	42.42	71.91	62.50	45.45
Grade 5	1.12	4.35	4.17	39.33	45.65	44.44	59.55	50.00	51.39
All Grades	1.59	5.06	8.74	37.70	42.19	45.63	60.71	52.74	45.63

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	5.41	2.74	11.76	56.76	58.90	61.76	37.84	38.36	26.47
Grade 4	0.00	0.00	13.64	49.44	40.28	53.03	50.56	59.72	33.33
Grade 5	1.12	4.35	2.78	47.19	55.43	48.61	51.69	40.22	48.61
All Grades	1.98	2.53	9.22	50.79	51.90	54.37	47.22	45.57	36.41

Conclusions based on this data:

Preliminary CAASPP math data for Marina West indicate mixed results across grade levels. The third-grade classes experienced a 5% decrease in the percentage of students meeting or exceeding grade-level standards. However, both fourth and fifth grades showed notable improvement. Fourth-grade students demonstrated a 14% increase, while fifth-grade students saw a 9% increase in proficiency levels.

We attribute this growth to focused collaboration among teachers, the implementation of targeted instruction, and the integration of new instructional strategies that emphasize critical thinking and student explanation of mathematical reasoning. As a site, we will continue to build on these successful practices by fostering professional collaboration, refining our instructional approaches, and ensuring students are consistently challenged to think deeply and communicate their mathematical understanding.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		1383.7	1353.8		1402.8	1361.4		1339.0	1335.7	0	30	30
1	1431.8	1423.5	1430.3	1449.2	1423.5	1436.7	1413.8	1423.1	1423.4	18	35	16
2	1471.1	1445.8	1441.2	1473.8	1455.4	1446.8	1467.9	1435.6	1434.9	32	25	37
3	1484.9	1488.8	1471.7	1490.5	1501.8	1464.8	1478.6	1475.3	1478.0	37	26	23
4	1501.9	1498.6	1503.0	1510.6	1505.9	1502.0	1492.8	1490.5	1503.5	49	32	23
5	1532.6	1532.1	1532.6	1539.4	1538.4	1529.3	1525.4	1525.5	1535.6	39	40	14
All Grades										175	188	143

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		0.00	3.33		26.67	20.00		56.67	30.00		16.67	46.67		30	30
1	11.11	5.71	0.00	16.67	31.43	31.25	50.00	25.71	50.00	22.22	37.14	18.75	18	35	16
2	10.00	4.00	8.11	43.33	48.00	35.14	23.33	28.00	24.32	23.33	20.00	32.43	30	25	37
3	18.92	7.69	8.70	32.43	50.00	21.74	27.03	23.08	43.48	21.62	19.23	26.09	37	26	23
4	14.29	15.63	13.04	42.86	31.25	43.48	20.41	31.25	26.09	22.45	21.88	17.39	49	32	23
5	33.33	35.00	14.29	33.33	27.50	57.14	20.51	25.00	21.43	12.82	12.50	7.14	39	40	14
All Grades	18.50	12.77	7.69	35.84	34.57	32.87	25.43	31.38	31.47	20.23	21.28	27.97	173	188	143

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		3.33	10.00		40.00	23.33		36.67	23.33		20.00	43.33		30	30
1	16.67	5.71	6.25	33.33	48.57	50.00	38.89	17.14	37.50	11.11	28.57	6.25	18	35	16
2	30.00	8.00	18.92	26.67	48.00	21.62	26.67	24.00	32.43	16.67	20.00	27.03	30	25	37
3	37.84	38.46	21.74	24.32	38.46	30.43	21.62	7.69	26.09	16.22	15.38	21.74	37	26	23
4	28.57	46.88	30.43	44.90	21.88	34.78	16.33	15.63	26.09	10.20	15.63	8.70	49	32	23
5	51.28	47.50	35.71	35.90	37.50	50.00	7.69	7.50	14.29	5.13	7.50	0.00	39	40	14
All Grades	34.68	26.06	19.58	34.10	38.83	31.47	19.65	17.55	27.27	11.56	17.55	21.68	173	188	143

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		0.00	0.00		16.67	10.00		46.67	33.33		36.67	56.67		30	30
1	0.00	8.57	0.00	22.22	14.29	18.75	38.89	34.29	56.25	38.89	42.86	25.00	18	35	16
2	6.67	0.00	10.81	30.00	40.00	24.32	30.00	24.00	32.43	33.33	36.00	32.43	30	25	37
3	8.11	0.00	0.00	18.92	19.23	21.74	37.84	38.46	47.83	35.14	42.31	30.43	37	26	23
4	0.00	3.13	4.35	26.53	21.88	30.43	36.73	31.25	30.43	36.73	43.75	34.78	49	32	23
5	7.69	15.00	0.00	28.21	25.00	42.86	46.15	30.00	50.00	17.95	30.00	7.14	39	40	14
All Grades	4.62	5.32	3.50	25.43	22.34	23.08	38.15	34.04	39.16	31.79	38.30	34.27	173	188	143

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		6.67	6.67		73.33	53.33		20.00	40.00		30	30
1	11.11	25.71	37.50	77.78	51.43	50.00	11.11	22.86	12.50	18	35	16
2	30.00	20.00	27.03	53.33	60.00	45.95	16.67	20.00	27.03	30	25	37
3	35.14	19.23	26.09	48.65	69.23	60.87	16.22	11.54	13.04	37	26	23
4	36.73	28.13	65.22	51.02	56.25	30.43	12.24	15.63	4.35	49	32	23
5	15.38	37.50	42.86	76.92	52.50	50.00	7.69	10.00	7.14	39	40	14
All Grades	27.75	23.94	31.47	59.54	59.57	48.25	12.72	16.49	20.28	173	188	143

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		10.00	10.00		60.00	36.67		30.00	53.33		30	30
1	16.67	5.71	6.25	66.67	57.14	81.25	16.67	37.14	12.50	18	35	16
2	33.33	28.00	13.51	50.00	52.00	59.46	16.67	20.00	27.03	30	25	37
3	57.14	50.00	13.04	25.71	38.46	56.52	17.14	11.54	30.43	35	26	23
4	32.65	51.61	26.09	57.14	38.71	47.83	10.20	9.68	26.09	49	31	23
5	73.68	77.50	50.00	21.05	15.00	50.00	5.26	7.50	0.00	38	40	14
All Grades	45.29	38.50	17.48	42.35	42.25	53.85	12.35	19.25	28.67	170	187	143

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		0.00	0.00		80.00	53.33		20.00	46.67		30	30
1	5.56	14.29	12.50	44.44	37.14	56.25	50.00	48.57	31.25	18	35	16
2	6.67	0.00	2.70	60.00	64.00	59.46	33.33	36.00	37.84	30	25	37
3	8.11	3.85	0.00	37.84	42.31	39.13	54.05	53.85	60.87	37	26	23
4	4.08	3.13	4.35	53.06	50.00	65.22	42.86	46.88	30.43	49	32	23
5	10.26	25.00	7.14	71.79	40.00	78.57	17.95	35.00	14.29	39	40	14
All Grades	6.94	9.04	3.50	54.34	51.06	57.34	38.73	39.89	39.16	173	188	143

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		10.00	3.33		30.00	43.33		60.00	53.33		30	30
1	0.00	8.57	0.00	76.47	57.14	75.00	23.53	34.29	25.00	17	35	16
2	10.00	16.00	16.22	56.67	56.00	56.76	33.33	28.00	27.03	30	25	37
3	13.51	7.69	0.00	59.46	73.08	82.61	27.03	19.23	17.39	37	26	23
4	4.08	18.75	21.74	71.43	46.88	47.83	24.49	34.38	30.43	49	32	23
5	10.26	15.00	14.29	74.36	60.00	78.57	15.38	25.00	7.14	39	40	14
All Grades	8.14	12.77	9.79	67.44	53.72	60.84	24.42	33.51	29.37	172	188	143

Conclusions based on this data:

An analysis of the Overall Language Performance Levels from the ELPAC Summative Assessment at Marina West Elementary highlights both areas of progress and the continued need for targeted English Language Development (ELD) support. Over this three-year period, the percentage of students achieving Level 4 (Well Developed) has declined, indicating a growing need for intensified language support.

Despite some fluctuations at the grade level, the data suggest a trend where many students remain in Levels 2 and 3, with Level 2 (Somewhat Developed) consistently representing around 31% of students across the years. This suggests that while students are making progress, many are not yet reaching the proficiency required to exit English Learner status and fully access grade-level content without additional support.

A closer look at performance across the four language domains—Writing, Listening, Speaking, and Reading—reveals specific instructional needs: Writing and reading remain areas of significant need, reflecting persistent challenges in meeting writing benchmarks essential for reclassification. The majority of students remain at the Somewhat/Moderately or Beginning levels, underscoring the importance of focused reading comprehension strategies during ELD instruction.

In response to these data trends, Marina West Elementary is strengthening its approach to Designated and Integrated English Language Development. Writing has been identified as a key area for improvement. Teachers have committed to incorporating writing instruction across all content areas, focusing on Forms and Functions during Designated ELD time. Scaffolded writing instruction will be embedded to support students in mastering key writing skills across genres. During Designated ELD, students will receive structured language development in all four domains—listening, speaking, reading, and writing—through differentiated instruction designed to meet their specific language levels. This targeted approach will prioritize oral language development and written expression, building students' capacity for both academic conversation and literacy. In addition, Integrated ELD will be implemented throughout the instructional day in all core content areas, including English Language Arts, Mathematics, Science, Social Studies, and Physical Education. Teachers will incorporate strategies that promote language-rich learning environments, including academic vocabulary, structured student talk, and content-specific scaffolds. Opportunities for student engagement and language production will be intentionally embedded in lesson design to ensure equitable access to a rigorous curriculum. Reclassified Fluent English Proficient (RFEP) students will continue to be academically monitored for four years, in accordance with California Department of Education guidelines. Classroom teachers and support staff will conduct the monitoring to ensure that former English Learners continue to thrive and maintain academic success post-reclassification.

School and Student Performance Data

California School Dashboard
Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
428	**90.4%**	**36.7%**	**0.9%**
Total Number of Students enrolled in Marina West Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	157	36.7%
Foster Youth	4	0.9%
Homeless	34	7.9%
Socioeconomically Disadvantaged	387	90.4%
Students with Disabilities	122	28.5%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	5	1.2%
American Indian	0	0.0%
Asian	0	0.0%
Filipino	3	0.7%
Hispanic	400	93.5%
Two or More Races	5	1.2%
Pacific Islander	0	0.0%
White	15	3.5%

Conclusions based on this data:

Based on the 2024-2025 Dashboard for Student Population for Marina West School, our student population primarily consists of socioeconomically disadvantaged students (90%), English Language Learners (36.7%), students with disabilities (28.5%), and Hispanic students (93.5%). While other groups, such as African-American and White students, do not meet the threshold for significant groups on the CAASPP Dashboard, we remain committed to meeting the needs of all our students.

At Marina West, we will analyze formative and summative assessments to progress monitor student achievement outcomes, identify underperforming students, and develop targeted interventions for students not meeting grade-level standards. Our instructional approach emphasizes high-quality first instruction through standards-based teaching, formative assessment, reflective practice, instructional rigor, and student engagement. Classroom teachers provide Tier 1 and Tier 2 interventions through flexible learning groups and small group instruction. These supports are supplemented by before- and after-school tutoring, our Literacy Intervention Teacher, and paraeducators who assist across all grade levels. We utilize Title I funds to support an Intervention Support Provider (ISP) who delivers Tier 2 interventions, focusing on English Language Arts and math, during the instructional day. Instructional decisions are driven by student data, including teacher observations and Star assessment results, which are reviewed and discussed during weekly PLC and collaboration meetings.

To support the student group of Socioeconomically Disadvantaged students, Marina West will ensure that our students and families have equitable access to academic and social-emotional support to ensure their success in school. To support the student group of English Learners, Marina West Elementary School will focus on strengthening both Integrated and Designated English Language Development (ELD) for English Learners (ELs) throughout the instructional day. We will also analyze formative and summative assessments to monitor our English learners' progress towards proficiency in their language acquisition, especially in the ELPAC domains of oral expression (listening and speaking) and written expression (Reading and writing). To effectively support our Students with Disabilities, Marina West Elementary will focus on ensuring access to core academic standards while providing the necessary supports to help students achieve their educational and social-emotional goals as outlined in their Individualized Education Plans (IEPs). Our special education case managers will work collaboratively with general education teachers, fellow special education staff, the School Psychologist, and District Office special education partners to design and implement comprehensive educational plans tailored to the diverse needs of each student.

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Yellow	**Suspension Rate** Orange
Mathematics Yellow		
English Learner Progress Red		

Conclusions based on this data:

The 2024 California School Dashboard results for Marina West Elementary highlight both strengths and areas for targeted improvement. While students performed at the orange level in English Language Arts and yellow level in Mathematics—indicating some progress—there is still a need for continued focus on academic growth.

The red level performance in English Learner Progress is particularly concerning, underscoring the importance of supporting our EL students more effectively. In response to this data, our school prioritizes high-quality first instruction through standards-based teaching, frequent assessment and reflection, and increased student engagement in both Language Arts and Math. English Language Development will focus on strengthening reading, listening, speaking, and writing skills across all grade levels. Classroom teachers will provide Tier 1 interventions, while Tier 2 supports in Grades 1–5 will be delivered in small groups by the ISP, Literacy Intervention Teacher, classroom teachers, and paraeducators using research-based materials. Instructional decisions will be driven by ongoing student assessment data, which will be reviewed during weekly PLC and collaboration meetings. Additionally, Title III funds will support after-school intervention for English Learners. To address chronic absenteeism, we will refine our student incentive system, enhance the effectiveness of our SARB committee, and continue our parent attendance campaign. To reduce suspensions, our Foundations Team (PBIS) will conduct more frequent discipline data reviews to identify trends and deliver timely supports. Through these focused efforts, we aim to raise student achievement and foster a safe, supportive school environment for
all learners.

School and Student Performance Data

Academic Performance

English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
2	2	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Orange	 Red	 No Performance Color
71.6 points below standard	87.1 points below standard	0 Students
Increased 3.0 points	Maintained 2.2 points	
202 Students	85 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Red
Less than 11 Students	107.4 points below standard	77.3 points below standard
1 Student	Increased 24.4 points	Maintained 0.8 points
	16 Students	181 Students

Students with Disabilities	African American	American Indian
 Orange 143.4 points below standard Increased 18.8 points 66 Students	 No Performance Color Less than 11 Students 2 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color Less than 11 Students 1 Student	 Orange 73.4 points below standard Increased 3.7 points 193 Students

Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students 6 Students

Conclusions based on this data:

The 2024 California School Dashboard results for English Language Arts (ELA) at Marina West reveal that academic performance remains a significant area of need, particularly among key student groups. Overall, students scored 71.6 points below the standard, resulting in an Orange performance level, though there was a small gain of 3 points from the previous year. English learners and socioeconomically disadvantaged students are at the most risk, both scoring in the red level with 87.1 and 77.3 points below standard, respectively, and showing minimal or no improvement. Students with disabilities also continue to face substantial challenges, scoring 143.4 points below standard, though they showed a notable increase of 18.8 points. The Hispanic student group, which makes up the majority of the school population, is in the Orange level with a 3.7-point improvement. While there are some signs of progress, the data reflect a clear need for continued and intensified efforts to close the achievement gap in ELA, especially for vulnerable student populations.

Marina West Elementary School's classroom teachers will continue implementing evidence-based instructional practices to ensure that all students receive clear and measurable learning goals aligned with the Common Core State Standards. Instruction will incorporate high levels of Depth of Knowledge (DOK) to increase academic rigor across grade-level standards. Teachers will provide timely and specific feedback, reteach essential content based on formative assessment data, foster student collaboration and peer modeling opportunities, and uphold high expectations for academic success. Teachers will deliver both integrated and designated English language development (ELD) to support English Learners (ELs) in developing proficiency in English Language Arts. These strategies enhance students' language skills while promoting access to grade-level curriculum. Instruction will be scaffolded for students with disabilities to bridge their prior knowledge and current abilities with grade-level expectations. Marina West will remain committed to providing equitable access to core content and the necessary supports for students to achieve the academic and social-emotional goals outlined in their Individualized Education Plans (IEPs). Special education case managers will collaborate closely with

general education teachers, special education colleagues, the School Psychologist, and District Office special education partners to develop and implement comprehensive educational plans that address the diverse needs of our students.

School and Student Performance Data

Academic Performance

Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	3	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 Yellow	 No Performance Color
61.6 points below standard	81.2 points below standard	0 Students
Increased 25.0 points	Increased 16.4 points	
202 Students	85 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
Less than 11 Students	60.9 points below standard	65.0 points below standard
1 Student	Increased 92.1 points	Increased 24.2 points
	16 Students	181 Students

Students with Disabilities	African American	American Indian
 Orange 132.5 points below standard Increased 16.1 points 66 Students	 No Performance Color Less than 11 Students 2 Students	 No Performance Color 0 Students
Asian	**Filipino**	**Hispanic**
 No Performance Color 0 Students	 No Performance Color Less than 11 Students 1 Student	 Yellow 62.2 points below standard Increased 25.5 points 193 Students
Two or More Races	**Pacific Islander**	**White**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students 6 Students

Conclusions based on this data:

The 2024 California School Dashboard data for Marina West indicates that while students remain below grade-level standards in mathematics, there has been notable improvement across several student groups. Overall, students scored 61.6 points below standard, but performance increased by 25 points from the previous year, earning a Yellow performance level. English Learners and socioeconomically disadvantaged students also showed growth, improving by 16.4 and 24.2 points, respectively, though both groups remain significantly below standard. Students with disabilities continue to face the most significant challenges, scoring 132.5 points below standard and receiving an Orange performance level despite a modest gain. Encouragingly, homeless students showed the most dramatic improvement, with a 92.1-point increase. These results suggest that while academic achievement in math is still an area of concern, the positive growth across student groups reflects progress and the impact of targeted support efforts.

Marina West Elementary School's classroom teachers will prioritize the integration of effective mathematical strategies aimed at developing students' critical thinking and problem-solving skills. To support underperforming students, teachers will provide targeted, small-group interventions during or after the instructional day. Across all student groups, instruction will continue to incorporate various levels of Depth of Knowledge (DOK) to enhance academic rigor aligned with grade-level Common Core State Standards in Mathematics. Teachers will deliver immediate, constructive feedback, reteach essential concepts using formative assessment data, and uphold high expectations for student success. Teachers will create opportunities for student collaboration and peer modeling to improve mathematics achievement. These strategies will focus on building oral and written language proficiency, as well as strengthening academic vocabulary within mathematical contexts. For Students with Disabilities, instruction will be scaffolded to connect students' prior knowledge and current abilities to grade-level standards. Teachers will tailor lessons to meet each student's unique learning needs. Marina West will remain committed to ensuring equitable access to core instruction and the necessary supports for Students with Disabilities to achieve their academic goals, as outlined in their Individualized Education Plans (IEPs).

Special education staff will work collaboratively with general education teachers and support teams to deliver a comprehensive, inclusive educational experience.

School and Student Performance Data

Academic Performance

English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
Red	No Performance Color
32.4% making progress.	making progress.
Number Students: 108 Students	Number Students: 0 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
23.1%	44.4%	0%	32.4%

Conclusions based on this data:

The 2024 California School Dashboard data on English Learner (EL) progress at Marina West highlights a critical area in need of focused support and improvement. Only 32.4% of English learners are making progress toward English language proficiency, placing the school in the Red performance level. This indicates that a significant majority of EL students are either stagnating or regressing in their language development. Specifically, 44.4% of EL students maintained their current English Language Proficiency Indicator (ELPI) level without advancing, and 23.1% decreased by at least one level. Notably, no students maintained the highest ELPI level (Level 4), suggesting a lack of strong language proficiency sustainability at the upper levels. With 108 EL students represented in this data, the figures underscore an urgent need for enhanced instructional strategies, targeted language supports, and progress monitoring to accelerate English language acquisition and ensure equitable academic access for multilingual learners.

To address the critical need for improved English Learner (EL) progress at Marina West Elementary School, a comprehensive and coordinated instructional approach is essential. At Marina West, all EL students receive consistent and targeted Designated English Language Development (ELD) instruction, tailored to their proficiency levels and focused on strengthening listening, speaking, reading, and writing skills. This instruction should be complemented by high-quality Integrated ELD embedded across all content areas, emphasizing academic language, structured oral interactions, and real-world applications of vocabulary and discourse. Small group language interventions will be

implemented during and beyond the school day for students showing regression or stagnation in their English Language Proficiency Indicator (ELPI) levels. Regular progress monitoring through formative assessments and data reviews will enable teachers to identify learning gaps and adjust instruction accordingly. Ongoing professional development is vital to build teacher capacity in differentiating instruction, using scaffolds effectively, and leveraging ELPI data to inform instructional decisions. To promote language development and engagement, classrooms should provide frequent opportunities for structured academic conversations, student collaboration, and culturally relevant learning experiences. In addition, family engagement should be prioritized through multilingual communication, parent workshops, and partnerships with community organizations to support language learning at home. Setting clear, measurable goals for EL progress at both the schoolwide and classroom levels will help establish accountability and drive improvement. Collectively, these strategies will support Marina West's efforts to accelerate English language acquisition and ensure equitable academic opportunities for all multilingual learners.

School and Student Performance Data

Academic Engagement

Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	3	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 Yellow	 No Performance Color
30.4% Chronically Absent	21.3% Chronically Absent	0 Students
Declined 8.6	Declined 10.3	
447 Students	169 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Orange	 Yellow
Fewer than 11 students - data not displayed for privacy	26.1% Chronically Absent	31% Chronically Absent
5 Students	Declined 23.9	Declined 9.5
	46 Students	407 Students

Students with Disabilities	African American	American Indian
 Orange 33.6% Chronically Absent Declined 6.6 143 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	 Yellow 30.7% Chronically Absent Declined 8.7 417 Students

Two or More Races	Pacific Islander	White
 No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	 No Performance Color 0 Students	 No Performance Color 25% Chronically Absent Declined 10.3 16 Students

Conclusions based on this data:

The 2024 California School Dashboard data for chronic absenteeism at Marina West shows both progress and continued areas of concern. Overall, the school received a Yellow performance level, with 30.4% of students chronically absent—a notable 8.6 percentage point decline from the previous year. While this drop reflects positive momentum, the chronic absence rate remains high. Several student groups also saw improvement, but still face challenges. English learners (21.3%) and socioeconomically disadvantaged students (31%) both earned Yellow ratings, while students with disabilities (33.6%) and homeless students (26.1%) were identified at the Orange level, indicating more significant attendance barriers for these populations. Although the downward trends suggest that interventions may be having an impact, the high percentages across groups, particularly those with greater needs, highlight the importance of strengthening school-home partnerships, increasing access to supports, and continuing targeted outreach to reduce chronic absenteeism and improve student engagement.

Chronic absenteeism remains a significant barrier to student achievement and engagement. To reduce the number of students with excessive absences and support regular school attendance, Marina West Elementary is implementing a multi-tiered,family-centered approach that emphasizes early identification, clear communication, and positive reinforcement.
-At the start of each school year, the school will identify students who were chronically absent in the previous year. The principal and Outreach Specialist (ORC) will schedule individual meetings with these families to review attendance expectations, discuss barriers to regular attendance, and collaboratively develop solutions. These conversations will be relationship-based and proactive, aiming to build trust while addressing attendance patterns early.
-Families often lack clarity around school attendance policies. To address this, the school will enhance communication regarding: 1. The importance of regular attendance and how absences impact learning. 2. How to verify absences through

written notes, phone calls, or digital systems. 3. Guidance from the school nurse on when it is appropriate for a student to stay home due to illness versus when they are well enough to attend school safely.
-A school-wide attendance recognition system, such as an “Attendance Challenge,” will be implemented to celebrate students who demonstrate improved or excellent attendance. Incentives may include certificates, classroom rewards, school-wide recognition, or participation in special events. The goal is to promote a culture where good attendance is valued and celebrated.
-In addition to universal strategies, students with more than 10% absences in the first month will receive targeted interventions. The Principal and ORC will meet with these families to review attendance data, clarify school expectations, and identify specific barriers (transportation, health, family needs, etc.). They will co-develop an attendance improvement plan, including check-ins, referrals to support services, or academic supports. Under district and state guidelines, families will also be informed of potential consequences if attendance does not improve.

School and Student Performance Data

Conditions & Climate

Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	2	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 Yellow	 No Performance Color
2.8% suspended at least one day	1.1% suspended at least one day	0 Students
Increased 0.3%	Maintained 0.2%	
461 Students	178 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Red	 Yellow
Fewer than 11 students - data not displayed for privacy	6.1% suspended at least one day	2.6% suspended at least one day
5 Students	Increased 6.1%	Maintained 0.1%
	49 Students	419 Students

Students with Disabilities	African American	American Indian
 Orange 3.5% suspended at least one day Increased 1.3% 143 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	 No Performance Color 0 Students
Asian	**Filipino**	**Hispanic**
 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	 Orange 2.8% suspended at least one day Increased 0.5% 430 Students
Two or More Races	**Pacific Islander**	**White**
 No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	 No Performance Color 6.3% suspended at least one day Increased 0.4% 16 Students

Conclusions based on this data:

The 2024 California School Dashboard data shows that Marina West Elementary's overall suspension rate increased slightly to 2.8%, placing the school in the Orange performance level. While most student groups remained stable, significant concerns emerged among homeless students, who experienced a sharp rise in suspensions to 6.1%, earning a Red performance level, and students with disabilities, whose suspension rate increased to 3.5% (Orange). These trends suggest the need for more targeted behavioral supports and equity-focused interventions. In response, Marina West will continue to strengthen its Positive Behavioral Interventions and Supports (PBIS) framework, increasing the frequency of discipline data reviews to identify patterns early and provide timely support. Additional focus will be placed on social-emotional learning, trauma-informed practices, and staff training to better support high-risk populations. The school also plans to enhance Tier 1 behavioral expectations, expand parent engagement, and reinforce community-building efforts to foster a safer and more inclusive school climate. Our school will continue to foster and strengthen positive relationships with our students to maintain a supportive and engaging learning environment.

Marina West Elementary is committed to fostering a safe, inclusive, and supportive school environment where discipline is approached through a lens of prevention, early intervention, and restorative practices. The following strategies aim to reduce suspension rates and increase student engagement through positive behavior support:

-The Positive Behavioral Interventions and Supports (PBIS) team will continue to lead the development and implementation of STOIC and CHAMPS behavior expectations across all school environments, including classrooms, hallways, bathrooms, the cafeteria, and playground. These proactive systems provide clear behavior expectations, consistent routines, and positive reinforcement to reduce disruptive behavior and create a culture of respect and responsibility schoolwide.

-The Student Support Team (SST) will take a more proactive role in identifying students with repeated behavior concerns. For students with multiple discipline referrals, the SST will develop individualized Positive Behavior Intervention Plans (PBIPs), including goal-setting, behavior tracking, frequent adult check-ins, and coordination with families. These supports are designed to address the root causes of behavior and teach replacement behaviors.
-The administration will continue exploring and implementing alternative suspension alternatives for students who exhibit ongoing behavioral challenges. These alternatives may include restorative conversations or conferences, time-in reflection spaces, social-emotional learning (SEL) sessions, mentorship opportunities, or behavior contracts. The goal is to keep students engaged in learning while addressing the social, emotional, and behavioral needs that underlie misconduct.
-Teachers and support staff will receive professional development in trauma-informed practices, de-escalation techniques, and culturally responsive classroom management to enhance their capacity to respond effectively to student behavior. PBIS and SEL leads will offer coaching and modeling of strategies to ensure consistency and confidence in implementation.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student Academic Engagement and Achievement
Dramatically accelerate student academic engagement and achievement across all Oxnard populations through coherent additive approaches, essential pedagogical principles, and high-leverage practices.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1 - Student Academic Engagement and Achievement

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Foster high intellectual performance.
Strengthen instruction and student engagement.
Develop student profile-driven lesson design.
Foster multilingualism.
Use technology to enhance instruction.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Assessment Data	2024-2025 Percent Met or Exceeded, by grade: 3rd: 35% 4th: 33% 5th: 30%	Based on cohort performance from the previous year, students in grades 3–5 will demonstrate a 10% increase in scaled score growth on the 2024–25 CAASPP assessments in English Language Arts (ELA). The projected percentage of students achieving "Met" or "Exceeded Standard" reflects this targeted growth. For 3rd grade, projections are derived from students' final 2nd grade STAR Reading scores, as they do not participate in CAASPP in second grade. 3rd: 39% 4th: 45% 5th: 43%
CAASPP Math Assessment Data	2024-2025 Percent Met or Exceeded, by grade:	Based on cohort performance from the previous year, students in grades 3–5

	3rd: 31% 4th: 45% 5th: 26%	will demonstrate a 10% increase in scaled score growth on the 2024–25 CAASPP assessments in Mathematics. The projected percentage of students achieving "Met" or "Exceeded Standard" reflects this targeted growth. For 3rd grade, projections are derived from students' final 2nd grade STAR Reading scores, as they do not participate in CAASPP in second grade. 3rd: 40% 4th: 41% 5th: 55%
CAST (California Science Test)	2024-2025: Percent Met or Exceeded, by grade: 5th: 24%	Students in 5th Grade will demonstrate a 10% increase in scaled score growth on the 2025–2026 CAST (California Science Test). Mathematics. The projected percentage of students achieving "Met" or "Exceeded Standard" reflects this targeted growth. 5th: 34%
Star Early Literacy	Spring 2024-2025 Percentage At or Above Benchmark, grade: Kindergarten: 48% 1st: 48%	Star Early Literacy Assessment 2025-2026 Grades K-1 Percentage of Students At/Above District Benchmark, by grade: Kindergarten: 58% 1st: 58%
Star Reading	Spring 2024-2025 Percentage At or Above Benchmark, by grade: 2nd: 30% 3rd: 33% 4th: 32% 5th: 38%	Star Reading 2025-2026 Percentage of Students At/Above State Benchmark, by grade: 2nd: 40% 3rd: 43% 4th: 42% 5th: 48%
Star Math	Spring 2024-2025 Percentage At or Above Benchmark, by grade: 1st: 23% 2nd: 20% 3rd: 33% 4th: 47% 5th: 30%	2025-26 Increase the number of students that score At or Above Benchmark on the Spring assessment by 10% or more. 1st: 33% 2nd: 30% 3rd: 43% 4th: 57% 5th: 40%

ELPAC	2024-2025 Percentage of students who scored at a Level 3 or higher: Kindergarten: 3 of 19 Students (15%) 1st: 6 of 24 Students (25%) 2nd: 11 of 23 Students (48%) 3rd: 12 of 33 Students (36%) 4th: 13 of 25 Students (52%) 5th: 14 of 22 Students (64%)	2025-2026 Percentage of students who scored at a Level 3 or higher: Kindergarten- 20% 1st: 25% 2nd: 35% 3rd: 55% 4th: 60% 5th: 70% Increase the number of students who score a Level 3 or higher on the ELPAC Assessment by 10% or more.
Reclassification Rate (3rd-5th grade)	2024-2025 12 of 147 students, 8%, were designated Reclassified Fluent English Proficient in following the district's reclassification procedures.	2025-26 Increase the number of students who reclassify on the ELPAC assessment by 15% or more.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	English Language Arts: Implement district-adopted and board-approved ELA curriculum (Wonders) and supplemental materials to support the achievement of grade-level Common Core State Standards (CCSS). Materials and supplies will be purchased to support and supplement the core instructional program, which may include, but are not limited to: • Phonics for Reading • Sonday System • Classroom reading library • Accelerated Reader Program • Read Live! • Rewards Teachers will provide support, specific differentiation, intervention, and remediation for underperforming students through flexible learning groups during the school day.	All Students	District Funded 4000-4999: Books And Supplies Wonders Curriculum District Funded 4000-4999: Books And Supplies Reading Horizons 2128 Title I 4000-4999: Books And Supplies Sonday System Kits 1000 LCFF - Intervention 5800: Professional/Consulting Services And Operating Expenditures Read Live! Licenses 4200 LCFF 4000-4999: Books And Supplies Classroom Libraries
1.2	Math Implement district district-adopted and board-approved Math curriculum (My Math) and supplemental materials to support the achievement	All Students	District Funded 4000-4999: Books And Supplies

	of grade-level Common Core State Standards (CCSS). Materials and supplies will be provided to support and supplement the core instructional program, which may include, but are not limited to: • Engage New York (ENY) • Counting Collections • Building Thinking Classroom (BTC) • Math Talks • Mathletes Club Teachers will provide support, specific differentiation, intervention, and remediation for underperforming students through flexible learning groups during the school day and opportunities after school. Provide publications for Zearn materials		My Math Curriculum District Funded 4000-4999: Books And Supplies ZEARN: Engage New York Materials 1000 LCFF 4000-4999: Books And Supplies Math materials to support: BTC, Math Talks, Counting collections ELOP 1000-1999: Certificated Personnel Salaries MathletesClub 873.00 LCFF 5700-5799: Transfers Of Direct Costs Publications for Zearn materials
1.3	Science Implement the district-adopted and board-approved Science curriculum (Twig) and supplemental materials to support the achievement of grade-level Common Core State Standards (CCSS). Support the implementation of a STEAM Lab during the day or after school: • Provide staff professional development • Purchase supplies and materials to supplement the core instructional program	All Students	District Funded 4000-4999: Books And Supplies TWIG Curriculum 200 LCFF 4000-4999: Books And Supplies TWIG Replacement Material District Funded 1000-1999: Certificated Personnel Salaries TOSAs for Professional Development
1.4	English Language Development: Implement the District Master Plan for English Learners. Ensure implementation of ELD curriculum through designated and integrated ELD instruction. Identify designated ELD instruction in the daily schedule. Use data to target the specific educational needs of EL/RFEP students and provide appropriate support and/or intervention. • Monitor implementation of ELD instruction. • Analyze the data to target the needs of ELs & RFEP and provide appropriate support and/or intervention. Use District EL TOSAs to provide PD and support	English Learners	District Funded 1000-1999: Certificated Personnel Salaries EL TOSA 1000 Title III 4000-4999: Books And Supplies ELD Supplies

	of designated and integrated EL instructional time.		
1.5			
1.6	Social Studies Implement district adopted and board-approved History-Social Studies curriculum (Social Studies Alive!) and supplemental materials to support the achievement of grade-level Common Core State Standards (CCSS).	All Students	District Funded 4000-4999: Books And Supplies Social Studies Alive Curriculum
1.7	Art: Students will have access to visual arts instruction through a part-time, credentialed art teacher. Instruction will be aligned with grade-level visual arts standards, ensuring that students receive developmentally appropriate and engaging lessons that foster creativity, artistic skills, and appreciation for the arts. To support and enhance the quality of instruction, the school will purchase a Deep Space Sparkle Art Membership. This membership provides structured, standards-based art lessons and a variety of instructional resources. These materials will equip the art teacher with high-quality content and support differentiated instruction for diverse learners. Schedule assemblies that celebrate and represent various aspects of the arts, including visual arts, music, dance, and theater. These assemblies will enrich students' exposure to diverse art forms and cultural traditions, fostering creativity and global awareness.	All Students	60997 Prop 28 1000-1999: Certificated Personnel Salaries Art Teacher Salary 2000 LCFF 4000-4999: Books And Supplies Supplies and assemblies 29213 Prop 28 3000-3999: Employee Benefits Certificated benefits
1.8	Physical Education (PE) Deliver engaging and structured Physical Education (PE) lessons that promote physical activity, skill development, and lifelong fitness habits using the SPARK curriculum. Purchase replacement PE equipment as needed to ensure students have access to safe, functional, and age-appropriate materials that support active participation in physical fitness activities.	All Students	1000 LCFF 4000-4999: Books And Supplies PE Equipment Replacement/Warehouse
1.9	Intervention (Tier 2): Students who are not making adequate progress toward grade-level proficiency, as identified through progress monitoring, will receive targeted	All Students English Learners	District Funded 1000-1999: Certificated Personnel Salaries

	intervention services. Data collected during targeted instruction and ongoing assessments will determine the need for Tier 2 or Tier 3 interventions. Intervention Services May Include: Support from a Literacy Intervention Teacher (LIT), services provided by an Intervention Service Provider (ISP), and After-school interventions led by classroom teachers. Literacy Intervention Teacher (LIT): The Literacy Intervention Teacher (LIT) will provide targeted reading support using the Leveled Literacy Intervention (LLI) program. Students needing additional support will be identified through the Multi-Tiered System of Supports (MTSS) framework. The LIT will focus on delivering small group reading instruction to 2nd through 5th grade students to accelerate reading progress and close achievement gaps. Intervention Service Provider (ISP): The Intervention Service Provider (ISP) will primarily work with students in grades 1–4, though support may extend to other grade levels as needed. The ISP will deliver small group interventions using the Sonday System or other research-based programs to provide targeted, skill-specific instruction to accelerate student progress. Teacher-Led After-School Tutoring: Classroom teachers will offer extended learning opportunities after school to support students through targeted intervention and/or academic enrichment in core subjects, including English Language Arts (ELA), Math, Science, and Social Science. Data from STAR assessments and Common Formative Assessments (CFAs) will guide student placement in intervention or enrichment groups to ensure instruction meets individual learning needs. ELPAC Boot Camp: Teachers will offer extended learning sessions designed to provide targeted intervention for English Learners. The primary goal of the ELPAC Boot Camp is to support students in developing the language skills necessary to pass the ELPAC assessment and demonstrate English language proficiency successfully. CAASPP Success Academy: Teachers will provide extended learning opportunities focused on targeted academic intervention to help students strengthen skills in preparation for the CAASPP assessment. The CAASPP Success Academy aims to support students in meeting or exceeding state standards and achieving success on the assessment.		Literacy Intervention Teacher Salary District Funded 3000-3999: Employee Benefits Literacy Intervention Teacher Benefits 33557 Title I 1000-1999: Certificated Personnel Salaries ISP Salary and Benefits ELOP 1000-1999: Certificated Personnel Salaries After School tutoring, CAASPP Success Academy 2000 Title III 1000-1999: Certificated Personnel Salaries ELPAC Boot Camp 4369 Title III 4000-4999: Books And Supplies Materials and Books for Boot Camp

1.10	Paraeducators: Transitional Kindergarten (TK): Two paraeducators are assigned to each TK classroom. They provide daily instructional support throughout the school day. Kindergarten: One paraeducator will rotate between two kindergarten classrooms. Each kindergarten classroom will receive a minimum of 3 hours of paraeducator support daily to assist with instruction and student needs. After-School Program: Two paraeducators will support small group intervention sessions after school. These sessions will focus on foundational reading and math skills. Support is provided for one hour each day. Special Education: Each special education teacher will be assigned one dedicated paraeducator. The paraeducator will assist with instruction and provide support tailored to students' individual needs.	All Students Students with Disabilities	District Funded 2000-2999: Classified Personnel Salaries Paraeducators Salaries District Funded 3000-3999: Employee Benefits Paraeducators Benefits
1.11	Library/ Library Media Technician (LMT): The Library Media Technician (LMT) plays a key role in supporting student learning by ensuring access to the district-adopted instructional materials. The LMT will: • Maintain and manage the school library, ensuring it is organized, well-stocked, and accessible to students and staff. • Ensure all students receive the appropriate district-adopted curriculum materials needed for instruction. • Open the library during school hours and encourage regular student visits to check out books. • Foster a love of reading across all grade levels. • Purchase and replenish books to maintain a diverse, inclusive, and engaging collection. • Organize and lead the AR program to motivate students to read. Monitor progress, set goals, and distribute rewards for achievement. • Curate and promote a library collection that highlights themes of inclusion, diversity, and kindness. • Repair and maintain library books.	All Students	District Funded 2000-2999: Classified Personnel Salaries Library Media Technician Salary District Funded 3000-3999: Employee Benefits Library Media Technician Benefits 4000 LCFF 4000-4999: Books And Supplies Library Books 400 LCFF 4000-4999: Books And Supplies Library Materials and Supplies
1.12	Field Trips	All Students	5000 LCFF

	Each grade level will participate in one field trip designed to provide outdoor, hands-on, and interactive learning experiences. These field trips will enrich students' understanding by offering real-world connections and background knowledge that support and enhance core content instruction across subjects.		5700-5799: Transfers Of Direct Costs Field trips: Transportation 4000 Title I 5000-5999: Services And Other Operating Expenditures Field Trips: Entrances Fees and Services
1.13	Extended Learning Opportunity Program: The ASP will provide extra academic support after regular school hours and provide enrichment activities through the City of Oxnard. "Burst" Enrichment opportunities include, but are not limited to: • Parker Anderson Enrichment classes • Art Trek • Lego Club • Hip Hop Mindset/Dance Masters • Guitar • DIY • Spirit Squad • Homework Help Spring Camp and Summer School will be offered to all students through an application process. A teacher liaison will support the Scholars After School Program and communicate with appropriate staff to support school needs by organizing curriculum, offering mentoring, and providing professional development for after-school staff.	All Students	ASES ELOP 1000-1999: Certificated Personnel Salaries ASP Liaison
1.14	Academic-Focused Extracurricular Activities: Students will participate in academic extracurricular activities, including, but not limited to: • Spelling Bee • Cesar Chavez Writing and Art Contest • AKA African American Speech Contest • Battle of the Books • Mathematical Minds Competition • VCOE Mathlete Challenge	All Students	500 LCFF 4000-4999: Books And Supplies Spelling Bee. AKA African American Speech, Cesar Chavez; Mathematical Minds Competition, VCOE Mathlete Challenge District Funded 4000-4999: Books And Supplies Battle of the Books
1.15	The Accelerated Reader (AR) Program will be used to: • Support Reading Comprehension and Fluency: Provide students with reading practice tailored to their individual reading levels to build comprehension and fluency skills. Identify Students for Intervention:	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures Accelerated Reader Program

	• Use AR data as an assessment tool to help identify students needing additional reading support or intervention. Celebrate Student Achievement: • Recognize and celebrate students' growth and accomplishments in reading based on their progress within the AR program.		
1.16	Apps: Applications for student iPads to support first instruction. Apps may include, but are not limited to: • ST Math • Lexia • MyOn • IXL • ESGI • Canvas • Zearn • Reading Horizons	All Students	District Funded 5000-5999: Services And Other Operating Expenditures ST Math, Lexia, MyOn, IXL, Canvas, Zearn, Reading Horizons 1000 LCFF 5800: Professional/Consulting Services And Operating Expenditures ESGI and other apps
1.17	Additional Classroom Supplies per MOU: TK: All TK classrooms will receive $250.00 K: All Kindergarten classrooms will receive $250.00 SPED Class will receive $200.00 from the SPED department	All Students Students with Disabilities	500 LCFF 4000-4999: Books And Supplies TK Supplies 500 LCFF 4000-4999: Books And Supplies Kindergarten Supplies District Funded 4000-4999: Books And Supplies SPED Supplies
1.18	Resources for an Equitable Learning Environment: • Provide materials to support instruction. • Maintain facilities to ensure a safe learning environment for the students.	All Students	10377 LCFF 4000-4999: Books And Supplies Cost of materials, supplies, warehouse charges, and equipment 15000 LCFF 4000-4999: Books And Supplies Warehouse Supplies
1.19	Technology Services Technician (TST): TST support will be provided to students and staff before, during, and after the school day to ensure effective use of technology in the learning environment. Device Maintenance and Repair:	All Students	District Funded 2000-2999: Classified Personnel Salaries District Technology Services Technician Salary 1000 LCFF

	• Repair or replace IT equipment as needed, including providing an iPad for the front office to support digital signage and social media updates. Ongoing Technology Support: • Ensure all technology remains in good working condition and provide guidance on new equipment to enhance student learning experiences. Supplies and Equipment Procurement: • Purchase essential technology accessories and materials such as keyboards, headphones, and other related items to support instructional needs.		4000-4999: Books And Supplies Computer Supplies
1.20	Operational Supplies Teachers will have access to essential equipment, including the laminator, Duplo, and Canon copy machines, to create instructional materials and classroom resources. This includes the provision of toner, maintenance, and service contracts to ensure ongoing functionality. Specialized instructional materials and jobs are to be copied by the graphics department (discipline referrals, health referrals, emergency cards, etc.). The school will also maintain shredding services to dispose of confidential documents securely. Provide a range of office supplies to support daily operational needs and ensure smooth school functioning.	All Students	2055 LCFF 5000-5999: Services And Other Operating Expenditures Maintenance Agreements (Duplo, copy machines) 4000 LCFF 4000-4999: Books And Supplies Toner, laminator, Duplo Supplies 3275 LCFF 5000-5999: Services And Other Operating Expenditures Storage Units and Shedder Agreements
1.23			
1.24			
1.27			
1.33			

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

During the current school year, we observed a meaningful increase in focused teacher collaboration, data-driven instruction, and student engagement, as evidenced by classroom walkthroughs and positive student performance trends. Grade-level teams concentrated on strengthening their first instruction and actively explored new teaching strategies in mathematics, including Building Thinking Classrooms (BTC) and critical thinking approaches, to deepen student understanding and problem-solving skills.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There was no major difference between the intended implementation and the budgeted expenditures to implement the strategies to meet the goals.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on the 2024–2025 School Plan for Student Achievement (SPSA) analysis, academic performance data highlights the need for a more structured, data-driven approach to instruction and student support. Key action steps include strengthening collaboration through Professional Learning Communities (PLCs), implementing targeted small-group interventions in English Language Arts and Mathematics across all grade levels, and increasing formative assessments to monitor student progress closely. Additionally, the plan emphasizes the importance of ongoing professional development to enhance instructional practices and support students' social-emotional learning. Enrichment activities will also be expanded to foster a stimulating and engaging learning environment.

Student progress will be monitored more frequently and systematically to better identify and support students who require additional assistance. Teachers will utilize Star assessment data, administered five times throughout the school year, to guide instructional decisions and ensure alignment with grade-level standards. Grade-level teams will analyze student performance data collaboratively to determine the necessary interventions and supports. Instructional standards identified as areas of need will be addressed through flexible, needs-based learning groups, ensuring that all students receive targeted instruction to help them achieve academic success.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Learning Environment and School Climate
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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2 - Learning Environment and School Climate

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Support a multi-tiered system of support (MTSS).
Foster access, equity and inclusion.
Utilize restorative practices.
Create affirming learning environment and relationships.
Maintain safe and inviting facilities and grounds.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Data (2024-2025)	Average school wide yearly attendance was 91.31%.	Maintain a monthly average attendance rate of 95% or higher in each grade level.
Panorama Survey (Spring 2024-2025)	Spring 2025 School climate and student well-being will be measured through the Panorama survey. The ratings by SEL topic were: Teacher-Student Relationships: 73% Self-Management: 67% Social Awareness: 60% Sense of Belonging: 55% Growth Mindset: 51% Engagement: 49% Emotional Regulation: 48%	Spring 2026 Increase the overall percent ratings by at least 10% in each SEL topic by the The ratings by SEL topic were: Teacher-Student Relationships: 83% Self-Management: 77% Social Awareness: 70% Sense of Belonging: 65% Growth Mindset: 61% Engagement: 60% Emotional Regulation: 58%
Discipline Referrals to Office (2024-2025)	154 office referrals	Decrease the total number of office referrals by 25%.
Suspension Rate (2024-2025)	0.88% (4/453 students)	Maintain a suspension rate below 1%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Foundations (PBIS) TEAM: The school will maintain a site-based Positive Behavior Interventions and Supports (PBIS) committee, known as the Foundations Team, to guide the implementation of a multi-tiered system of support that promotes positive behavior and social-emotional development. • The team will continue to lead the rollout of school-wide STOIC strategies (Shark Guidelines for Success) in all common areas—including bathrooms, the cafeteria, playground, and hallways—to create consistent expectations for student behavior. • Visual supports, such as posters, will be displayed in these areas to communicate behavioral expectations and promote student success. • All classroom staff will fully implement STOIC practices at every grade level, incorporating all Positive Behavior Support program components into daily instruction and routines. • Establish and consistently reinforce clear behavioral guidelines across campus to ensure a cohesive and supportive school environment. • Conduct behavior expectations assemblies at the beginning of the school year, once per trimester, and as needed throughout the year to reinforce school-wide norms and expectations. • Incorporate the "Shark Guidelines to Success" into daily morning announcements to reinforce STOIC strategies and expectations regularly. • The Foundations (PBIS) Team will meet monthly to review data, assess school climate, and provide staff with targeted strategies for promoting positive student behavior. • Support teachers by providing effective strategies to address behavior concerns in the classroom.	All Students	2000 LCFF 5700-5799: Transfers Of Direct Costs Supplies, posters District Funded 2000-2999: Classified Personnel Salaries Personnel ORC and Classified Members District Funded 1000-1999: Certificated Personnel Salaries Personnel Salaries Cost Teacher and Counselor 500 LCFF 2000-2999: Classified Personnel Salaries Classified Extra Hours and Benefits 500 LCFF 1000-1999: Certificated Personnel Salaries Extra Hours and benefits District Funded 5800: Professional/Consulting Services And Operating Expenditures Professional Development with TOSAs

	• Provide staff with professional development on STOIC practices as needed, delivered in collaboration with district Teachers on Special Assignment (TOSAs) and Foundations Team, to support continuous improvement and implementation fidelity. • Provide the Foundations Team time to meet outside the regular day.		
2.2	School Safety: The school will maintain a safe environment through the following measures: • Conduct monthly emergency drills, including fire, earthquake, Priority 1 and 2 lockdown scenarios, and reunification procedures. • The Safety Committee will regularly review and update the Comprehensive School Safety Plan. • Provide disaster preparedness training for students, staff, and parents to build awareness and emergency readiness. • Enforce closed campus setting (e.g., Gates and doors are locked; all guests must sign in at the front office, ID card for employees). • Campus assistants will supervise before school, during recess and lunch, and at dismissal. • Additional training will be provided through SALUS to enhance the campus supervisors' safety protocols and emergency response skills. • Support Monthly Campus Assistant meetings. • All staff will participate in mandatory trainings, including: Mandated Reporting, Active Shooter, Threat Assessment, Bullying, Suicide Prevention, and Drug/Alcohol Policies.	All Students	1000 LCFF 4000-4999: Books And Supplies Safety Supplies 400 LCFF 2000-2999: Classified Personnel Salaries Personnel Services Campus assistants Extra Time District Funded 5800: Professional/Consulting Services And Operating Expenditures SALUS Training District Funded 1000-1999: Certificated Personnel Salaries Mandated Training District Funded 2000-2999: Classified Personnel Salaries Mandated Training
2.3	School Counselor: The school counselor will support students' social and emotional well-being through the following services and activities: • Monthly Classroom Presentations: Facilitate lessons on social-emotional learning topics such as the OSD Student	All Students	District Funded 1000-1999: Certificated Personnel Salaries Personnel Salaries Counselor salary 1000 LCFF

	Profile attributes, Growth Mindset, and school-wide expectations and guidelines. • Individual and Small Group Counseling: Provide support to students individually or in small groups based on referrals. • Recess Engagement: Actively engage with students during recess to build positive relationships and provide informal social-emotional support. • Wellness Center Access: Host students in the Wellness Center to ensure all grade levels can visit, promoting a space for emotional regulation and support. • Wellness Wednesdays: To promote student well-being and inclusion, offer structured, safe, and engaging activities during recess, such as hula hoops, jump ropes, and spinner stations. • Family Support: Provide referrals to outside agencies and parenting classes to help families address mental health, behavioral, or social-emotional challenges. • Restorative Practices: Implement restorative justice strategies to help mediate peer conflicts and promote accountability and positive relationships. • Crisis Response: Conduct wellness checks and risk assessments to ensure student safety and provide timely support during emotional or behavioral crises.		4000-4999: Books And Supplies Counseling Materials, Wellness Wednesdays, and Supplies
2.4	Outreach Specialist: The Outreach Specialist will support student success and family engagement through the following actions: Attendance Support and Intervention: • Organize and facilitate an Attendance Club to recognize and reward students with improved attendance, particularly those identified as chronically absent. • Set up a positive attendance reward system for perfect class and individual attendance. • Implement an attendance improvement campaign that includes school-wide incentives, such as certificates, pencils,	All Students	1500 LCFF 4000-4999: Books And Supplies Attendance Incentives 800 LCFF 4000-4999: Books And Supplies Attendance Campaign Banners

	brag tags, and medals, to encourage and celebrate perfect attendance. • Promote Attendance Campaign by purchasing banners to track school-wide attendance and classroom door banners. • Support families in understanding the School Attendance Review Board (SARB) process when students have excessive unexcused absences and work collaboratively to improve attendance outcomes. Family Communication and Support: • Maintain regular communication with families to connect them with community resources and support services. • Conduct home visits to strengthen relationships with families and address attendance or other concerns. • Provide resources and support to families in need, ensuring access to food, clothing, housing assistance, and other essential services. Parent Engagement: • Organize and attend parent workshops to promote involvement and share helpful information. • Schedule and coordinate Student Success Team (SST) meetings to support student academic and behavioral growth.		
2.5	The Panorama Survey will be administered to students three times a year (Fall, Winter, and Spring) to obtain data about our school climate and students' social-emotional needs.	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures Panorama Survey contract
2.6	Student behavior is focused on positive behavior, being proactive, and establishing a structure to foster student success. Methods to accomplish successful student behavior include: Continue to use progressive discipline, positive reinforcement, and restorative circles to support students in making positive behavior choices.	All Students	No additional costs
2.7	Positive and Inclusive Student Culture: To promote a positive and inclusive student culture, the school will implement the following activities	All Students	No Additional Costs

	and initiatives: • Morning Greeters: Staff and student greeters will welcome students at the school gates each morning to ensure a positive and uplifting start to the school day. • Shark Guidelines for Success Focus: Each month, a focus on a common area will be highlighted to reinforce positive behavior, social-emotional growth, and student success across all grade levels. • Morning Announcements: Each morning, an administrator or a school counselor, and selected students will deliver announcements that include the daily lunch menu, school-wide expectations (Guidelines to Success), a fun fact, or other relevant updates to foster school spirit and connection. • Wellness Wednesdays: Designated activities during recess will promote student well-being, social interaction, and healthy habits. • Spirit Weeks: Themed Spirit Weeks will be organized throughout the year to build community, encourage school pride, and provide fun, engaging opportunities for student participation.		
2.8	After School Program: The After School Program will be offered to students in grades 1-5 and will provide enrichment for students through opportunities for collaborative learning and hands-on activities. The ASP will include the following: • Enrichment is offered for students interested in attending classes such as recorders, DIY, videography, a Hip-Hop Mindset, and much more. • Homework Help and tutoring in specific subjects. • The school administrator will meet monthly with the after-school program administrator to evaluate the program and work on correlating the after-school program to the regular school day's programs and services. • A teacher liaison will be designated for the after-school program to coordinate	All Students	ASES

	communication with the after-school program and help it support school needs by organizing curriculum, providing mentoring, and professional development for the after-school staff on PBIS		
2.9	SST/IEP/504 Meetings: Conduct SST (Student Study Team), meetings to review, within our Multi-Tier System of Supports (MTSS), cases of students who are demonstrating a need for behavior and social-emotional support. Conduct IEP meetings and 504 meetings to review cases of students who are demonstrating a need for behavior and social-emotional support.	All Students Students with Disabilities Socioeconomically Disadvantaged Homeless	See Goal 5.7-Floater Subs for meetings
2.10	Student Confidentiality: Ensure confidentiality of documents and sensitive student information	All Students	See Goal 1.20-Contract for Shredding Services
2.11			
2.12	Ensure administrative site coverage when the School Principal is absent or off-site.	All Students	500.00 LCFF 1000-1999: Certificated Personnel Salaries Teacher In Charge
2.13	School Beautification Project: Provide a well-maintained, safe, and attractive learning environment for students.	All Students	400 LCFF 4000-4999: Books And Supplies Campus Beautification
2.15	Provide drug, alcohol and tobacco prevention education (Red Ribbon Week).		500 LCFF 4000-4999: Books And Supplies Materials and supplies
2.20			
2.38			

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

As we reviewed our goals and measured them against our outcomes, we recognized that while we made progress in some areas, there are still goals we fell short of achieving.

Our daily attendance rate remains at approximately 91%, which is below our target of 95%. Our overarching goal is for every student to be present and ready to learn each day. Improving attendance will remain a key focus moving forward. We did meet our goal of reducing both off-campus and teacher suspensions; however, we recognize that the number of suspensions still reflects an ongoing need.

As part of our commitment to fostering a positive and supportive school environment, students in grades 3–5 participate in the Panorama Survey three times a year. This survey gathers data on students' social-emotional learning (SEL) competencies, as well as their perceptions of the overall learning environment and the support they receive at school.

The most recent results highlight a strength in teacher-student relationships, with 73% of students reporting positive connections with their teachers. This suggests that a majority of students feel their teachers care about them, listen to them, and support their academic and emotional development, critical elements for student success. In contrast, the area of self-management was identified as an opportunity for growth, with 67% of students indicating confidence in their ability to manage emotions, behaviors, and responsibilities. These data points to a need for continued support in helping students build essential skills such as goal setting, emotional regulation, and responsible decision-making.
However, the data also highlight several key areas for improvement:

Emotional Regulation (48%) – Less than half of students feel confident in their ability to manage strong emotions in challenging situations. Growth Mindset (51%) – Only slightly more than half of students believe they can improve through effort and learning from mistakes. Student Engagement (49%) – Fewer than half of students report being consistently interested and invested in their learning experiences.

These results underscore the importance of targeted supports in SEL instruction and classroom practices. Moving forward, we will integrate focused SEL lessons that specifically address emotional regulation and a growth mindset. Use student voice to inform instructional approaches that increase engagement and motivation. Offer professional development and collaborative planning time for staff to align strategies across grade levels. Provide opportunities for students to reflect and set goals, fostering ownership of learning and emotional growth. By addressing these areas, we aim to create a more responsive, engaging, and emotionally supportive learning environment for all students.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There was no major difference between the intended implementation and budgeted expenditures to implement the strategies.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on the analysis of the 2024–2025 SPSA and the Panorama Survey results, there is a clear need to strengthen our efforts in supporting student behavior and emotional well-being. To address this, we plan to explore and implement alternative strategies that aim to reduce discipline referrals to the office while increasing positive student behavior across campus. Strategies under consideration include: Refining Social-Emotional Learning (SEL) lessons to better align with student needs, with a stronger focus on emotion regulation, conflict resolution, and self-management skills. Engaging families through parent workshops that provide practical strategies for supporting behavior and emotional development at home, as well as increasing opportunities for parent involvement, such as classroom volunteering, participation in school-wide events, and collaboration in behavior support planning. These actions aim to create a more proactive and supportive environment where students feel safe, connected, and empowered to make positive choices.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Guidance and support to the site.
Provide strategic direction, guidance, and support focused on improving the quality of instruction, interaction, and engagement in every classroom, so that all students reach high levels of academic excellence, multilingual achievement, global competency, and healthy identity development, agency and voice.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 3 - Guidance and Support to Sites and District Departments.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Foster a culture of empowerment.
Provide professional learning and support.
Provide recognition to staff and students.
Utilize student assessment to measure student learning.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Collaborative Engagement	2024–25: No systematic tracking of non-teaching staff or committee meetings	2025–26 Target: – minimum of 5 meetings per group/year – 80% staff report feeling engaged/empowered Data Collection Tools: Calendar logs, attendance sheets, survey results, meeting minutes
Staff Recognition	2024–25: Staff Acknowledgement for the 2024-2025 School Year: • Shining Star Award (District Recognition events inconsistent, limited participation and tracking 1	2025–26 Target: – 8+ recognition events annually – 85% staff report feeling appreciated – 60% staff participate in or are nominated for recognitions Data Collection Tools: Recognition log, event calendar, nomination forms, survey results
Monthly Challenge Participation	2024–25: Informal implementation, no consistent tracking of challenge participation or impact	2025–26 Target: – 80% of students participate in monthly/trimester challenges – 65% of participants meet their goals

Student Trimester Awards	Awards Assemblies for the 2024-2025 • School Year: 100% of classes recognized students for the three	Based on on the 2024-2025 Student Awards data, the site will maintain 100% Trimester Award Participation.
CAASPP ELA Assessment Data	2024-2025 Percent Met or Exceeded, by grade: 3rd: 35% 4th: 33% 5th: 30%	Based on cohort performance from the previous year, students in grades 3–5 will demonstrate a 10% increase in scaled score growth on the 2024–25 CAASPP assessments in English Language Arts (ELA). The projected percentage of students achieving "Met" or "Exceeded Standard" reflects this targeted growth. For 3rd grade, projections are derived from students' final 2nd grade STAR Reading scores, as they do not participate in CAASPP in second grade. 3rd: 39% 4th: 45% 5th: 43%
CAASPP Math Assessment Data	2024-2025 Percent Met or Exceeded, by grade: 3rd: 31% 4th: 45% 5th: 26%	Based on cohort performance from the previous year, students in grades 3–5 will demonstrate a 10% increase in scaled score growth on the 2024–25 CAASPP assessments in Mathematics. The projected percentage of students achieving "Met" or "Exceeded Standard" reflects this targeted growth. For 3rd grade, projections are derived from students' final 2nd grade STAR Reading scores, as they do not participate in CAASPP in second grade. 3rd: 40% 4th: 41% 5th: 55%
Star Early Literacy	Spring 2024-2025 Percentage At or Above Benchmark, grade: Kindergarten: 48% 1st: 48%	Star Early Literacy Assessment 2025-2026 Grades K-1 Percentage of Students At/Above District Benchmark, by grade: Kindergarten: 58% 1st: 58%
Star Reading	Spring 2024-2025 Percentage At or Above Benchmark, by grade: 2nd: 30%	Star Reading 2025-2026 Percentage of Students At/Above State Benchmark, by grade: 2nd: 40%

	3rd: 33% 4th: 32% 5th: 38%	3rd: 43% 4th: 42% 5th: 48%
Star Math	Spring 2024-2025 Percentage At or Above Benchmark, by grade: 1st: 23% 2nd: 20% 3rd: 33% 4th: 47% 5th: 30%	2025-26 Increase the number of students that score At or Above Benchmark on the Spring assessment by 10% or more. 1st: 33% 2nd: 30% 3rd: 43% 4th: 57% 5th: 40%
ELPAC	2024-2025 Percentage of students who scored at a Level 3 or higher: Kindergarten: 3 of 19 Students (15%) 1st: 6 of 24 Students (25%) 2nd: 11 of 23 Students (48%) 3rd: 12 of 33 Students (36%) 4th: 13 of 25 Students (52%) 5th: 14 of 22 Students (64%)	2025-2026 Percentage of students who scored at a Level 3 or higher: Kindergarten- 20% 1st: 25% 2nd: 35% 3rd: 55% 4th: 60% 5th: 70% Increase the number of students who score a Level 3 or higher on the ELPAC Assessment by 10% or more.
Reclassification Rate (3rd-5th grade)	2024-2025 12 of 147 students, 8%, were designated Reclassified Fluent English Proficient in following the district's reclassification procedures.	2025-26 Increase the number of students who reclassify on the ELPAC assessment by 15% or more.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Culture of Empowerment Meet regularly with non-teaching staff teams: Administrative Support Team (Attendance clerk, School Office Manager & Office Assistant). • Campus Assistants • ORC & School Counselor • Custodial Staff Meet regularly with school committees: • Safety • PBIS • Leadership • MTSS		District Funded 2000-2999: Classified Personnel Salaries ORC, Attendance, OA, Custodial, Campus Assistants District Funded 3000-3999: Employee Benefits ORC, Attendance, OA, Custodial, Campus Assistants District Funded

			1000-1999: Certificated Personnel Salaries Certificated Salaries District Funded 3000-3999: Employee Benefits Certificated Benefits
3.2	Professional Development: Provide professional development opportunities for staff. PD includes, but is not limited to: • District Summer PD 2025 • Site SIP Days • PD during staff meetings (with Math TOSA/Manager, MTSS TOSA, etc)		District Funded 1000-1999: Certificated Personnel Salaries District Summer PDs-Salaries 1500 LCFF 4000-4999: Books And Supplies Site SIP Days District Funded 1000-1999: Certificated Personnel Salaries TOSAs Salaries
3.3	Staff Meetings/Collaboration: Staff development meetings are embedded into the schedule during staff meetings, while grade-level collaboration occurs every Wednesday after school. These meetings focus on curriculum planning and data analysis, aiming to improve the quality of teaching and learning in all classrooms.		No additional cost
3.4	District resources such as Teachers on Special Assignments (TOSAs) will be invited to support teachers and administrators in identifying and implementing high leverage instructional practices in the classrooms.		District Funded 1000-1999: Certificated Personnel Salaries TOSAs salaries
3.5	Professional Development for Teachers in Special Education Department • Job-alike workshops • Monthly Special Education Department meetings with Program Manager & other specialists to discuss student progress towards IEP goals and change of placement.		District Funded 1000-1999: Certificated Personnel Salaries Certificated Salaries
3.6	Staff Recognition Staff will be recognized through the following but not limited to: • Teacher/Staff Appreciation Day/Week • Staff Shoutouts or Spotlights • Shining Star recognition nominated by colleagues • Mason Awards • Shark Cart		500 LCFF 4000-4999: Books And Supplies Shark Cart 1000 LCFF 4000-4999: Books And Supplies Staff Recognition
3.7	Student Recognition Recognize students in formal ways based on academic success, character development, and		1500 LCFF

	accomplishments through the following, but not limited to: • Trimester Awards Assembly (Academic Achievement, Golden Jiji, Golden Reading Award, and Selected Student Profile). Families will be invited to join in celebrating student achievements. • Monthly Challenges: Each month, students will be encouraged to meet a specific goal (e.g., reaching their AR reading target, STMath Challenge, Lexia units) and earn a reward, such as extra recess or other incentives, to celebrate their achievement.. • CAASPP Awards Assembly and Rock the Test Assembly • Accelerated Reader Award and Celebrations • Individual classroom achievement recognition • Attendance • Celebrations and Shout-Outs: We proudly recognize and celebrate the accomplishments of our classrooms and individual students who have demonstrated outstanding achievements both at our site and throughout the district. • 5th Grade Promotion • Reclassification Celebration • STMath March Mathness		4000-4999: Books And Supplies STMath/Lexia Challenge Incentives 500 LCFF 4000-4999: Books And Supplies 5th Grade Promotion 500 LCFF 4000-4999: Books And Supplies CAASPP Awards 1500 Title III 4000-4999: Books And Supplies Reclassification Celebration 700 Title III 2000-2999: Classified Personnel Salaries Reclassification Celebration, and other events Extra Help 200 Title III 2000-2999: Classified Personnel Salaries Reclassification: Translations 1000 LCFF 4000-4999: Books And Supplies AR Celebrations
3.8	Data Chats - Teachers and administrators will utilize student assessments to measure and analyze student achievement. Students' assessments will include, but not be limited to: • Star Renaissance • Smarter Balanced • IABs/FAIBs • ELPAC • Grade level Common Formative Assessment (CFA) • Curriculum Unit/Chapter Tests • STMath, Lexia, other apps	All Students	No additional costs
3.9	Assessments: Star: use the Renaissance Program (Star/Illuminate) as an assessment and data monitoring tool to identify students for intervention placement and leveled-instruction. The assessment will be administered 6 times a year. CFAs: An additional feature known as Star Custom or Illuminate, allows teachers to assign pre-made assessments (or create their own) that are aligned to the skills and standards recommended by existing Star products. This will be used by grade	All Students	2000 LCFF 5800: Professional/Consulting Services And Operating Expenditures Star Custom Licenses

	levels that plan to integrate it regularly into the curriculum. IABs/FAIBs: Interim Assessment Blocks are aligned to the CAASPP and can help students prepare for the CAASPP test. In addition, it can help teachers identify gaps in student understanding and instruction using the CAASPP as the level to be measured. CAASPP: The California Assessment of Student Performance and Progress assesses how well students are learning new and rigorous state standards designed to prepare them for college coursework and 21st-century careers. The data collected from CAASPP determine if end of the year goals were met in ELA, Math, and Science (5th grade). OSD Writing Assessment: writing assessments administered by K-5 teachers 3 times a year focusing on the 3 writing genres (narrative, informative, argumentative). DRDP: The Transitional Kindergarten (TK) program will utilize the Desired Results Developmental Profile (DRDP) to assess and document student growth and development across key domains. The DRDP will guide instruction, support individual learning needs, and ensure alignment with state early learning standards. Assessment data will be collected through ongoing observations to inform planning and family engagement.		
3.10	Support Students During CAASPP Provide snacks for all 3rd-5th-grade students during CAASPP Testing. Positive Messages and Incentives for CAASPP Testing.	All Students	600 LCFF 4000-4999: Books And Supplies Snacks and Incentives
3.11	Campus Supervisors will also receive ongoing training by our School Administrator, School Counselor, and PBIS/Foundations Committee Members to support our Shark Guidelines for Success protocols, routines, and procedures.	All Students	No Additional Cost
3.12	Certificated and classified staff will receive ongoing training on Safe and Civil Schools (PBIS), Restorative Justice practices, and NCPI. Further review, discussion, and implementation of Shark Guidelines for Success will be conducted by the PBIS/Foundations Committee.	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures Safe and Civil Training, NCPI, RJ training
3.13	Support Student Leadership: Provide opportunities for students to gain	All Students	No Additional Costs

	leadership skills and increase involvement in school activities, including but not limited to: • Superintendent Fellows • Principal Fellows • Leadership Group with School Counselor Principal's Fellows (3rd–5th grades) and Campus Beautification Crew • Lead monthly spirit weeks • Organize awareness campaigns • Coordinate community outreach efforts • Lead the No Place for Hate Campaign Superintendent's Fellows Representation: Nominate two 5th-grade students to represent Marina West in the Superintendent's Fellows Program		
3.14	To provide students with meaningful athletic opportunities, we will continue to strengthen our Athletic Program, which includes basketball, volleyball, and track.	All Students	ELOP

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

We have significantly expanded our staff recognition efforts to build morale, reinforce positive contributions, and cultivate a stronger sense of community among educators and support staff. Staff are acknowledged regularly through a variety of meaningful and visible platforms, including but not limited to:

Teacher/Staff Appreciation Day/Week: Organized celebrations that include tokens of appreciation, catered meals, and public acknowledgments.

Staff Shoutouts or Spotlights: Weekly or monthly highlights of staff members who go above and beyond, shared via staff bulletins, newsletters, or announcements.

Shining Star Recognition: Staff nominated by their peers for demonstrating excellence, collaboration, and commitment to student success.

Mason Awards: Special awards that recognize exemplary service, leadership, or innovation on campus.

Shark Cart: A mobile cart stocked with treats and small gifts, used to surprise and reward staff for their efforts in real time.

These efforts have had a noticeable and positive impact on staff morale, contributing to a more connected and motivated workforce. Staff report feeling more valued and appreciated, which in turn strengthens their commitment to the school's mission and students.

We are equally committed to celebrating the accomplishments and growth of our students. Recognizing student achievement is a key strategy to increase motivation, engagement, and a sense of belonging. Our student recognition systems are inclusive of academic performance, character development, and personal growth. These recognition efforts have had a measurable impact on both student engagement and staff satisfaction. Students feel seen, valued, and

motivated to meet academic and behavioral expectations. Staff are more energized and connected to their roles and one another. Together, these practices contribute to a more joyful, supportive, and achievement-oriented school environment.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no differences between budget expenditures and intended implementation plans. All funds were appropriately allocated to support school priorities, including student achievement, professional development, and community-building initiatives. As part of our broader effort to strengthen site culture and shared ownership of schoolwide goals, administrators remain deeply committed to cultivating a Culture of Empowerment. This involves intentional and regular engagement with both non-teaching staff and key school committees, ensuring that every stakeholder group has a voice in shaping our school's direction.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This year, our primary focus is to strengthen first instruction and deepen our collective understanding of the Common Core State Standards. Teachers will engage in Professional Learning Communities (PLCs) to collaboratively refine instructional practices, promote shared learning, and ensure alignment with grade-level standards. Additionally, we will collaborate with district support personnel, including Teachers on Special Assignment (TOSAs), to enhance schoolwide systems and drive continuous instructional improvement.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 4 - Family/Community Alliances for Student Success

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Create Student Profile Alliances.
Foster family engagement and support.
Provide parent/family resources.
Foster community partnerships and relationship building.
Promote higher education.
Strengthen family/community communications.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent participation in ELAC	The average of parents attending ELAC meetings: 5	Increase the average of parent participation to 10 parents
Parent participation in parent workshops	The average parent participation in parent workshops: 15	Increase the parent participation to 30 parents
Panorama Survey (Student Responses vs Teacher Perception)	Student responses: Emotion Regulation: 51% Self-Management: 71% Sense of Belonging: 61% Engagement: 61% Social Awareness: 65% Growth Mindset: 56%	Increase in all areas by 5%
Panorama Survey from Parents	2024-2025 A total of 113 responses Percent Favorable: 87% for LCAP 63% for Family Engagement	2025-2026 Increase responses to 125 Increase the percentage of favorable responses by 10% in all categories.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Family and Community Alliances for Student Success Create engagement opportunities and provide resources and information to families to build relationships and support student involvement and achievement. • School Site Council & ELAC • PTA meetings and events (e.g., Skate Nights, Movie Nights, Art Night) • Family and Community Engagement (FACE) • Coffee with the Principal • Back to School Nights • Open House • Parent Education (e.g., CAASPP, Math resources) • Data Presentation • TK Reading on the Lawn • Awards Assemblies • Title I Informational Meeting • Transition meetings: SpEd transition TK/5th • School Volunteers • OSD Creates • After-School Program Orientation • Meet and Greet with School Resource Officer • Lunch Break with our ORC and School Counselor		1000 Title III 4000-4999: Books And Supplies ELAC Meetings 400 LCFF 4000-4999: Books And Supplies Coffee with the Principal 764 Title III 2000-2999: Classified Personnel Salaries Translations/Extra Hours 500 Title III 2000-2999: Classified Personnel Salaries Babysitting
4.3	School Events: A variety of on-campus events are held throughout the year to promote community building and strengthen the partnership between families and the school. These events foster family engagement and support student learning and celebration. Scheduled Events Include, but are not limited to: • Back to School Night: Families visit classrooms to learn about academic expectations, grade-level standards, and student learning outcomes for the year. • Literacy Night (by grade level): Families participate in activities and receive strategies to support their child's	All Students	PTA/PTO 4000-4999: Books And Supplies Supplies for PTA Events 500 LCFF 2000-2999: Classified Personnel Salaries Extra Hours-Cookies with Santa 400 LCFF 4000-4999: Books And Supplies Cookies with Santa Supplies

	reading, writing, and speaking development. • Math Night (by grade level): Families learn how to help their child build foundational math skills through fun, hands-on activities. • Trimester Assemblies: Students are recognized for their academic achievements, growth, and character. • TK Reading on the Lawn: Parents join their children for morning reading time outdoors, fostering early literacy and family bonding. • Parent-Teacher Conferences: A dedicated time for parents to meet with teachers to discuss their child's academic progress and areas for support. • Winter Performance: Families are invited to enjoy a festive performance where students sing holiday songs. • Cookies with Santa: This holiday-themed event allows families to take a seasonal photo with Santa and enjoy cookies together. • Movie Night: Families gather at school for a fun and relaxing evening watching a family-friendly movie. • Open House (Spring): Families return to campus in the spring to visit classrooms and view student work, offering an additional opportunity to connect with teachers and staff. • TK Performance: An end-of-year celebration where Transitional Kindergarten students perform for their families on campus. • 5th-Grade Promotion: An end-of-year celebration for our 5th graders moving to Middle School.		400 LCFF 4000-4999: Books And Supplies Winter Performance Supplies 300 LCFF 4000-4999: Books And Supplies TK Reading on the Lawn-books 1000 Title I 1000-1999: Certificated Personnel Salaries Extra Hours for Math Nights
4.4	Parent Workshops: Parent workshops are designed to support families by providing valuable information, tools, and strategies to help them actively engage in their child's education. Parent workshops include, but are not limited to: • How to Navigate Parent Square • A-G Requirements • Middle School Presentations • How to Support Your Child with Anxiety • Technology Support Night • Mental Health Matters • Drug Awareness		600 LCFF 4000-4999: Books And Supplies Parent Workshop Materials 500 Title III 2000-2999: Classified Personnel Salaries Classified extra hours-Translations 300 LCFF 2000-2999: Classified Personnel Salaries Extra Hours

4.5	Communication: Use multiple means of communication to strengthen dissemination of and access to resources and information with and among school/district and families • Parent Square • Family and Staff Bulletin/Calendar • Social media platforms (e.g.,Facebook and Instagram) • Printed materials • One-to-one communication • School/District website • Progress/report cards • Annual Title I meeting/Back to School Night • Open House • Trimester Awards Assembly	All Students	No additional costs
4.6	In collaboration with the Manager of Equity, Family, and Community Engagement, Marina West families will be encouraged to attend the district's Parent Advocacy Group.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Manager of Equity, Family, and Community Engagement
4.7	Attendance: • Hold an "attendance information" evening parent meeting to inform parents of the importance of attendance, procedures to follow if absent, and consequences for unexcused absences. • Enroll students with a history of chronic absenteeism into ORC's "Attendance Campaign" that focuses on rewards for positive attendance and meeting attendance goals. • Share important attendance info at an ELAC meeting. • Home visit by counselor, ORC, admin for any families who were not able to attend the "attendance information" meeting. • Ensure families are aware of SARB process.	All Students Students with Disabilities Socioeconomically Disadvantaged Homeless	District Funded 2000-2999: Classified Personnel Salaries ORC Personnel salaries
4.8	TK/Kindergarten Orientation: Provide a parent orientation event for incoming TK/Kindergarten students to familiarize and welcome them with school and classroom expectations.	All Students	300 LCFF 4000-4999: Books And Supplies TK/K Orientation Supplies
4.9	Volunteer: Encourage and support parents to complete Oxnard School District's school volunteer clearance	All Students	No Additional Cost

	process so they can participate in their children's education and support their academic and social-emotional growth.		
4.10	Strand Focus: Marina West's STEAM Night will highlight the school's strand focus through hands-on, standards-based activities that showcase student learning and connect STEAM concepts to real-world applications.	All Students	1,500 LCFF 1000-1999: Certificated Personnel Salaries STEAM Night Extra Hours PTA/PTO 4000-4999: Books And Supplies STEAM Night Supplies
4.11	Middle School Transition meetings: Ensure a successful transition from elementary school to middle school by coordinating with district Middle School sites to conduct elementary school visits to promote student interest in site programs. The site will support students with AVID applications and invite the Middle School Team for presentations as needed.	All Students Students with Disabilities	District Funded 1000-1999: Certificated Personnel Salaries Counselor Salary and Benefits
4.14	Reclassification Meetings: Parents will be invited to give input for reclassification for students who qualify to be redesignated as Reclassified: Fluent English Proficient (RFEP).	English Learners	No additional cost
4.16	ORC and counselor to hold "Welcome to Marina West" one-to-one meetings with new incoming students/families and discuss school expectations and policies. This will be an opportunity to complete a needs assessment and address any possible barriers to school success.	All Students	No additional cost
4.17	ORC will conduct mini-SARB meetings with families to address attendance concerns and create an attendance plan.	All Students Foster Youth Homeless Socioeconomically Disadvantaged	No additional cost
4.18	Parent Engagement Policy: Implement and revise the Parent Engagement Policy with input from all educational partners including: SSC, ELAC, PTA, Staff, and Title I parent meetings. Ensure all items in Parent Engagement policy ensure a positive partnership with school and families.	All Students	No additional cost
4.22			

4.32			

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

At Marina West, we recognize that parents and families are essential partners in fostering student achievement. We are dedicated to cultivating meaningful engagement through various structures, including the School Site Council (SSC), English Learner Advisory Committee (ELAC), and Parent Teacher Association (PTA). These committees are vital in promoting family involvement in school activities and decision-making processes.

During the 2024–2025 school year, the School Principal, Outreach Coordinator, and School Counselor hosted a series of Parent and Family Education Nights. These sessions addressed topics identified through parent feedback, such as grading practices, report cards, student attendance, and math growth mindset. Teachers also held formal Parent-Teacher Conferences and maintained consistent communication throughout the year to review academic progress and provide strategies for home support.

Communication between the school and families has been significantly strengthened through the use of diverse channels, including email, flyers, phone calls, ParentSquare notifications, and in-person meetings. These multiple modes of outreach have ensured timely and consistent information-sharing, helping to build stronger home-school partnerships and keep families informed and engaged in school life. In addition, both students and staff participated in the Panorama survey, which served as a key tool for gathering perception data related to social-emotional well-being and school safety. The insights gained from the survey have guided schoolwide decision-making and informed the implementation of targeted supports and interventions where needed.

We observed strong participation in our Family Engagement Nights, including popular events such as Back to School Night, Cookies with Santa, Books and Blankets, A-G Requirements, and Movie Nights. These activities consistently drew high attendance, indicating a preference among families for interactive, hands-on experiences. Based on this positive response, we plan to continue offering engaging family events throughout the 2025–2026 school year.

While Parent-Teacher Conferences saw high turnout, attendance at SSC, ELAC, PTA meetings, and some educational workshops was lower, suggesting limited interest in more formal involvement formats. To address this, support staff will administer a family interest survey to better align workshop topics with parent preferences. We will also invite families to complete the Panorama Family Survey on campus, with staff available to provide assistance during the survey window to increase participation.

Parent involvement remains a top priority at Marina West. To expand engagement in our parent programs, we are committed to understanding families' interests and clearly communicating how their participation contributes to student achievement. Through ongoing feedback, tailored programming, and a continued emphasis on open communication, we aim to build even stronger partnerships with the families we serve.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

To increase student engagement, we recognized the need to enhance our recognition and incentive systems for academic achievement.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to create opportunities for parents to feel welcomed and valued as partners at Marina West. To strengthen family-school connections, we plan to offer a range of enrichment activities, Family Learning Nights, and parent informational workshops, including sessions with guest speakers when appropriate. Additionally, based on feedback received from our families, there is a strong interest in academic-focused events—particularly those that provide guidance on how to support children at home with subjects such as mathematics. In response, we will prioritize offering targeted Academic Nights to address these needs and equip parents with practical strategies to reinforce learning outside the classroom.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Transformational leadership and infrastructure
Create a coherent and sustainable districtwide infrastructure and culture to support and communicate the district's identity and strategic work on behalf of all students; facilitate strategic plan implementation; monitor progress and assess effectiveness and sustainability; and position the district as a leader in equitable and excellent education.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 5 - Transformational leadership and infrastructure

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Ensure strategic plan implementation.
Work toward schoolwide coherence.
Provide accountability and progress monitoring of implementation.
Develop human capital.
Foster communications.
Support finance and technology infrastructure.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Assessment Data	2024-2025 Percent Met or Exceeded, by grade: 3rd: 35% 4th: 33% 5th: 30%	Based on cohort performance from the previous year, students in grades 3–5 will demonstrate a 10% increase in scaled score growth on the 2024–25 CAASPP assessments in English Language Arts (ELA). The projected percentage of students achieving "Met" or "Exceeded Standard" reflects this targeted growth. For 3rd grade, projections are derived from students' final 2nd grade STAR Reading scores, as they do not participate in CAASPP in second grade. 3rd: 39% 4th: 45% 5th: 43%
CAASPP Math Assessment Data	2024-2025 Percent Met or Exceeded, by grade: 3rd: 31% 4th: 45% 5th: 26%	Based on cohort performance from the previous year, students in grades 3–5 will demonstrate a 10% increase in scaled score growth on the 2024–25 CAASPP assessments in Mathematics. The projected percentage of students achieving "Met" or "Exceeded Standard" reflects this targeted growth. For 3rd grade, projections are derived from students' final 2nd grade STAR Reading scores, as they do not participate in CAASPP in second grade. 3rd: 40% 4th: 41% 5th: 55%
CAST (California Science Test)	2024-2025: Percent Met or Exceeded, by grade: 5th: 24%	Students in 5th Grade will demonstrate a 10% increase in scaled score growth on the 2025–2026 CAST (California Science Test). Mathematics. The projected percentage of students achieving "Met" or "Exceeded Standard" reflects this targeted growth. 5th: 34%
Star Early Literacy	Spring 2024-2025 Percentage At or Above Benchmark, grade: Kindergarten: 48% 1st: 48%	Star Early Literacy Assessment 2025-2026 Grades K-1 Percentage of Students At/Above District Benchmark, by grade: Kindergarten: 58% 1st: 58%

Star Reading	Spring 2024-2025 Percentage At or Above Benchmark, by grade: 2nd: 30% 3rd: 33% 4th: 32% 5th: 38%	Star Reading 2025-2026 Percentage of Students At/Above State Benchmark, by grade: 2nd: 40% 3rd: 43% 4th: 42% 5th: 48%
Star Math	Spring 2024-2025 Percentage At or Above Benchmark, by grade: 1st: 23% 2nd: 20% 3rd: 33% 4th: 47% 5th: 30%	2025-26 Increase the number of students that score At or Above Benchmark on the Spring assessment by 10% or more. 1st: 33% 2nd: 30% 3rd: 43% 4th: 57% 5th: 40%
ELPAC	2024-2025 Percentage of students who scored at a Level 3 or higher: Kindergarten: 3 of 19 Students (15%) 1st: 6 of 24 Students (25%) 2nd: 11 of 23 Students (48%) 3rd: 12 of 33 Students (36%) 4th: 13 of 25 Students (52%) 5th: 14 of 22 Students (64%)	2025-2026 Percentage of students who scored at a Level 3 or higher: Kindergarten- 20% 1st: 25% 2nd: 35% 3rd: 55% 4th: 60% 5th: 70% Increase the number of students who score a Level 3 or higher on the ELPAC Assessment by 10% or more.
Reclassification Rate (3rd-5th grade)	2024-2025 12 of 147 students, 8%, were designated Reclassified Fluent English Proficient in following the district's reclassification procedures.	2025-26 Increase the number of students who reclassify on the ELPAC assessment by 15% or more.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Leadership Team: The Leadership Team is committed to developing the instructional leadership capacity of staff and supporting school-wide improvement efforts. • Attend site and district-level leadership meetings.		1000 LCFF 1000-1999: Certificated Personnel Salaries Leadership meetings

	• Represent their grade level or team during discussions and planning sessions. • Provide input and feedback for designing effective, targeted professional development aligned with school goals. • Help lead efforts to achieve the school's mission and vision through collaboration, modeling, and shared leadership. • Guide their grade-level teams during collaboration days, ensuring instructional goals and priorities are aligned. • Assist in identifying and establishing consistent Tier 1 best-first instructional practices across all classrooms to ensure effective learning outcomes.		
5.2	PLCs: • Collaboration days are focused on teaching and learning with emphasis on the four components of PLC (standards, assessments, intervention, and enrichment).	All Students	District Funded 1000-1999: Certificated Personnel Salaries Certificated Salaries
5.3	Student Progress Monitoring Conferences: Student Monitoring Conferences will be implemented and occur 4 times a year. The principal will meet with individual teachers/grade-level teams. A substitute will be provided for classroom coverage during these conferences. Data will be analyzed to monitor student progress and determine appropriate interventions and support to address identified learning needs. Progress Monitoring: In the area of ELA/Math, We will provide additional support by: -Progress monitoring using Educlimer to track their growth towards their goals and during PLCs. -Target these students during our Flex Time access time during Tier 1 instruction to meet their academic needs. -Refer them to before or after-school tutoring. -Collaboratively discuss and share the impact of positive teaching strategies that are working for these students, utilizing our formative and summative Star assessment data.	All Students	2000 Title I 1000-1999: Certificated Personnel Salaries Floater Subs Progress Monitoring
5.4	Implementation of "Flextime" in all classrooms Implement Tier One interventions through a dedicated "Flex Time" built into the school day.	All Students	No additional Cost

	This intentional block allows teachers to focus on targeted instruction aligned with each student's individual academic needs. Using data-driven insights, educators will identify specific skills that require reinforcement or enrichment and organize small groups accordingly. Flex Time provides all students with the opportunity to receive timely, differentiated support within the classroom setting, reinforcing our commitment to equitable and responsive instruction for every learner.		
5.5	Structured Peer Observation and Collaborative Planning for ELA and Math Provide structured opportunities for teachers to engage in peer observation and collaborative planning focused on English Language Arts (ELA) and Mathematics instruction. Teachers will be released from classroom duties using substitute coverage to observe colleagues during instructional time. Observations will be purposefully aligned to focus areas such as: • Strengthening first instruction • Enhancing instructional strategies • Ensuring academic rigor in the classroom Following observations, teachers will engage in collaborative reflection and planning sessions to integrate observed strategies into their own practice and support schoolwide instructional coherence.	All Students	4000 Title I 1000-1999: Certificated Personnel Salaries Floater Subs for Peer Observations/Lesson Learning
5.6	Observation Walkthroughs: The administration will conduct daily monitoring of classroom instruction to ensure: • Rigorous, standards-based teaching aligned with grade-level expectations • Effective implementation and use of Common Formative Assessments (CFAs) • Timely and systematic intervention for student support Additional areas of focus will include: • Alignment to grade-level standards • Development of writing skills across content areas • Promotion of student collaboration and engagement	All Students	No Additional Costs
5.7	SSTs, 504, IEP Meetings: Student Study Team (SST): Students will be referred to the Student Study Team (SST) based on data analyzed during progress monitoring meetings and information	All Students Students with Disabilities	4000 LCFF 1000-1999: Certificated Personnel Salaries Floater Subs for SSTs 500 LCFF

	gathered through EduClimber forms. The SST will review cases of students who are: • Not making adequate progress toward grade-level standards • Demonstrating a need for behavioral or social-emotional support Section 504 Plans: Individual students may be referred to a 504 meeting if they have a health condition or disability that may interfere with their ability to access the general education curriculum. The purpose of the meeting is to develop a plan for appropriate accommodations. Additionally, annual 504 plan reviews will be conducted for students who already have a plan in place. Individualized Education Plans (IEPs): IEP meetings will be conducted for students who have been assessed and found eligible for Special Education services, or for those with existing IEPs. These meetings ensure that each student receives individualized goals, supports, and services aligned with their unique learning needs.		1000-1999: Certificated Personnel Salaries Floater Subs for 504 Meetings 12000 LCFF 1000-1999: Certificated Personnel Salaries Floater Subs for IEP Meetings

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The initiatives currently in place at Marina West strongly support the implementation of the Oxnard School District Strategic Plan by ensuring consistent alignment between site-level practices and district-wide priorities. These efforts reflect a shared commitment to academic excellence, equity, and continuous improvement.

Monthly Leadership Team Meetings provide a structured space for collaborative decision-making, data analysis, and strategic planning. These meetings ensure that school leaders remain focused on site goals while maintaining alignment with the district's broader instructional vision. They also foster shared accountability and support responsive leadership practices.

Strengthening Professional Learning Communities (PLCs) promotes teacher collaboration centered on student learning. Through regular, structured PLC meetings, educators analyze student data, reflect on instructional practices, and develop targeted interventions. This collaborative model enhances instructional consistency, builds professional capacity, and supports the district's emphasis on high-quality teaching and learning for all students.

Scheduled Student Progress Monitoring Meetings are a key element in our data-driven approach. These meetings allow staff to regularly assess student achievement, identify learning gaps, and adjust instruction accordingly. They also provide opportunities for teachers, support staff, and administration to collaborate on tiered interventions, ensuring that all students receive the support they need to succeed.

Flexible Intervention Scheduling demonstrates our commitment to equity by creating time within the instructional day to provide targeted academic and behavioral support. By embedding interventions into the schedule, we ensure that students receive timely and differentiated assistance without being pulled from core instruction unnecessarily.

Together, these site-level actions demonstrate a cohesive approach that not only supports student achievement but also reflects the district's strategic priorities—developing human capital, cultivating collaborative professional cultures, and building a shared instructional vision across all levels of the organization.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no differences between the intended implementation plan and actual budget expenditures. Funds were used as designated to support instructional improvement, including substitute coverage for release time, professional learning, and materials aligned with schoolwide priorities. However, due to recent scheduling challenges, including an increase in student behavioral incidents and the need to attend mandatory administrative meetings, the admin was unable to consistently conduct follow-up classroom walkthroughs and teacher observation cycles as originally planned. These circumstances impacted our ability to maintain the intended frequency and depth of instructional monitoring

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Moving forward, we are actively working to adjust observation and instructional support schedules to better align with the evolving needs of the site. These adjustments are being made with the goal of minimizing disruptions, ensuring timely feedback, and maximizing the impact of our instructional leadership. By refining our approach, we aim to restore consistency to classroom walkthroughs and teacher observations, which are essential components of our schoolwide improvement strategy.
In addition to administrative observations, we are excited to provide teachers with meaningful opportunities to deepen instructional coherence and foster professional growth through the implementation of Structured Peer Observation and Collaborative Planning sessions, specifically focused on English Language Arts (ELA) and Mathematics.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$59,218.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$247,708.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$46,685.00
Title III	$12,533.00

Subtotal of additional federal funds included for this school: $59,218.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF	$97,280.00
LCFF - Intervention	$1,000.00
Prop 28	$90,210.00

Subtotal of state or local funds included for this school: $188,490.00

Total of federal, state, and/or local funds for this school: $247,708.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	46,685.00	0.00
Title III	12,533.00	0.00
LCFF	97,280.00	0.00
LCFF - Intervention	1000.00	0.00
Prop 28	90,210.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	97,280.00
LCFF - Intervention	1,000.00
Prop 28	90,210.00
Title I	46,685.00
Title III	12,533.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	123,554.00
2000-2999: Classified Personnel Salaries	4,364.00
3000-3999: Employee Benefits	29,213.00
4000-4999: Books And Supplies	69,374.00
5000-5999: Services And Other Operating Expenditures	9,330.00
5700-5799: Transfers Of Direct Costs	7,873.00
5800: Professional/Consulting Services And Operating Expenditures	4,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	20,000.00
2000-2999: Classified Personnel Salaries	LCFF	1,700.00
4000-4999: Books And Supplies	LCFF	59,377.00
5000-5999: Services And Other Operating Expenditures	LCFF	5,330.00
5700-5799: Transfers Of Direct Costs	LCFF	7,873.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Intervention	1,000.00
1000-1999: Certificated Personnel Salaries	Prop 28	60,997.00
3000-3999: Employee Benefits	Prop 28	29,213.00
1000-1999: Certificated Personnel Salaries	Title I	40,557.00
4000-4999: Books And Supplies	Title I	2,128.00
5000-5999: Services And Other Operating Expenditures	Title I	4,000.00
1000-1999: Certificated Personnel Salaries	Title III	2,000.00
2000-2999: Classified Personnel Salaries	Title III	2,664.00
4000-4999: Books And Supplies	Title III	7,869.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	195,144.00
Goal 2	9,100.00
Goal 3	11,500.00
Goal 4	8,464.00
Goal 5	23,500.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Terry Lopez	Principal
Rebecca Williams Meza	Classroom Teacher
LaRaine Tanita Kang	Classroom Teacher
Lenissa Garcia	Classroom Teacher
Samantha Jara	Other School Staff
Eva Barraza	Parent or Community Member
Lisa Lopez	Parent or Community Member
Jessica Arce Hernandez	Parent or Community Member
Rosemary Juarez Lucero	Parent or Community Member
Yesenia Martinez	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/8/2025.

Attested:

	Principal, Terry Lopez on 5/08/2025
	SSC Chairperson, Rebecca Williams Meza on 5/08/2025

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of

adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023

School Year: **2025-26**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Christa McAuliffe Elementary School	56725380100362	May 28, 2025	August 20, 2025

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Christa McAuliffe Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

☒ Schoolwide Program

At Christa McAuliffe Elementary School, "It's Always a Great Day to Be a Challenger!" The school and the educational community partners believe that students can reach their academic potential in a safe, fun, and engaging learning environment. Our vision coincides with the Oxnard School District student profile where we strive for students to become innovators, problem solvers, achievers, global thinkers, collaborators, digital learners, and children who are focused on the future.

McAuliffe's vision is "We are committed to empowering all children to achieve excellence by unlocking their full potential." The school's mission is "We work together with families and educational partners to provide a safe and diverse learning environment that inspires academic, emotional, social, and physical growth FOR EVERY STUDENT, EVERYDAY." McAuliffe's vision and mission support the OSD Strategic Plan.

The Oxnard School District has created a strategic plan in order to ensure that we fully develop our student profile and work toward fulfilling our Vision and Mission.
The OSD Vision is "Changing the World - In School and Beyond!" We nurture self-confident and empower multilingual global citizens, strong in their multiple identities and potential, who achieve inspired levels of individual, community, and social accomplishment in school and beyond in their endeavors.
The OSD Mission is to IGNITE students' passions for learning and empower them to achieve brilliance; TRANSFORM our classroom and school expectations, relationships, and practices to more fully align with our values;
NURTURE caring communities that develop students' full identities, linguistic/cultural/academic excellence, social-emotional health, and life potential; and EMBRACE high-leverage services and approaches that translate our values into action.

Our strategies/activities support our values and principles:

- Equity and Excellence,
- Safe and Affirming Environments,
- Achievement/Performance,
- Multilingualism, Global and Socio-Cultural Competence,
- Relationships built on Integrity, Mutual Trust, Respect and Caring, and
- Professional Accountability and Service.

A guiding focus for the district is on five strategic goals which form the framework for powerful and sustainable school and district transformation: Student Academic Engagement and Achievement; a Positive and Safe Learning Environment and School Climate; Guidance and Support to Sites; Family/Community Alliances for Student Success and Transformational Leadership and Infrastructure.

All of our strategies/activities are designed to further these pedagogical principles:
1. Identify, activate, and build on student strengths.
2. Affirm student identities by challenging the devaluation of minoritized students' identities.
3. Establish powerful relationships that nurture equity and success.
4. Engage students actively in the learning process, by amplifying student voice.
5. Create environments of enrichment, rather than remediation, that engage students' multilingual repertoires.
6. Situate learning in the lives of students by connecting to their lives.
7. Elicit high intellectual performances that help connect students' identities to academic engagement.
8. Address the prerequisites for learning, including incorporating pedagogical practices that challenge coercive relations of power.

The goals of the School Plan for Student Achievement (SPSA) can be realized by following a Theory of Action, which constitutes committing to a vision of success - to be relentless in clarifying and supporting classroom leadership; to build school leadership; to benefit from organized district leadership; and to engage our families and community, that leads to a highly effective and equitable school.

The first goal is centered around student engagement and achievement in core content areas - Math and English Language Arts. The staff is committed to provide and implement best, first instructional practices through grade level content standards-based lessons that are engaging, affirming, and meaningful. We believe that with high quality first-instruction, which includes: standards based lesson design, classroom interventions, effective use of resources, and use of evidence-based practices, all students will reach mastery of the Common Core State Standards.

Part of effective first instructional practices includes targeting instruction through the Cycle of Inquiry which entails Analyzing Evidence, Determining a Focus, Implementing and Supporting, and Analyzing Impact. When interventions are needed, teachers use data and remediation strategies to pinpoint focus skills while working with small groups and individual students.

Instructionally, teachers will focus on the following for the 25-26 school year:

- Best, First Instruction (Tier 1): Implement innovative and high-leverage pedagogical practices (HLPP); deliver developmentally appropriate high-quality literacy and content instruction; utilize universal design for learning in lesson planning; and follow the scope and sequence of grade level standards to be taught to mastery.
- Student Progress Monitoring: Teachers will track multiple student data to track their progress, create SMART goals and action plans.
- Common Formative Assessments: Teachers will administer CFA's weekly or biweekly by grade level, identifying a standard, learning objective and agreed upon assessment. Data from CFA's will be analyzed for next steps.

The second goal supports the learning environment and school culture. It is important to create and maintain safe, affirming, and equitable learning environments for students to succeed. Supports for SEL include - our PBIS Committee dedicated to the STOIC model through our guidelines for success - S.T.A.R. (Strive to be present every day, Treat others with kindness, Act responsibly, Respect others). S.T.A.R focuses on creating clear expectations in the school's common areas and in individual classrooms. The staff will continue to implement daily greetings at the door and Community Circles. The Counselor and Outreach Specialist will provide consistent SEL support through class presentations, assemblies, parent nights, and small groups or individual supports. Additionally, the staff will continue to conduct Second Step SEL lessons.

The third goal focuses on guidance and support to sites and district departments. While this specific goal is new, many of the elements of this goal were included in the previous SPSA with Goals 1 and 2.Strategies for goal 3 will include:

- Fostering a culture of empowerment
- Providing professional learning and support
- Providing recognition to staff and students
- Utilizing student assessment to measure student learning

The fourth goal is centered on Family/Community Alliances for Student Success. Through this goal, families will be supported in their involvement in their child's education. We firmly believe that a child's education is a partnership best served when both sides are working together in unity. We plan to offer several opportunities for families to provide input, engage in the learning process, communicate to staff, share resources, and support students.

The fifth goal focuses on transformational leadership and infrastructure. The attainment of goal 5 relies on the significant and challenging work of the site and district leadership teams and professional learning communities to ensure implementation of the strategic plan, to work toward schoolwide coherence, to provide accountability and progress monitoring of implementation, to develop human capital, foster communications, and support finance and technology infrastructure.

Educational Partner Involvement

How, when, and with whom did Christa McAuliffe Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

A regular part of the creation of the School Plan for Student Achievement (SPSA) is the evaluation of the goals, strategies, and funding by the Site Leadership team. The results are reported back to the staff by their team representatives. Teachers have an opportunity to provide input for the SPSA through their grade-level representatives.

Parents have an opportunity to provide input on the SPSA through SSC and ELAC meetings. During SSC and ELAC meetings, the budget is reviewed with a particular focus on Title 1 and Title III funds. Parents and committee members are asked for input at the meetings. The Parent-Teacher Association (PTA) is also included in the development process.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Staffing

- Hiring of staff who will provide additional intervention for English learners happened later in the year which resulted in not fully spending Title III funds allocated for Goal 1 strategy 3.
- The identified staff who will provide the additional intervention through the 0791 funding started later than anticipated.
- There were several days when Literacy teacher was pulled from her regular schedule to cover for classes due to substitute shortage or last minute request to cover a class.

Instructional Materials

- Purchase of the books for the classroom literacy reading project/library was not completed by several teachers at due date. These materials should have been purchased sooner to allow for delivery period so their use in the classroom can be maximized.
- Intervention Support Provider (ISP) will need to use the Sonday System 2 for intervention rather than System 1 to accelerate learning for Grades 3-5 who require support with basic phonics skills.
- Sonday System 1 should be used with Grades K-2 for intervention.

Time

- Alignment of schedules for ISP and Language Literacy Intervention (LLI) with the classroom Universal Access/Flex Time will need to be examined closely to maximize intervention support for Tier 2 students.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

The following state indicators showed McAuliffe's overall performance for the 2024 to be in the "Orange" performance category:

English Learner Progress: 37.4% of English learners (ELs) are making progress towards English language proficiency or maintaining the highest level on the English Language Proficiency Assessment for California (ELPAC). This is a decline of 3.5% from the previous year. Implementation of Goal 1 Strategy 3 is highly important to address the continued need to support and improve the English language proficiency of English learners. With about 1/4 of our student population being English learners, it is important for our grade level and the leadership teams to ensure the implementation of designated and integrated English Language Development in the classrooms. The school will also continue to increase the family involvement and engagement among parents/guardians of English learners through ELAC to support the achievement of ELs in all grade levels (Goal 4 Strategy 3).

English Language Arts (ELA): The data show the school is 43.2 points below in meeting grade-level standards on the ELA assessment, a decline of a little over five points from the previous year. Goal 1 Strategy 1 will address implementation of core ELA curriculum. It is crucial that the grade level teams plan, create, and monitor progress on the scope and sequence of ELA standards to be taught for each trimester. Considering that a large portion of the Smarter Balanced Assessment relies heavily on students being able to write short answers and multi-paragraph compositions, Goal 1 Strategy 2 will support the improvement process for writing across all grade levels. Goal 3 Strategy 2 will address the continued need for professional development and curriculum planning. If our school is to improve student

achievement in ELA, or any content area for that matter, our students need to be engaged meaningfully in their learning through grade level instructions and one way to make this happen is to continue to support the professional growth of our teachers and paraeducators. Goal 2 Strategy 1 is dedicated to multi-tiered system of supports (MTSS). Implementing Tier 1-3 layers of supports are key to the improvement process. Measuring student progress through various assessment tools is at the center of Goal 3 Strategy 7. Gathering and analyzing student data are the cornerstone for designing and carrying out possible next steps for all educational partners.

Mathematics: The data show the school is 47 points below in meeting grade-level standards on the Math assessment, a decline of close to 2 points from the previous year. Goal 1 Strategy 4 will address implementation of core Math curriculum. It is crucial that the grade level teams plan, create, and monitor progress on the scope and sequence of Math standards to be taught for each trimester. Considering that a large portion of the Smarter Balanced Assessment relies heavily on students being able to write short answers and multi-paragraph compositions, Goal 1 Strategy 2 will support the improvement process for writing across all grade levels. Similar to ELA, Goal 3 Strategy 2 will address the continued need for professional development and curriculum planning. If our school is to improve student achievement in Math, our students will also need to increase its achievement in reading as addressed in Goal 1 Strategy 1. Implementing Tier 1 practices are key to the improvement process. Research shows that with a solid, system-wide implementation of Tier 1 researched-based practices, 75-85% of students will achieve grade level standards. The leadership team recognizes how crucial it is to start Tier 2 and Tier 3 supports early in the year to assist students who are a few grade level behind with their peers. Like in ELA, assessing student progress through gathering and analyzing student data are the cornerstone for designing and carrying out possible next steps for all educational partners.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

English Language Arts (ELA): The following student groups - ELs, Hispanic, and SED students remained in the "Orange" performance category. Students with Disabilities (SWD) declined in their ELA performance from "Orange" to "Red" with 82.3% below standards. With these many student groups performing two performance levels below, the need to improve Tier 1 practices both in the academics and social-emotional/behavioral components remains a priority. The work of the Outreach Specialist (Goal 4 Strategies 1, 2, 3 & 5) is critical in helping our SED students that make up close to 80% of our population to attain proficiency in content areas such as ELA. Our outreach specialist (ORC) supports family and community alliances for student success. The ORC connects families and students with resources (e.g. food, housing referral, eye glasses, etc.) that affect how students perform in school and supports effective communication between home and school. The work of our RSP, SDC, and TLC staff and their continued engagement in professional development are crucial in improving the school achievement in ELA with one-fifth of the student population receiving services for special education (Goal 1 Strategy 7 & Goal 3 Strategy 3).

Mathematics: The following student groups - Hispanic and SED students dropped to the "Orange" performance category. Both student groups make up about 80% of the school population. With these many students performing at least two levels below, it is important to address Tier 1 practices in all grade levels. Similar to ELA, the work of the Outreach Specialist is critical in helping our Hispanic and SED students to attain proficiency in mathematics. Goal 4 on family and community alliances for student success is critical to assist our educational partners in improving student achievement. Carrying out successfully the various strategies for multiple goals mentioned in the above section are critical in improving math achievement for these student groups.

Suspension Rate: Although the performance for this category overall has improved from "Orange" to "Yellow," the following student groups - ELs, SED, SWD and Hispanics are in the "Orange" performance category. The work of the PBIS team (Goal 2 Strategy 2) and the counseling and behavior specialist team (school counselor, counseling psychologist, behavior specialist, and paraeducators) in Goal 2 with Strategies 1, 2, & 4 is critical in reducing suspension rate especially for the student groups mentioned. The Tier 2 team has to be proactive in creating or reviewing Positive Behavior Intervention Plan (PBIP) to support students with behavior concerns when they are brought up during the SST process.

Chronic Absenteeism: Although the school continues to have success in reducing chronic absenteeism (a decline of 6.3% with 29.4% of all students being chronically absent) this past year as shown with "Yellow" performance category, there are several student groups (English learners, Homeless, and Students with Disabilities) that are still in "Orange." The multiple strategies in Goal 2 are ways to reduce chronic absenteeism. For instance, Goal 2 Strategy 3 has layers of support to improve student attendance. Goal 2, Strategy 4 utilizes the school counselor and mental health clinician to support the social-emotional/behavioral needs of our students which can heavily impact absenteeism. When students feel safe and secure and when they have many opportunities to actively engage in various activities both inside and outside the classrooms (Goal 2 Strategy 5 & 6) they will not want to miss school. Chronic absenteeism for students receiving special educational services will also be addressed during Individualized Educational Plan (IEP) meetings

(Goal 1 Strategy 7). Providing professional development and support with SEL (Goal 3, Strategy 4) is also necessary to improve chronic absenteeism.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

End-of-the-Year 24-25 Data
Star Early Literacy: Percentage of Students At/Above District Benchmark
Kindergarten - %
1st Grade - %
Star Reading: Percentage of Students At/Above District Benchmark
1st Grade - %(District Benchmark)
2nd Grade - % (State Benchmark)

Spring 24-25 Data (Note: Grades 3-5 did not participate in EOY Star Assessment)
Percentage of Students At/Above State Benchmark
2nd Grade - 36.6%
3rd Grade - 41.9%
4th Grade - 34.8%
5th Grade - 36.8%

End-of-the-Year 24-25 Data
Star Math:
1st Grade - % (District Benchmark)
2nd Grade - % (State Benchmark)

Spring 24-25 (Note: Grades 3-5 did not participate in EOY Star Assessment)
Percentage of Students At/Above State Benchmark
2nd Grade - 41.4%
3rd Grade - 31.7%
4th Grade - 27.5%
5th Grade - 17.6%

Other: EOY Kindergarten Site-based Assessment:

- Count to 100: %
- Read numbers to 20: %
- Write numbers to 20: %
- Add & Sub Fluently to 5: %
- Add with pictures/manipulatives to 10: %

The school Benchmark data support the continued need for improving Tier 1 practices and supporting students through Multi-tiered Systems of Support (MTSS). Each team will continue to monitor the scope and sequence of essential standards for each grade level in each trimester. The team will collaborate on creating and analyzing assessments (e.g., formative and summative assessments) other than Star that provide other measures of student achievement in various content standards.

Various strategies in Goal 1 will address ways to positively impact student academic achievement. Implementing the board adopted and supplemental curriculum aligned to the grade level state standards are important. Increasing teacher capacity to use effective instructional practices remains to be a priority in professional development. We have to tap the expertise of district TOSAs and own our teachers for staff development. Equally important is making time to recognize the students (through in class and school assemblies) so they are aware that their efforts are making a difference in their achievement. This also creates increased opportunities for families to become involve at school and learn about academic expectations. Although Goal 1 is very specific to academic achievement, the strategies for goals 2, 3, 4, & 5 all contribute in increasing proficiency in grade level content standards.

Panorama Survey (Grades 3-5)
Data from Panorama Survey show students' reported strengths in various social-emotional learning topics.

Spring 2025

Teacher Student Relationships- 69% Good/Fair
Sense of Belonging- 56% Good/Fair
Growth Mindset- 46%
Self-Management- 67%
Social Awareness- 57%
Emotional Regulation- 42%

Spring 2024
Teacher Student Relationships- 77% Good/Fair
Sense of Belonging- 62% Good/Fair
Growth Mindset- 57% Good/Fair
Self-Management- 68% Good/Fair
Social Awareness- 66% Good/Fair
Emotional Regulation- 41% Good/Fair

The survey showed students' perception of their social emotional skills when compared to others nationally were good/fair (green) for two topics: Teacher Student Relationships and Sense of Belongings. When compared to OSD, the same topics were higher overall. Although it has decreased its rating, the SEL topic for Teacher-student relationships continued to be the highest area in the survey. The rest of the SEL topics dropped its rating. Previous year comparison showed student perception for Growth Mindset and Emotional Regulation to be the lowest rating in the six SEL topics.

There is high demand for SEL support to students. It is crucial for the school counselor, ORC, school psychologists, teachers, and paraeducators to collaborate on action steps to assist many students who require support in the social-emotional and behavioral aspects of education. Creating safe spaces (e.g., calm down corners in the classroom, Wellness Center) for students where they can decompress or relax is also highly needed. Various strategies in Goal 2 will address the continued need to support the student with social emotional learning components. The work of the PBIS team (strategy 2) is pivotal in defining, creating and enhancing structures for routines and expectations for staff and students to follow.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Christa McAuliffe Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.19%	0.2%	0.40%	1	1	2
African American	3.00%	2.76%	3.40%	16	14	17
Asian	0.75%	1.38%	1.20%	4	7	6
Filipino	2.62%	2.56%	2.60%	14	13	13
Hispanic/Latino	79.21%	79.53%	78.80%	423	404	394
Pacific Islander	0.56%	0.2%	0.20%	3	1	1
White	9.55%	9.25%	9.60%	51	47	48
Multiple/No Response	4.12%	4.13%	3.80%	22	21	19
			Total Enrollment	534	508	500

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	75	106	66
Grade 1	79	51	75
Grade 2	101	75	49
Grade3	97	99	89
Grade 4	93	93	101
Grade 5	89	84	91
Total Enrollment	534	508	500

Conclusions based on this data:

McAuliffe enrollment is declining and mirroring the declining enrollment within OSD. The decline for grade 3 was significant, decreasing from four general education3rd grade classrooms to two. The Hispanic/Latino population remains the largest student group in McAuliffe. McAuliffe continues to have the 2nd highest African American population in OSD.

The lower enrollment number for certain grade level affects staffing for the next school year as the cohort of students moves up to the next grade level. The constant change in staff can affect stability of teams.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	135	114	126	22.60%	25.3%	25.2%
Fluent English Proficient (FEP)	32	21	20	8.10%	6.0%	4.0%
Reclassified Fluent English Proficient (RFEP)				21.6%		

Conclusions based on this data:

English learners enrollment at McAuliffe remains to be a high percentage of the student population. The school continues to have 10 or more students being reclassified every year. The administrative and Special Ed teams will continue to be proactive in reviewing student data prior to the deadline for Reclassification. The goal is to continue to increase reclassification of English learners.

McAuliffe will continue to refine practices with Designated and Integrated English Language Development (ELD) to accelerate English Learners' language proficiency skills. The school will continue to offer after school ELPAC tutorials to better prepare English learners for the rigor of the test and ensure they are ready prior to the summative testing period. We also have to start early with the intervention support for English learners during the school day.

School and Student Performance Data

Star Early Literacy

Christa McAuliffe Elementary School											
		Less than Proficient				Proficient				Star Early Literacy Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade K	61	16	26%	5	8%	8	13%	32	52%	Level 3	759
Grade 1	61	12	20%	9	15%	7	11%	33	54%	Level 4	849
Grade 2	4	4	100%	0	0%	0	0%	0	0%	Level 1	736

Conclusions based on this data:

Star Early Literacy numbers can be a bit deceiving because when students reach the early reading stages they forego the Star Early Literacy Assessment and begin taking the Star Reading Assessment. This transition typically takes place half-way through grade 1. It is important to note that only a few students take the Early Literacy assessment as the grade level transitions to taking the Star Reading. Nonetheless, the Star Early Literacy data indicate that we continue to have a large number of students at the Urgent Intervention and Intervention levels.

Kinder, 1st, and 2nd grade teachers worked very closely to monitor the progress of the students. At the conclusion of each cycle, PLCs analyze the data and plan next steps for reteach, intervention or enrichment. Grade level teams are committed in differentiating instructions at Tier 1, using Universal Design for Learning in their lesson plan and providing Tier 2A intervention.

McAuliffe staff has continued the practice of adding two Star test windows above the required OSD benchmark periods to monitor student progress with content standards. This allows them additional data to evaluate student progress and target the skills students need for small group Tier 2 intervention.

The PLC conversations are very important as it leads to effective standards based instruction, best first instruction practices, strong lesson design to meet needs of all students, and differentiation of instruction.

School and Student Performance Data

Star Reading

Christa McAuliffe Elementary School											
		Less than Proficient				Proficient				Star Reading Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 2	71	19	27%	26	37%	10	14%	16	23%	Level 2	914
Grade 3	43	16	37%	9	21%	10	23%	8	19%	Level 2	958
Grade 4	92	34	37%	26	28%	21	23%	11	12%	Level 2	986
Grade 5	95	43	45%	17	18%	27	28%	8	8%	Level 2	1006

Conclusions based on this data:

The following Star Renaissance analysis of data showed:

- 54.4% of students showed typical or better growth from Fall to Spring 2024-25, a concerning drop from 64.8% in the previous year and below the district goal of 65%.
- 4th grade students showed the highest percent of students making typical or better growth at 64%, while 2nd grade showed the lowest at 38.2% of students making typical or better growth.
- The trend shows declining performance across this school year, dropping from 67% of students making typical or better growth in Fall to 54.4% in Spring.

Focus areas:

- Investigate and provide targeted support for 2nd grade reading instruction, where only 38.2% of students are making typical or better growth.

Note: For the 24-25 school year, Grades 3-5 students did not participate in End-of-the-Year (EOY) Star Assessments so data comparison for these grade levels will be through the Spring benchmark.

McAuliffe teachers and staff will continue to use multiple data points to monitor the progress of the students in ELA. Teachers reported that some students who may be in the yellow or red category on Star are achieving grade level standards using other measures (e.g., teacher created assessment). As a team we have to continue regularly monitor student progress to be able to make adjustments in our instructional moves whether it would be through reteach, intervention, or enrichment. During grade level collaboration time on Wednesdays, the team has to systematically create a plan for supporting students who are not meeting the grade level expectations and for maintaining and enriching the experience for students who are already at/above proficiency.

Furthermore, we have to recognize the continued need to improve Tier 1 instructional practices to increase proficiency levels in ELA overall. Teams will continue to implement small group instruction with a focus on the knowledge and skills that are affecting the attainment of grade level standards. The Literacy teacher and ISP will work with grade level teams and the administrative team to identify Tier 2 and Tier 3 students who will need the additional targeted support.

Increased collaboration with district resources (e.g., TOSA) and PLC conversations focused on standards, assessments, intervention and enrichment will lead to effective standards-based instruction, best first instructional practices, and strong lesson design to meet the needs of all students and differentiation of instruction.

School and Student Performance Data

Star Math

Christa McAuliffe Elementary School											
		Less than Proficient				Proficient				Star Math Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 1	60	11	18%	20	33%	24	40%	5	8%	Level 2	851
Grade 2	70	20	29%	21	30%	17	24%	12	17%	Level 1	915
Grade 3	41	17	41%	11	27%	6	15%	7	17%	Level 2	944
Grade 4	91	34	37%	32	35%	24	26%	1	1%	Level 2	990
Grade 5	91	47	52%	28	31%	12	13%	4	4%	Level 1	1021

Conclusions based on this data:

The following Star Renaissance analysis of data showed:

- 49.1% of students showed typical or better growth from Fall to Spring 2024-25, a significant drop from 63.9% in the previous year. This decline is concerning and falls below the district goal of 65%.
- Third grade students showed the highest percent of students making typical or better growth at 56.1%, while second grade had the lowest at 40.3%.
- The percent of students making typical or better growth has steadily decreased throughout this school year, from 67.5% (Fall to Fall) to 56.5% (Fall to Winter) to 49.1% (Fall to Spring).

Focus areas:
1. Investigate support needed for second grade math instruction, where less than half of students are making typical or better growth
2. Examine what instructional practices are working well in third grade that could be shared across other grade levels

Note: For the 24-25 school year, Grades 3-5 students did not participate in End-of-the-Year (EOY) Star Assessments so data comparison for these grade levels will be through the Spring benchmark.

With the majority of grades 2-5 students performing below proficiency in local assessment, the need to examine and implement effective Tier 1 practices continues to be a priority. The teaching staff will continue to collaborate on developing lesson plans aligned with universal design for learning, in providing more opportunities for students to engage meaningfully in the lesson, in creating formative assessments to gauge students' understanding of the content/skill taught, and in analyzing student data to strengthen instruction and student engagement.

The staff will need to commit to providing small group instruction as part of Tier 1 practices. The small group instruction will target the skills that students need to accelerate their learning and prevent further slide in their knowledge and skills. The teams will also work with the Math TOSAs to expand their capacity to provide differentiated instructions for level 1 and 2 students. Opportunities for before or after school math tutoring will need to offered to cater to the growing number of students who need additional support. Tapping the ISP to support Tier 2 or Tier 3 students in math for grades 3-5 will also help support many students who have gaps in their grade level skills.

Continuing to increase the capacity of each team to do the work of a professional learning community will lead to effective standards-based instruction, best first instructional practices, strong lesson design to meet the needs of all students, and differentiation of instruction.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	95	96	92	91	95	92	91	95	92	95.8	99.0	100
Grade 4	90	88	94	88	87	92	88	87	92	97.8	98.9	97.9
Grade 5	81	81	83	78	80	81	78	80	81	96.3	98.8	97.6
All Grades	266	265	269	257	262	265	257	262	265	96.6	98.9	98.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2370.	2387.	2397.	13.19	10.53	11.96	9.89	22.11	21.74	30.77	29.47	31.52	46.15	37.89	34.78
Grade 4	2461.	2410.	2416.	19.32	10.34	5.43	25.00	10.34	20.65	26.14	21.84	26.09	29.55	57.47	47.83
Grade 5	2473.	2490.	2456.	15.38	21.25	14.81	24.36	25.00	18.52	23.08	20.00	20.99	37.18	33.75	45.68
All Grades	N/A	N/A	N/A	15.95	13.74	10.57	19.46	19.08	20.38	26.85	24.05	26.42	37.74	43.13	42.64

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	8.79	7.37	4.35	56.04	64.21	72.83	35.16	28.42	22.83
Grade 4	19.32	5.75	7.61	60.23	65.52	67.39	20.45	28.74	25.00
Grade 5	8.97	17.50	8.64	60.26	61.25	59.26	30.77	21.25	32.10
All Grades	12.45	9.92	6.79	58.75	63.74	66.79	28.79	26.34	26.42

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	9.89	5.26	6.52	42.86	58.95	51.09	47.25	35.79	42.39
Grade 4	14.77	4.60	2.17	57.95	50.57	52.17	27.27	44.83	45.65
Grade 5	10.26	18.75	11.11	71.79	53.75	56.79	17.95	27.50	32.10
All Grades	11.67	9.16	6.42	56.81	54.58	53.21	31.52	36.26	40.38

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.59	3.16	9.78	69.23	75.79	68.48	24.18	21.05	21.74
Grade 4	5.68	8.05	6.52	76.14	68.97	78.26	18.18	22.99	15.22
Grade 5	5.13	16.25	11.11	75.64	70.00	65.43	19.23	13.75	23.46
All Grades	5.84	8.78	9.06	73.54	71.76	70.94	20.62	19.47	20.00

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	7.69	13.68	8.70	62.64	62.11	77.17	29.67	24.21	14.13
Grade 4	15.91	6.90	8.70	68.18	71.26	63.04	15.91	21.84	28.26
Grade 5	15.38	12.50	8.64	56.41	61.25	61.73	28.21	26.25	29.63
All Grades	12.84	11.07	8.68	62.65	64.89	67.55	24.51	24.05	23.77

Conclusions based on this data:

The percentage of 3rd grade and 4th grade students achieving proficiency increased from the previous year with a significant increase in scoring met/exceeded achievement levels for the 4th grade. It is also important to note that the 4th grade cohort also increased its proficiency from the previous year. Although there is a slight decrease in the percentage of students scoring at the Met/Exceeded achievement levels in 5th grade, this cohort of students showed an increase in their achievement level. From 4th grade to 5th grade, these students increased their proficiency by 7 percentage points.

The increased percentages of students scoring at Met/Exceeded can be credited with the commitment to purposeful planning, targeted instruction, and data driven practices. Practicing Smarter Balanced items may also have a positive effect as students were exposed to the rigor of the assessment. The decrease in the percentage of students not meeting the standards per cohort may also be attributed to the increased focus of targeted intervention through the Literacy Intervention Teacher and Intervention Support Provider (ISP).

To further improve student achievement, the staff will:
1. Develop and implement the scope and sequence of ELA content standards by grade level.
2. Conduct backwards mapping based on the assessment calendar and report card outcomes.
3. Monitor student progress regularly between benchmarking periods and the additional assessment periods.
4. Develop Common Formative Assessments (CFA) for grade levels and examine results to inform next steps for instruction, intervention, or enrichment.
5. Compare results from CFA data and other measures to local assessments (Star tests) to have a full picture of how students are performing on various standards.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	95	96	92	91	95	92	91	95	92	95.8	99.0	100
Grade 4	90	88	95	88	87	93	88	87	92	97.8	98.9	97.9
Grade 5	81	81	83	78	80	81	78	80	81	96.3	98.8	97.6
All Grades	266	265	270	257	262	266	257	262	265	96.6	98.9	98.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2373.	2403.	2404.	6.59	14.74	7.61	18.68	22.11	29.35	19.78	21.05	27.17	54.95	42.11	35.87
Grade 4	2444.	2431.	2434.	11.36	9.20	8.70	22.73	17.24	17.39	31.82	27.59	35.87	34.09	45.98	38.04
Grade 5	2445.	2469.	2460.	5.13	10.00	12.35	6.41	17.50	8.64	30.77	33.75	27.16	57.69	38.75	51.85
All Grades	N/A	N/A	N/A	7.78	11.45	9.43	16.34	19.08	18.87	27.24	27.10	30.19	48.64	42.37	41.51

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.59	14.74	9.78	43.96	50.53	61.96	49.45	34.74	28.26
Grade 4	15.91	11.49	7.61	46.59	42.53	48.91	37.50	45.98	43.48
Grade 5	3.85	8.75	6.17	51.28	57.50	50.62	44.87	33.75	43.21
All Grades	8.95	11.83	7.92	47.08	50.00	53.96	43.97	38.17	38.11

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	12.09	12.63	8.70	53.85	56.84	65.22	34.07	30.53	26.09
Grade 4	14.77	8.05	9.78	56.82	45.98	63.04	28.41	45.98	27.17
Grade 5	6.41	6.25	12.35	55.13	62.50	53.09	38.46	31.25	34.57
All Grades	11.28	9.16	10.19	55.25	54.96	60.75	33.46	35.88	29.06

Conclusions based on this data:

Both 3rd & 4th grade showed a slight increase in the percentage of students scoring at the Met/Exceeded achievement levels. The use of Engage NY curriculum and Zearn app to supplement the adopted curriculum may have a positive impact on student achievement for 3rd grade. Practicing Smarter Balanced items may also have a positive effect as students were exposed to the rigor of the assessment. Lowering the percentages of students scoring at level 1 can be credited with the commitment to purposeful planning, targeted instruction, and data driven practices.

There is a considerable increase in the percentage of 5th grade students not meeting grade level math standards. As a cohort, these group of students have a pattern of declining proficiency over the last two years. Similarly the 4th grade has decreased its proficiency level for its cohort. These results will require the team to examine very closely various contributing factors for the data. This also means the teams need to re-examine the work of the Professional Learning Community (PLC) and its implementation of the four tenets of the PLC. Teams must also examine the Tier 2B schedules to ensure that students who are receiving additional supports are not missing out on new learning when they leave the classroom.

To further improve student achievement, the staff will:
1. Develop and implement the scope and sequence of math content standards by grade level.
2. Conduct backwards mapping based on assessment calendar and report card outcomes.
3. Monitor student progress regularly between benchmarking periods and the additional assessment periods.
4. Develop Common Formative Assessments (CFA) for grade levels and examine results to inform next steps for instruction, intervention, or enrichment.
5. Compare results from CFA data and other measures to local assessments (Star tests to have a full picture of how students are performing on various standards.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		1417.0	1363.9		1422.5	1366.0		1404.2	1359.1	0	17	27
1	1471.3	*	1468.4	1472.8	*	1461.7	1469.0	*	1474.5	13	8	15
2	1486.2	1494.9	*	1496.7	1485.0	*	1475.3	1504.5	*	25	15	8
3	1480.9	1484.7	1501.6	1483.6	1490.5	1501.1	1477.9	1478.2	1501.7	19	21	20
4	1506.2	1523.0	1499.4	1502.5	1520.6	1500.4	1509.3	1525.0	1498.1	13	17	18
5	1534.0	1536.3	1523.3	1528.5	1546.3	1521.3	1539.0	1525.5	1524.8	20	12	16
All Grades										90	90	104

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		5.88	7.41		47.06	22.22		35.29	29.63		11.76	40.74		17	27
1	15.38	*	13.33	61.54	*	40.00	23.08	*	46.67	0.00	*	0.00	13	*	15
2	21.05	13.33	*	47.37	66.67	*	26.32	20.00	*	5.26	0.00	*	19	15	*
3	10.53	9.52	20.00	36.84	38.10	50.00	36.84	33.33	30.00	15.79	19.05	0.00	19	21	20
4	0.00	23.53	0.00	61.54	52.94	61.11	30.77	17.65	27.78	7.69	5.88	11.11	13	17	18
5	30.00	25.00	6.25	35.00	41.67	62.50	30.00	25.00	25.00	5.00	8.33	6.25	20	12	16
All Grades	16.67	13.33	9.62	46.43	48.89	44.23	29.76	24.44	29.81	7.14	13.33	16.35	84	90	104

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		11.76	3.70		47.06	33.33		29.41	22.22		11.76	40.74		17	27
1	23.08	*	13.33	61.54	*	60.00	15.38	*	26.67	0.00	*	0.00	13	*	15
2	36.84	13.33	*	47.37	40.00	*	15.79	46.67	*	0.00	0.00	*	19	15	*
3	21.05	23.81	35.00	47.37	47.62	40.00	21.05	19.05	25.00	10.53	9.52	0.00	19	21	20
4	15.38	52.94	27.78	76.92	47.06	50.00	7.69	0.00	22.22	0.00	0.00	0.00	13	17	18
5	40.00	41.67	25.00	50.00	50.00	68.75	10.00	8.33	0.00	0.00	0.00	6.25	20	12	16
All Grades	28.57	25.56	18.27	54.76	45.56	48.08	14.29	22.22	20.19	2.38	6.67	13.46	84	90	104

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		5.88	7.41		17.65	14.81		47.06	40.74		29.41	37.04		17	27
1	23.08	*	20.00	30.77	*	33.33	30.77	*	33.33	15.38	*	13.33	13	*	15
2	0.00	20.00	*	57.89	46.67	*	26.32	26.67	*	15.79	6.67	*	19	15	*
3	5.26	0.00	10.00	21.05	23.81	25.00	36.84	47.62	60.00	36.84	28.57	5.00	19	21	20
4	0.00	17.65	0.00	46.15	23.53	22.22	30.77	41.18	55.56	23.08	17.65	22.22	13	17	18
5	10.00	8.33	0.00	35.00	25.00	31.25	50.00	50.00	56.25	5.00	16.67	12.50	20	12	16
All Grades	7.14	8.89	7.69	38.10	28.89	25.00	35.71	38.89	45.19	19.05	23.33	22.12	84	90	104

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		23.53	7.41		58.82	55.56		17.65	37.04		17	27
1	30.77	*	33.33	69.23	*	66.67	0.00	*	0.00	13	*	15
2	36.84	6.67	*	63.16	93.33	*	0.00	0.00	*	19	15	*
3	26.32	33.33	45.00	57.89	47.62	55.00	15.79	19.05	0.00	19	21	20
4	30.77	5.88	44.44	69.23	88.24	44.44	0.00	5.88	11.11	13	17	18
5	10.00	25.00	25.00	80.00	66.67	75.00	10.00	8.33	0.00	20	12	16
All Grades	26.19	18.89	28.85	67.86	70.00	58.65	5.95	11.11	12.50	84	90	104

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		17.65	7.41		64.71	48.15		17.65	44.44		17	27
1	23.08	*	13.33	76.92	*	86.67	0.00	*	0.00	13	*	15
2	36.84	26.67	*	52.63	73.33	*	10.53	0.00	*	19	15	*
3	44.44	33.33	35.00	44.44	61.90	55.00	11.11	4.76	10.00	18	21	20
4	16.67	58.82	38.89	83.33	41.18	55.56	0.00	0.00	5.56	12	17	18
5	75.00	83.33	56.25	25.00	8.33	37.50	0.00	8.33	6.25	20	12	16
All Grades	42.68	38.89	25.96	52.44	52.22	56.73	4.88	8.89	17.31	82	90	104

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		11.76	3.70		82.35	66.67		5.88	29.63		17	27
1	38.46	*	33.33	38.46	*	46.67	23.08	*	20.00	13	*	15
2	10.53	26.67	*	73.68	66.67	*	15.79	6.67	*	19	15	*
3	5.26	0.00	0.00	47.37	47.62	75.00	47.37	52.38	25.00	19	21	20
4	0.00	11.76	0.00	76.92	70.59	66.67	23.08	17.65	33.33	13	17	18
5	15.00	0.00	0.00	55.00	66.67	81.25	30.00	33.33	18.75	20	12	16
All Grades	13.10	11.11	6.73	58.33	62.22	66.35	28.57	26.67	26.92	84	90	104

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		29.41	22.22		41.18	33.33		29.41	44.44		17	27
1	7.69	*	20.00	92.31	*	66.67	0.00	*	13.33	13	*	15
2	15.79	26.67	*	63.16	66.67	*	21.05	6.67	*	19	15	*
3	5.26	4.76	5.00	73.68	80.95	95.00	21.05	14.29	0.00	19	21	20
4	0.00	23.53	5.56	92.31	64.71	88.89	7.69	11.76	5.56	13	17	18
5	25.00	8.33	6.25	70.00	75.00	81.25	5.00	16.67	12.50	20	12	16
All Grades	11.90	17.78	13.46	76.19	64.44	68.27	11.90	17.78	18.27	84	90	104

Conclusions based on this data:

Although the school continues to have a positive trend in reclassifying students as English proficient, the percentage of students achieving a level 4 (i.e., needed for students to be recommended for reclassification) in Summative ELPAC is less than 10%. The majority of the 4th & 5th graders are performing at the level 3. This is aligned with the percentage of the students mostly performing at the level of "somewhat/moderately" in all domains of the ELPAC. Overall ELs perform higher in the listening and speaking domain and at the lowest in reading.

The following steps will continue to be undertaken:

- Implementation of designated and integrated ELD.
- The master schedule will reflect the Designated ELD period. Students should not be missing out on other instruction when they are in designated ELD.
- Teach grade level ELD standards during designated ELD.
- Continue professional development in the teaching and learning of ELD standards.
- Start the ELPAC Boot camp or test prep earlier in the year and review results of the Interim ELPAC.
- Increase the number of students attending the test prep early in the year to ensure students are familiar with the test structures prior to the summative testing period.

School and Student Performance Data

California School Dashboard
Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
500	**76.6%**	**25.2%**	**0.4%**
Total Number of Students enrolled in Christa McAuliffe Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	126	25.2%
Foster Youth	2	0.4%
Homeless	52	10.4%
Socioeconomically Disadvantaged	383	76.6%
Students with Disabilities	101	20.2%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	17	3.4%
American Indian	2	0.4%
Asian	6	1.2%
Filipino	13	2.6%
Hispanic	394	78.8%
Two or More Races	19	3.8%
Pacific Islander	1	0.2%
White	48	9.6%

Conclusions based on this data:

The student population data indicate Socioeconomically Disadvantaged, English Learners, Students with Disabilities, Homeless, and Hispanic students as significant student groups.

One of the goals for the site is to ensure that all students, regardless of demographics, receive rigorous instruction and opportunities for intervention and enrichment. Based on the data, the school will continue to strengthen both Designated and Integrated English Language Development (ELD) for English Learners (ELs). The staff has to analyze formative and summative student achievement data for all students with specific attention to ELs, Socioeconomically Disadvantaged, Hispanic, Homeless, and Students with Disabilities student groups. Progress monitoring should identify underperforming students, and next steps will be developed for students not meeting grade-level standards.

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	**Chronic Absenteeism**  Yellow	**Suspension Rate**  Yellow
Mathematics  Orange		
English Learner Progress  Orange		

Conclusions based on this data:

While Christa McAuliffe has decreased the percentage of students not meeting the standard (level 1) for grades 3 & 4 in ELA and math, the majority of students are continuing to score below grade level proficiency.

The data indicated continued improvement is much needed in the academic performance for ELA, Math, and English Learner Progress and in Chronic Absenteeism. On the positive side, the school improved in the areas of Chronic Absenteeism and Suspension rate.

For continued improvement, instruction of English Language Development (ELD) standards and use of High Leverage Pedagogical Practices (HLPP) for ELs will be strengthened to address the needs of EL students. The site will collaborate with Educational Services and other educational partners to support professional development for teachers and administration in the implementation of designated and integrated ELD.

Although chronic absenteeism has improved, the school plans on continuing to increase our efforts in communicating the importance of student attendance in student achievement through multiple platforms (e.g., ELAC, SSC, Back to School Nights, Principal Chats, School Announcements, etc.). Only rewarding the students who are on the attendance watch (e.g., Attendance Club with ORC) is not enough to remedy chronic absenteeism. For the coming school year, the school will increase it focus on reinforcing the individual efforts of the students who are regularly coming to school. The School Attendance Review Team will meet regularly to identify and help families eliminate the barriers for absenteeism.

School and Student Performance Data

Academic Performance

English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Orange	 Orange	 No Performance Color
43.2 points below standard	54.5 points below standard	0 Students
Declined 5.1 points	Maintained 0.2 points	
262 Students	77 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Orange
Less than 11 Students	94.2 points below standard	49.5 points below standard
1 Student	Declined 6.1 points	Maintained 0.2 points
	31 Students	209 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
82.3 points below standard	Less than 11 Students	Less than 11 Students
Maintained 1.4 points	6 Students	2 Students
47 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
0 Students	Less than 11 Students	50.8 points below standard
	5 Students	Declined 7.1 points
		214 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
60.9 points below standard	0 Students	10.8 points above standard
Declined 15.0 points		Maintained 1.1 points
11 Students		24 Students

Conclusions based on this data:

While Hispanic, socio-economically disadvantaged, Students with Disabilities, and English Learners are reflecting a low dashboard rate, the Homeless student group has the highest below standard at 88.1 points. On the bright side, last year the student group of Students with Disabilities had the highest below standard at 90.1 and has improved considerably, increasing proficiency by 11.8 points.

McAuliffe teachers have worked on creating a system to help identify student groups within their classroom and progress monitor each student and each student group. With the dashboard information above, teachers will identify student groups in their classrooms early and provide intervention for the identified groups. We anticipate providing early intervention through a Tier 1 targeted in-class intervention through differentiation and Tier 2A small group instruction should increase student achievement. We also commit to examining and improving our practices for First Instruction, including curriculum mapping, and developing common formative assessments for each grade level in selected essential standards.

Here are some examples of our plan for student groups:
-To increase student achievement for English Learners (who are predominantly Hispanic) in the area of English Language Arts, teachers will provide both Integrated and Designated English Language Development (ELD) to improve English Learners' language proficiency skills.
-For Students with Disabilities, teachers will continue to scaffold standards-based instruction to connect students' prior knowledge and current ability levels to grade-level standard expectations. Classroom teachers will collaborate with case managers to closely monitor student progress and ensure students are receiving grade level instruction with support and achieving their IEP goals.

-For Socioeconomically Disadvantaged students, teachers will continue to integrate depths of knowledge levels throughout instructional activities, provide immediate feedback, reteach core subject matter based on formative assessment data, provide opportunities for student collaboration and peer modeling, and promote high expectations for student success on grade-level Common Core State Standards. The ORC will continue to support the students to ensure their basic needs are met.

School and Student Performance Data

Academic Performance

Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	2	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 Yellow	 No Performance Color
47.0 points below standard	51.0 points below standard	0 Students
Maintained 1.8 points	Increased 3.7 points	
263 Students	78 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Less than 11 Students	90.8 points below standard	52.8 points below standard
1 Student	Declined 15.7 points	Maintained 0.1 points
	32 Students	210 Students

Students with Disabilities	African American	American Indian
 Yellow	 No Performance Color	 No Performance Color
83.5 points below standard	Less than 11 Students	Less than 11 Students
Increased 7.9 points	6 Students	2 Students
48 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
0 Students	Less than 11 Students	53.6 points below standard
	5 Students	Maintained 2.8 points
		215 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
49.8 points below standard	0 Students	2.0 points below standard
Declined 9.9 points		Increased 6.0 points
11 Students		24 Students

Conclusions based on this data:

The student groups of Hispanic and SED dropped to the "Orange" performance category. Both student groups make up about 80% of the school population. With these many students performing at least two levels below, it is important to address Tier 1 practices in all grade levels. Similar to ELA, the work of the Outreach Specialist is critical in helping our Hispanic and SED students to attain proficiency in mathematics. Goal 4 on family and community alliances for student success is critical to assist our educational partners in improving student achievement.

McAuliffe teachers will identify student groups in their classrooms early and provide intervention for the identified groups. Tier 1 targeted in-class intervention is still needed to increase student achievement overall. As a staff we have to commit to examining and improving our practices for First Instruction.

Here's some examples of our plan for student groups:
-To increase student achievement for English Learners, teachers will provide both Designated and Integrated English Language Development (ELD) to improve English Learners' language proficiency skills that are needed for their success in mathematics.
-For Students with Disabilities, teachers will continue to scaffold standards-based instruction to connect students' prior knowledge and current ability levels to grade-level standard expectations.
-For Socioeconomically Disadvantaged students, teachers will continue to integrate depths of knowledge levels throughout instructional activities to increase rigor within grade-level standards, provide immediate feedback, reteach core subject matter based on formative assessment data, provide opportunities for student collaboration and peer modeling; and promote high expectations for student success on grade-level Common Core State Standards.

School and Student Performance Data

Academic Performance

English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
Orange	No Performance Color
37.4% making progress.	making progress.
Number Students: 91 Students	Number Students: 0 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
15.4%	36.3%	1.1%	29.7%

Conclusions based on this data:

Based on the Dashboard data, English Learner progress continues to be low. Classroom teachers will continue to strengthen both Integrated and Designated English Language Development (ELD) in order to increase English Learners' language proficiency skills throughout the instructional day. Designated ELD instruction will be reflected in the master schedule. Staff will use district-adopted curriculum materials. Teachers will integrate appropriate scaffolding techniques to bridge students' current oral and written language levels in reading, writing, listening and speaking domains. Oral and written language supports and scaffolds will also be integrated throughout all core subject areas by classroom teachers in order to enable English Learners to access grade level standards.

School and Student Performance Data

Academic Engagement

Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	3	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 Orange	 No Performance Color
29.4% Chronically Absent	26.2% Chronically Absent	0 Students
Declined 6.3	Declined 3	
531 Students	141 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Orange	 Yellow
Fewer than 11 students - data not displayed for privacy	37.5% Chronically Absent	32.4% Chronically Absent
2 Students	Declined 16.2	Declined 5.4
	64 Students	417 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
34.7% Chronically Absent	17.6% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Declined 11.3	Declined 9	2 Students
124 Students	17 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - data not displayed for privacy	31.3% Chronically Absent	31.9% Chronically Absent
6 Students	Increased 15.9	Declined 6.3
	16 Students	420 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Yellow
21.1% Chronically Absent	Fewer than 11 students - data not displayed for privacy	16% Chronically Absent
Increased 2	1 Student	Declined 13.4
19 Students		50 Students

Conclusions based on this data:

Although chronic absenteeism has improved, all student groups continue to have a very high rate of Chronic Absenteeism.

Specific strategies to lower chronic absenteeism:
1. Identify students with chronic absenteeism from the year prior and meet with family and discuss barriers for their daily attendance through SART and/or SARB process.
2. Increase communication on information about absences and how to verify their absences.
3. Provide information to families from the school nurse that indicates when students can stay home and when they can come to school.
4. Set up a positive reward system (e.g., Attendance Club) and conduct student recognition to honor high student attendance rate.
5. The attendance tech will create an easy reporting system for parents to communicate absences.

The Administrative Team and ORC are addressing the absenteeism by meeting with all families who have more than 10% of absences during the school year to outline expectations, identify barriers for good attendance and potential solutions and possible consequences.

School and Student Performance Data

Conditions & Climate

Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	2	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 Orange	 No Performance Color
2% suspended at least one day	1.3% suspended at least one day	0 Students
Maintained 0.2%	Increased 0.5%	
550 Students	155 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Yellow	 Orange
Fewer than 11 students - data not displayed for privacy	4.1% suspended at least one day	2.5% suspended at least one day
2 Students	Declined 0.8%	Increased 0.8%
	73 Students	434 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
3.1% suspended at least one day	5.9% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Increased 1.5%	Declined 6.6%	2 Students
127 Students	17 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - data not displayed for privacy	0% suspended at least one day	2.1% suspended at least one day
6 Students	Maintained 0%	Increased 1.1%
	16 Students	439 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Yellow
0% suspended at least one day	Fewer than 11 students - data not displayed for privacy	2% suspended at least one day
Declined 14.3%	1 Student	Maintained 0%
19 Students		50 Students

Conclusions based on this data:

The McAuliffe staff does not believe that suspensions typically change the behavior of students. In all suspension cases, other means of correction was considered. Although the Suspension rate overall is maintained and relatively low, the rating has increased for these student groups - Hispanics, SWD, ELs, SED.

The PBIS team will continue its work on creating STOIC and CHAMPS structures around the school, including the classrooms, cafeteria, hallways, bathrooms and the playground. The SST team will be proactive in developing Positive Behavior Intervention Plans for students who have multiple discipline referrals and engaging district behavior specialist to provide guidance. The administration will continue to explore alternative to suspension strategies to support students who are not changing their behaviors after receiving suspensions as a consequence.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student Academic Engagement and Achievement
Dramatically accelerate student academic engagement and achievement across all Oxnard populations through coherent additive approaches, essential pedagogical principles, and high-leverage practices.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1 - Student Academic Engagement and Achievement

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Foster high intellectual performance.
Strengthen instruction and student engagement.
Develop student profile-driven lesson design.
Foster multilingualism.
Use technology to enhance instruction.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP: ELA Smarter Balanced Assessment	24-25 Percentage Met/Exceeded: 3rd Grade - 38% 4th Grade - 37% 5th Grade - 31%	48% or higher of Grades 3-5 students will meet or exceed the grade level standards in the 25-26 ELA Smarter Balanced Assessment to be on track for a minimum of 80% proficiency by 2028. Student groups identified in the orange performance category in the CA Dashboard will increase proficiency by 5 points or more.
Star Reading: Spring State Benchmark	Spring 24-25 Percentage of Students At/Above State Benchmark: 2nd Grade - 36.6% 3rd Grade - 41.9% 4th Grade - 34.8% 5th Grade - 36.8%	51% or higher of Grades 2-5 students will be at/above proficiency (State Benchmark) on the 25-26 Spring Star Reading to be on track for proficiency of 85% by 2028.
Star Early Literacy: Spring District Benchmark	Spring 24-25 Percentage of Students At/Above District Benchmark: Kindergarten - 52.5%	55% or higher of Grades K-1 students will be At/Above the proficiency (District Benchmark) on the 25-26

	1st Grade - 53.2%	Spring Star Early Literacy to be on track for proficiency of 85% by 2028.
English Learner Reclassification	In 24-25, 11% were designated as Reclassified Fluent English Proficient (RFEP) following the OSD reclassification criteria. There are currently 57 incoming EL students in grades 3-5 for the 2025 -26 school year.	At least 14% of English learner students in grades 3-5 (~ 8 students) will be designated as RFEP in 25-26 school year using the OSD reclassification criteria.
CAASPP: ELPAC	24-25 Percentage of students at Level 3 and 4 Summative ELPAC Kindergarten - 47% 1st Grade - 54% 2nd Grade - 71% 3rd Grade - 36% 4th Grade - 75% 5th Grade - 68% Average percentage of level 3 and 4 in the grade level span: K-2: 57% 3-5: 60%	Increase by 3 on the percentage of students scoring at level 3 & 4 based on its previous cohort score: 1st Grade - 50% (from 47% in K) 2nd Grade - 57% (from 54% in Gr 1) 3rd Grade - 74% (from 71% in Gr 2) 4th Grade - 39% (from 36% in Gr 3) 5th Grade - 78% (from 75% in Gr 4) Increase the overall average percentage of students scoring at level 3 and 4 in the grade level span: K-2: 60% 3-5: 65%
CAASPP: Math Smarter Balanced Assessment	24-25 Percentage Met/Exceeded: 3rd Grade - 36% 4th Grade - 26% 5th Grade - 16%	48% or higher of Grades 3-5 students will meet or exceed the grade level standards in the 25-26 Math Smarter Balanced Assessment to be on track for a minimum of 80% proficiency by 2028. Student groups identified in the orange performance category in the CA Dashboard will increase proficiency by 5 points or more.
Star Math: Spring Benchmark	Spring 24-25 Percentage of Students At/Above District Benchmark: 1st Grade - 60.7% 24-25 Percentage of Students At/Above State Benchmark: 2nd Grade - 41.4% 3rd Grade - 31.7% 4th Grade - 27.5% 5th Grade - 17.6%	51% or higher of Grades 2-5 students will be at/above the proficiency (State Benchmark) on the 25-26 Spring Star Reading to be on track for proficiency of 85% by 2028.
Kindergarten: Site Math Assessment	24-25 Kindergarten Site End-of-Year Math Assessment: • Count to 100: 82.7% • Identifies numbers to 20: 81% • Write numbers to 20: 87.7% • Add & Subtract Fluently to 5: 69.3% • Add to 10 (with pictures or object): 87.3%	Kindergarten Site Assessment: • Count to 100: 80% or higher • Identifies numbers to 20: 80% or higher • Write numbers to 20: 85% or higher • Add & Sub Fluently to 5: 65% or higher

		• Add with pictures/manipulatives to 10: 85% or higher

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	English Language Arts (ELA): Reading Implement district adopted and board approved ELA curriculum (Wonders) and supplemental materials to support the achievement of grade level Common Core State Standards (CCSS). Plan and develop the scope and sequence of grade level standards to be taught in each trimester. Develop and implement engaging and meaningful lessons with Universal Design for Learning (UDL). Materials and supplies will be purchased to support and supplement the core instructional program which may include but not limited to: • Phonics for Reading • Sonday System 1 & 2 • Accelerated Reader Program • Spelling Bee • Scholastic Magazine for Kindergarten	All Students	3,000 Title I 4000-4999: Books And Supplies Leveled books to support Accelerated Reader District Funded 4000-4999: Books And Supplies District-adopted materials 1,500 LCFF - Intervention 4000-4999: Books And Supplies Materials to support reading intervention 150 LCFF 5800: Professional/Consulting Services And Operating Expenditures Spelling Bee registration 320 LCFF 5800: Professional/Consulting Services And Operating Expenditures Subscription Scholastics Magazine (Kindergarten) PTA/PTO 4000-4999: Books And Supplies Supplies and materials for Accelerated Reading Awards and incentives
1.2	ELA: Writing • Provide Writing Journal and other materials (e.g., composition notebooks) • Plan the scope and sequence for teaching the grade level writing standards • Support Cesar Chavez writing competition • Develop and implement engaging and meaningful lessons with Universal Design for	All Students	1,000 LCFF 4000-4999: Books And Supplies Materials and Supplies for Writing Projects

	Learning (UDL). • Analyze results of writing assessments and plan for reteach and enrichment as needed. • Build vertical coherence from one grade level to the next in implementing writing strategies		
1.3	English Language Development (ELD) Implement the OSD Master Plan for English learners (ELs). • Follow daily schedule for designated ELD instruction. • Plan the scope and sequence of grade level ELD standards to be taught at each trimester. • Teach the Grade level ELD standards through designated and integrated ELD instruction. • Monitor implementation of ELD instruction. • Analyze the data to target the needs of ELs & RFEP and provide appropriate support and/or intervention. • Support home reading for English learner (EL) families with bilingual books. Support English learners to attain proficiency in ELPAC with instruction and intervention, including but not limited to: • ELPAC preparation in class during D-ELD and after school • Gather data to inform students' next steps to achieve ELPAC proficiency	English Learners	5,000 Title III 1000-1999: Certificated Personnel Salaries Floater substitutes for targeted EL support & planning 1,116 Title III 3000-3999: Employee Benefits Certificated Benefits for Substitutes 1,500 Title III 4000-4999: Books And Supplies Books other than textbooks to support home reading with bilingual books District Funded 1000-1999: Certificated Personnel Salaries District ELD TOSA ELOP 1000-1999: Certificated Personnel Salaries Certificated Salary: ELPAC Preparation/Tutorial
1.4	Mathematics Implement district adopted and board approved Math curriculum (My Math) and supplemental materials to support the achievement of grade level Common Core State Standards (CCSS). Plan and develop the scope and sequence of grade level standards to be taught in each trimester. Develop and implement engaging and meaningful lessons with Universal Design for Learning (UDL). Provide materials and supplies to support and supplement the core instructional program which may include but not limited to: • Engage New York (ENY) • Counting Collections • Building Thinking Classroom (BTC) • Math Talks • Mathletes Club	All Students	 District Funded 4000-4999: Books And Supplies District-adopted materials 500 LCFF 4000-4999: Books And Supplies Materials & Supplies to support Math Talks, Counting Collection, BTC, mathletes, etc.

1.5	Social Studies Implement district adopted and board approved History-Social Studies curriculum (Social Studies Alive!) and supplemental materials to support the achievement of grade level Common Core State Standards (CCSS). Plan and develop the scope and sequence of Social Studies grade level standards to be taught at each trimester. Develop and implement engaging and meaningful lessons with Universal Design for Learning (UDL). Support research inquiry such as but not limited to: • 5th grade state convention project • AKA Black History Speech Contest • Cesar Chavez Art & Writing Competition		District Funded 4000-4999: Books And Supplies District-adopted materials 250 LCFF 4000-4999: Books And Supplies Supplies other than textbooks PTA/PTO 4000-4999: Books And Supplies Trophy and medals for Speech Contest
1.6	Science Implement district adopted and board approved Science curriculum (Twig) and supplemental materials to support the achievement of grade level Common Core State Standards (CCSS). Plan and develop the scope and sequence of Science grade level standards to be taught in each trimester. Develop and implement engaging and meaningful lessons with Universal Design for Learning (UDL). Provide materials and supplies to support and supplement the core instructional program which may include but not limited to: • Maker Space or STEAM Lab • STEAM night • Consumable materials for exploration/inquiry	All Students	2,500 LCFF 1000-1999: Certificated Personnel Salaries Teacher Extra Help with STEAM Night (2-3 hours for participating teachers) 559 LCFF 3000-3999: Employee Benefits Certificated Benefits 250 LCFF 4000-4999: Books And Supplies Materials/supplies to support core instructional program District Funded 4000-4999: Books And Supplies District-adopted materials PTA/PTO 4000-4999: Books And Supplies Supplies for STEAM ELOP 4000-4999: Books And Supplies Supplies for Maker Space
1.7	Individual Education Plan (IEP) Conduct IEP meetings to ensure that a child with an identified disability receives specialized academic instruction and related special education services.	Students with Disabilities	11,750 LCFF 1000-1999: Certificated Personnel Salaries Salary: Teacher Substitutes (IEP meetings, release time

	Create/Review Positive Behavioral Intervention Plan for students with special education services. Provide additional support to students through instructional assistants or paraeducators beyond contractual hours. Provide release time to special education teachers to support with documentations such as but not limited to IEP, service minutes logs, curriculum planning, etc.		to support with documentation, etc.) 2,623 LCFF 3000-3999: Employee Benefits Certificated benefits (Substitutes) 2,100 LCFF 1000-1999: Certificated Personnel Salaries Salary: Administrative Support 469.20 LCFF 3000-3999: Employee Benefits Certificated benefits (Admin support) 125 LCFF 2000-2999: Classified Personnel Salaries Instructional Assistant/Paraeducator - Extra help 47 LCFF 3000-3999: Employee Benefits Classified benefits (IA or Paraeducator) District Funded 1000-1999: Certificated Personnel Salaries Salary: Substitutes for 3 release days/teacher as funded through Special Ed Department District Funded 2000-2999: Classified Personnel Salaries Salary Paraeducators
1.8	Informational Technology Support Provide technology support to students and staff before, during, and after the school day. Purchase supplies and materials such as iPad (for Principal), keyboards, headphones, etc. Use various educational applications strategically to support skills in core content areas such as but not limited to. • ST Math, Lexia • MyOn • IXL • Rosetta Stone	All Students	2,000 LCFF 4000-4999: Books And Supplies Computer supplies, device, software, and/or applications District Funded 2000-2999: Classified Personnel Salaries Technology Services Technician & Ed Tech TOSAs District Funded

			5800: Professional/Consulting Services And Operating Expenditures Educational Apps (e..g, STMath, Lexia, etc.)
1.9	Visual Arts and Performing Arts (VAPA) Two full-time teachers will provide visual arts and performing arts classes. The school will combine the budget with two other K-5 schools (Ritchen and Sierra Linda) to fund the two full time teachers. The three sites will share the teachers and will collaborate on the schedule (rotation basis). The expenditure aligns with strategic goals 1 and 2 of the Oxnard Empowers Strategic Plan along with goals 1 and 2 of the SPSA. Furthermore the arts program will promote the OSD Student Profile.	All Students	118,000 Prop 28 1000-1999: Certificated Personnel Salaries Salary: Music & Art Teacher Salary (shared with two other schools) 26,339 Prop 28 3000-3999: Employee Benefits Certificated benefits: Music & Art Teacher 2,847.68 Prop 28 4000-4999: Books And Supplies Materials and Supplies
1.10	Field Trips Provide outdoor, hands-on, and interactive experiences through field trips. Field trips will provide background knowledge and enrichment for core content lessons.	All Students	3,500 Title I 5700-5799: Transfers Of Direct Costs Field Trip - Transportation Only 2,283 Title I 5800: Professional/Consulting Services And Operating Expenditures Entrance fees - Field Trips PTA/PTO 5800: Professional/Consulting Services And Operating Expenditures Entrance Fees - Field Trips District Funded 5000-5999: Services And Other Operating Expenditures Positive Adventures Experience
1.11	Physical Education (PE) Promote Physical Fitness through Physical Education classes. • Implement Push Play or Sparks Curriculum.		District Funded 4000-4999: Books And Supplies Materials and supplies to support PE
1.12	Extended Learning Opportunity Provide extended learning opportunities before and after school for targeted intervention and enrichment. These opportunities are but not limited to:	All Students	1,000 LCFF - Intervention 2000-2999: Classified Personnel Salaries Salary: Library Assistant Extra Help

	• Academic tutoring • Enrichment Burst classes • Lego Clubs • Library to open (2x/week) before school to support students with a quiet place for extra reading or completing assignments		369 LCFF - Intervention 3000-3999: Employee Benefits Classified benefits ELOP None Specified Enrichment Burst, Tutoring, Lego Clubs, etc.
1.13	Classroom Supplies and Materials to Support Student Achievement and Positive Teaching & Learning Environment Provide materials and supplies to support the curriculum, instruction, intervention, and assessment in all content areas. This includes but not limited to: • Student planners • Kindergarten supplies • Classroom supplies (e.g., chart paper, markers, whiteboards, etc.). • Materials for classroom projects (e.g., play) • Reams of copy papers	All Students	11,000 LCFF 4000-4999: Books And Supplies Materials and Supplies 10,829 LCFF 4000-4999: Books And Supplies Warehouse Charges for Materials and Supplies 750 LCFF 4000-4999: Books And Supplies Materials/Supplies to support Ged Ed TK/Kindergarten instruction (per OEA MOU) 2,500 LCFF 5700-5799: Transfers Of Direct Costs Graphics
1.14	Operational and Administrative Supplies Provide materials and supplies for the effective operation of the school activities, including but not limited to: • Office supplies • Copy machines (e.g., contracts, toner) • Storage units rental • Supplies for staff/faculty meetings • Discipline referral forms • Shredding services • Library supplies (e.g., Book covers, book tape, etc.)	All Students	3,000 LCFF 5000-5999: Services And Other Operating Expenditures Maintenance Agreements (Copy machines) 1,500 LCFF 5000-5999: Services And Other Operating Expenditures Rentals, Leases, and Repairs (Storage Unit, shredder) 50 LCFF 5900: Communications Postage 1,500 LCFF 4000-4999: Books And Supplies Operational & Administrative Supplies 2,500 LCFF 4000-4999: Books And Supplies Supplies for staff meetings 750

			LCFF 5800: Professional/Consulting Services And Operating Expenditures Contract for shredding services

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Grade level teams were provided multiple opportunities to plan the scope and sequence of content standards and develop lesson plans with the Universal Design for learning in mind.

There was evidence of classes implementing "Building Thinking Classrooms" in various content areas, counting collections, and math talks. The regular use of counting collections in Kindergarten supported significant success with Counting and Cardinality. There is significant improvement of scores in the counting and cardinality domain (e.g., K.CC.1-5) as evidenced in the end-of-year data compared to students' performance in the spring.

The use of supplemental materials from Engage New York for mathematics was highly evident in various grade levels. There are pockets of evidence were students are exploring connections between science domains, investigating the natural world, making inquiries, or designing systems.

There are pockets of evidences in the use of the writing journals in several classrooms.

The school and ELOP had done a tremendous job in ensuring students who are receiving special education services have equal opportunities and access to the programs offered after school. There are more students this year who have taken advantage of the regular ASP and various offerings through the Enrichment Bursts.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were multiple occasions when the Intervention Specialist Provider and Literacy teacher had to cancel the intervention sessions to cover shortage in substitutes. While the start of the ISP was earlier compared to the previous year, this could have been started a month earlier.

The EL intervention through the hiring of a floater substitute was delayed due to the availability of the staff.

The start of extending the library hours (early start) was delayed.

The order of the classroom libraries for the reading project and bilingual books came in late in the school year.

Identifying the personnel who will support the intervention for ELPAC preparation should occur earlier in order to maximize the use of allotted funds for EL intervention.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

As the school has increased its reclassification rate over the last three years, it is important to note that to further increase the academic achievement of English learners, which makes up about 25% of the McAuliffe population, the implementation of strategy 3 continues to be crucial in our school's success. To maximize support for small group instruction in the classroom and ELPAC preparation, the certificated substitute floater needs to be identified early in the year. Similarly, ELPAC Bootcamp through ELOP should be started early in the year.

There is varying degree of implementation of the use of the Paragraph of the Week writing journal purchased for multiple grade levels. The 3rd Grade team reported increased productivity in writing among their students using the structured journal. Other grade level teams will not be purchasing the ready-made journal and will use composition notebooks instead to support the students in writing. The leadership team sees the need for vertical articulation to support alignment of writing strategies from one grade level to the next.

The leadership team will plan STEAM Night early in the year to avoid potential conflict with Open House.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Learning Environment and School Climate
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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2 - Learning Environment and School Climate

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Support a multi-tiered system of support (MTSS).
Foster access, equity and inclusion.
Utilize restorative practices.
Create affirming learning environment and relationships.
Maintain safe and inviting facilities and grounds.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Attendance Rate	24-25 Schoolwide Average Daily Attendance: 91%	Achieve an annual average daily attendance rate of 95% or higher school-wide.
Discipline Referrals to Office	There were 130 office referrals for 24-25 with the majority of the referrals from Kindergarten.	Decrease the total number of office discipline referrals by 5%.
School Suspensions	Suspension rate was 1.5% for 24-25 (to be updated in June)	Decrease the suspension rate to 1.3% or lower.
Panorama Student Survey - SEL competencies and learning supports/environments	Spring 2025 The ratings by SEL topic were: Teacher Student Relationships- 69% Good/Fair Sense of Belonging- 56% Good/Fair Growth Mindset- 46% Self-Management- 67% Social Awareness- 57% Emotional Regulation- 42%	Increase the overall percent ratings by at least 2 points in each SEL topic by the Spring of 2026.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Multi-tiered System of Supports (MTSS) MTSS is a framework that helps educators provide academic and behavioral strategies for students with various needs. • Form MTSS team composed of at least 1 certificated teacher by grade level span (K-2 and 3-5), school psychologist, LIT teacher, school counselor, and outreach specialist. • MTSS team will meet at least 3 times/year. • Monitor student progress in the academics and social-emotional/behavioral aspects of educational achievement through progress monitoring, data chats, Student Study Team meetings and "Start the Year Right" meetings. • "Start the Year Right" meetings will be held at the beginning of the school year with teachers who have students with prior SSTs. This will help with the transition for students who had intervention & goals from the previous school year. • Implement EduClimber to record Progress Monitoring of students before the initial SST. • Provide Tier 1, 2 & 3 layers of support. The Intervention Support Provider (ISP), Literacy teacher, and other interventionists, will conduct tier 2 and/or tier 3 small group instruction to support intervention groups and assist teachers with enrichment activities for students who qualified for GATE. • Provide materials and supplies to support academic intervention (e.g., Sonday System). Support Kindergarten transition for the beginning of the school year: • Support Kindergarten students for the first 7 days of school with a floater substitute. • Coordinate 504 meetings to review 504 support plans or determine eligibility.	All Students	8,100 Title I 1000-1999: Certificated Personnel Salaries Teacher Substitutes for progress monitoring, SSTs & 504 meetings 25,000 Title I 1000-1999: Certificated Personnel Salaries Salary: Intervention Support Provider (ISP) 7,389 Title I 3000-3999: Employee Benefits Certificated Benefits for Substitutes & ISP 6750 LCFF - Intervention 1000-1999: Certificated Personnel Salaries Salary: Substitutes/Floaters - Support Tier 2 intervention 1,507 LCFF - Intervention 3000-3999: Employee Benefits Certificated Benefits (Substitutes) 180 LCFF 1000-1999: Certificated Personnel Salaries Salary: Teacher extra help (MTSS) after work hours 2,425 LCFF 1000-1999: Certificated Personnel Salaries Salary: Substitutes/Floaters - Kindergarten beginning of the year transition and Start the Year Right meetings. 583 LCFF 3000-3999: Employee Benefits Certificated Benefits (Extra help & Substitutes) 1,000 LCFF - Intervention

			4000-4999: Books And Supplies Materials for Intervention 1,712.80 LCFF 1000-1999: Certificated Personnel Salaries Salary (1,400) & Benefits (312.80) Admin Support for SST
2.2	PBIS The PBIS committee will be composed of the School Counselor, ORC, at least two teachers and a campus assistant (optional). The Committee will meet at least 5x/year. Members will attend at least two of the three sets of Safe and Civil training sessions. Members will inform staff of the school's progress with work related to PBIS. Implement and monitor: • Positive Behavioral Interventions and Supports • MTSS for behavioral and social/emotional learning/skills • Safe and Civil Schools (with STOIC approach) • Schoolwide STAR Expectations (Guidelines for Success) • Alternatives to Suspension • Weekly Teacher Duty • Campus assistant assignment Purchase materials & supplies to support school-wide expectations.	All Students	500 LCFF 4000-4999: Books And Supplies Materials & supplies to implement PBIS in the classrooms and playground 900 LCFF 1000-1999: Certificated Personnel Salaries Salary: Teacher Extra Help (PBIS) After work hours 201 LCFF 3000-3999: Employee Benefits Certificated Benefits PBIS Team 200 LCFF 2000-2999: Classified Personnel Salaries Salary: Outreach Specialist (ORC) - OT 74 LCFF 3000-3999: Employee Benefits Classified benefits (ORC) 100 LCFF 2000-2999: Classified Personnel Salaries Salary: Campus assistant - extra help (PBIS meeting) 37 LCFF 3000-3999: Employee Benefits Classified Benefits: campus assistant 250 LCFF 5000-5999: Services And Other Operating Expenditures Graphics (e.g., posters)
2.3	Attendance	All Students	District Funded

	Address chronic absenteeism among subgroups (orange in California Dashboard): Homeless, English learners (EL), Students with Disabilities (SWD). Support improvement in student attendance through: • Attendance Club • Classroom Perfect Attendance Incentive • School Attendance Review Team (SART) meeting • School Attendance Review Board(SARB) meeting • Student Study Team (SST) • Monitor attendance records for accuracy • Support with basic needs (e.g., food, school supplies, hotspot, etc.) Recognize students with 95% or higher attendance rates in student assembly. Provide supplies and materials to support improvement of student attendance.	Students with Disabilities English Learners Homeless	2000-2999: Classified Personnel Salaries Outreach Specialist 1,000 LCFF 4000-4999: Books And Supplies Supplies to support improvement in attendance PTA/PTO 4000-4999: Books And Supplies Materials to support improvement in attendance
2.4	Social Emotional Wellness and Positive School Culture Support the social emotional wellness and positive learning environment of student, families, and staff. • Conduct small group and individual school-based counseling • Conduct restorative or community circles • Develop or review Positive Behavior Intervention Plan (PBIP) for students with behavior concerns • Provide SEL lessons with Second Step through classroom teachers, school counselor, and/or counseling psychologist • Open wellness center for students during selected lunch periods • Coach students with tier 2 or 3 needs during unstructured periods (e.g., recess) • Support families with resources • Weekly STARbucks Awards (e.g., incentives) • Celebrate student efforts and achievement with positive rewards. • Mail Challenger Postcards to recognize students • Support College Day on Tuesdays and McAuliffe Day on Fridays • Organize special events such Read Across America, Kindergarten and 5th grade End-of-the-Year celebration, Reading Buddies, Spirit Week, Red Ribbon Week, Reading on the Lawn,	All Students Students with Disabilities	District Funded 1000-1999: Certificated Personnel Salaries School Counselor, Mental Health Clinician, Behavior Specialist, & School Psychologist 100 LCFF 1000-1999: Certificated Personnel Salaries Counselor - Extra Help 22 LCFF 3000-3999: Employee Benefits Certificated Benefits - Counselor 1,200 LCFF 4000-4999: Books And Supplies Materials & Supplies to support social-emotional wellness for all students (e.g., STARbucks incentives, SEL tools, etc.) 1000 LCFF 4000-4999: Books And Supplies Materials & Supplies to celebrate student efforts and achievement for SWD (SAI, SDC, TLC)

	group games at recess, SDC dance party, etc. Promote school pride & brand • Purchase staff McAuliffe Challenger t-shirts (~70 staff) Utilize Panorama Survey Data and resources to improve SEL competencies and learning supports/environments. • Regularly review and present Panorama Survey data to staff and other educational partners. • Examine available strategies to help students improve on various SEL topics. • Create an action plan to support students.		100 LCFF 5700-5799: Transfers Of Direct Costs Graphics (e.g., postcards) 840 LCFF 4000-4999: Books And Supplies Staff t-shirts PTA/PTO None Specified Kindergarten and 5th Grade EOY Celebrations
2.5	Support active participation with physical activities. Students will have opportunities to engage in physical activities, including but not limited to: • Sports through the City of Oxnard (e.g., basketball, volleyball, etc.) • Various structured games at recess • After School Program	All Students	1,500 LCFF 4000-4999: Books And Supplies Materials and Supplies for recess ELOP None Specified Registration fees, coach salary, uniforms,etc.
2.6	School Safety and Cleanliness Increase school safety and cleanliness through including but not limited to: • Regular Campus Assistant meetings • School Safety Committee meetings (at least 3x/year, 2 teachers - lower and upper grade) • Allocate extra duty assignment for campus assistants as needed • Conduct required safety drills (i.e., Fire, Earthquake/Disaster, Priority 1 & 2 Lockdown drills) • Enforce closed campus setting (e.g., Gates and doors are locked; guest sign in at the front office, ID card for employees) • Provide support with materials and supplies (e.g., health office, playground, etc.) • Clean school environment (e.g., restroom, lobby, surroundings, etc.) • Place work orders timely and check they are accomplished. • Identify bike rack to be used • Post relevant signage	All Students	800 LCFF 2000-2999: Classified Personnel Salaries Salary: Playground Aides/Campus Asst. Extra help 295 LCFF 3000-3999: Employee Benefits Classified benefits: Campus Asst. 500 LCFF 4000-4999: Books And Supplies Materials and supplies for health office and safety 270 LCFF 1000-1999: Certificated Personnel Salaries Teacher Extra Help (Safety Committee) 83 LCFF 3000-3999: Employee Benefits Certificated benefits

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The gains in attendance made in the previous year were not maintained as overall annual average daily attendance (ADA) has decreased by 2 points compared to the average of 93% from the previous year. Various strategies included, but not limited to: signing kids up for the Attendance Club, classroom perfect attendance incentive, school announcements, and the Student Attendance Review Team meetings were all implemented but not enough to counter the impact of inclement weather schedules (due to fires and strong winds) and the news of immigration officials (ICE) being present in other schools.

Separating the 4th & 5th grade morning recess resulted in a decrease in office discipline referrals. The change was also well received by the grade level teams and would like to see this carried out at their lunch recess periods as well in the future. The Freeze Whistle that was implemented last year with support from the PBIS team continued to make a difference in students' safety on the playground. Monthly campus assistant meetings helped clarify roles and responsibilities of staff which contributed to overall safety of students on the playground.

The students enjoy visiting the Wellness Center during their lunch periods and mingling with peers under the guidance of the school counselor. The small group activity with the school counselor during K-1 lunch period mid year is a welcome addition. Special events/activities organized by the school counselor and ORC such as Anti-bullying/Unity Week, Buddy Reading, and Red Ribbon Week not only promoted fun activities but also spotlighted important messages that bring about positive student behaviors.

Regular safety drills will be conducted to ensure routines and protocols are followed by staff and students.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Consistency in the implementation of the Freeze Whistle and designation of structured play areas is necessary to maintain the gains made in its initial implementation. Having substitutes to fill in vacancies when a regular campus assistant is absent is critical in being able to support all students during unstructured periods. Being able to utilize counseling psychologist and mental health clinician to provide professional development to our campus assistants in one of our regular meetings is appreciated by staff.

Materials and supplies for the playground have to be identified and purchased sooner to increase the activities K-2 students engaged in during recess. Once these materials are purchased, they have to be put in the rotation after students were taught the rules for how to use them.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The school plans to continue implementing strategies that have produced positive results through PBIS with Strategy 2, school culture and social emotional wellness with Strategy 4, and attendance with Strategy 3. Student leaders (Strategy 5) will continue to promote campaigns for Beautification and No Place for Hate. The school will continue to advertise and recruit sports coaches early in the year to increase the number of sports club available to students.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Guidance and support to the site.
Provide strategic direction, guidance, and support focused on improving the quality of instruction, interaction, and engagement in every classroom, so that all students reach high levels of academic excellence, multilingual achievement, global competency, and healthy identity development, agency and voice.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 3 - Guidance and Support to Sites and District Departments.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Foster a culture of empowerment.
Provide professional learning and support.
Provide recognition to staff and students.
Utilize student assessment to measure student learning.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate for Students	24-25 Schoolwide Average Daily Attendance: 91%	Achieve an annual average daily attendance rate of 95% or higher school-wide.
Panorama Student Survey - SEL competencies and learning supports/environments	Spring 2024 The ratings by SEL topic were: Growth Mindset- 57% Good/Fair Self-Management- 68% Good/Fair Social Awareness- 66% Good/Fair Emotional Regulation- 45% Good/Fair Teacher Student Relationships- 79% Good/Fair Sense of Belonging- 63% Good/Fair Spring 2025 The ratings by SEL topic were: Growth Mindset- 46% Good/Fair Self-Management- 67% Good/Fair Social Awareness- 57% Good/Fair Emotional Regulation- 42% Good/Fair Teacher Student Relationships- 69% Good/Fair Sense of Belonging- 56% Good/Fair	Increase the overall percent ratings by at least 2 points in each SEL topic by the Spring of 2025.

Attendance Rate for Certificated Staff in Staff Development	Not measured this school year	Average attendance of 90% or more for certificated staff in • District staff development • Site staff development (not including Tuesday staff meetings) • ELPAC training • CAASPP/Smarter Balanced training
Staff Meeting for Non-teaching staff	The following site teams met more than any other non-teaching teams for the 24-25 school year: • Campus Assistants • ORC & Counseling Team The office administrative staff & custodial staff met less than three times informally in 24-25.	All non-teaching teams will meet at least four times in the 25-26 school year.
CAASPP: ELA Smarter Balanced Assessment	24-25 Percentage Met/Exceeded: 3rd Grade - 38% 4th Grade - 37% 5th Grade - 31%	48% or higher of Grades 3-5 students will meet or exceed the grade level standards in the 25-26 ELA Smarter Balanced Assessment to be on track for a minimum of 80% proficiency by 2028. Student groups identified in the orange performance category in the CA Dashboard will increase proficiency by 5 points or more.
CAASPP: Math Smarter Balanced Assessment	24-25 Percentage Met/Exceeded: 3rd Grade - 36% 4th Grade - 26% 5th Grade - 16%	48% or higher of Grades 3-5 students will meet or exceed the grade level standards in the 25-26 Math Smarter Balanced Assessment to be on track for a minimum of 80% proficiency by 2028. Student groups identified in the orange performance category in the CA Dashboard will increase proficiency by 5 points or more.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Culture of Empowerment Meet regularly with non-teaching staff in job-alike teams:	All Students	See Goal 2.1-substitutes

	• Administrative Support Team (Attendance clerk, School Office Manager & Support Clerk). • Supervision Team: Campus Assistants • ORC & School Counselor • Custodial Staff Meet regularly with school committees (at least once in a 4-week period): • Leadership Team • PBIS • MTSS • Safety • PTA • STEAM		
3.2	Professional Development on Instructional Practices and Curriculum Planning Teachers, instructional aides, and administrators will receive on-going training, coaching, and support on effective instructional practices in reading, writing, and STEM through professional development, CIA (curriculum, instruction, assessment) planning, and feedback cycle. Provide professional development and support for designated and integrated ELD instruction. Staff development every Tuesday and grade level collaboration every Wednesday after school. Meetings are focused on CIA and data analysis to improve the quality of teaching and learning in the classrooms. One of the Tuesdays will be identified for committee meetings. District resources such as Teachers on Special Assignments (TOSAs) in their respective expertise (e.g., ELD, Math, Literacy, SEL, MTSS, etc.) will be tapped to support teachers and administrators in identifying and implementing high-leverage pedagogical practices (HLPP) in the classrooms. These Best First Instructional (BFI) practices should be observed in all classrooms to support grade level, engaging, affirming and meaningful learning for all students.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Personnel Salary - TOSA support; attendance to PD outside of work hours ELOP 5800: Professional/Consulting Services And Operating Expenditures Maker Space consultation District Funded 1000-1999: Certificated Personnel Salaries Personnel Salary - Substitutes for teachers attending district PDs 2,000 LCFF 4000-4999: Books And Supplies Supplies (e.g., refreshment) for staff meetings
3.3	Professional Development for Teachers and Paraeducators in Special Education Department • Job-alike workshops • Monthly Special Education Department meetings with Program Manager & other specialists • Non-violent Crisis Intervention (NCI) training • Paraeducators meet with their classroom teachers	Students with Disabilities	District Funded 1000-1999: Certificated Personnel Salaries Salary: Substitute teachers

3.4	Professional Development and Support with SEL Provide professional development for the continued growth of and support for staff on behavioral and social-emotional learning, including but not limited to: • Campus Assistants • Counselor • Outreach Specialists • Office staff • Teachers • PBIS Team	All Students	No additional cost
3.5	Staff Recognition Staff will be recognized through the following but not limited to: • Teacher Appreciation Week • Staff Shout-outs • Shining Star Awards • Mason • Weekly Staff Bulletin	All Students	No additional cost
3.6	Student Recognition Student achievement and efforts are recognized through the following but not limited to: • Trimester Awards Assembly: Academic Achievement, Kindness, Most Improved, & Selected Student Profile • Smarter Balanced Awards Assembly (Met & Exceeded Grade Level Standards) • Accelerated Reader trophy presentation • Attendance • McAuliffe Postcard greetings	All Students	250 LCFF 4000-4999: Books And Supplies Materials and supplies to support student recognition PTA/PTO 4000-4999: Books And Supplies Support AR incentives and trophies
3.7	Student Leadership Provide opportunities for students to gain leadership skills and increase involvement in school activities, including but not limited to: • Superintendent Fellows (District) • Principal & Leadership Fellows (School site) • Proud Challenger Club (aka Friday Night Live Kids - FNLK) Student Fellows (district & school site) develop and support student projects that benefit their peers and the school environment (e.g., Campus Cleanliness & Beautification, No Place for Hate, Reading Buddies)	All Students	300 LCFF 4000-4999: Books And Supplies Materials and Supplies to support student leadership activities & projects ELOP 2000-2999: Classified Personnel Salaries ORC - Proud Challenger Club PTA/PTO 4000-4999: Books And Supplies T-shirts for Leadership Fellows
3.8	School Beautification	All Students	800 LCFF

	Promote school beautification through including but not limited to: • Support school garden managed by students and school staff • Purchase materials and supplies (e.g., plants, tools) • Clean and inviting school environment (e.g., restroom, lobby, surroundings, etc.) • Post relevant signage		4000-4999: Books And Supplies Supplies for school garden
3.9	Assessments & Screening Develop and utilize grade level common formative assessments (CFA) that will inform student progress in grade level content standards for ELA, Math, and Science. Use results of formative and benchmark assessments to plan and implement action steps (e.g. Goal setting, reteach, enrichment). Support dyslexia screening with: • Release time for screeners Support students during CAASPP with: • Snacks for all Grade 3-5 • Incentives	All Students	1,125 LCFF 1000-1999: Certificated Personnel Salaries Salary: Substitutes to support screening 252 LCFF 3000-3999: Employee Benefits Certificated Benefits 1,250 LCFF 4000-4999: Books And Supplies Supplies for CAASPP support (Snacks & Incentive)
3.10	Data Chats - Teachers and administrators will utilize student assessments to measure and analyze student achievement. Student assessments will include but not limited to: • Star Renaissance (Reading, Math, Early Literacy, CBM, AR) • Smarter Balanced • ELPAC (IAB and Summative) • Grade level Common Formative Assessment (CFA) • Curriculum Unit/Chapter Tests • IABs • Benchmark Writing Data chats to occur regularly after each benchmark administration. Provide one assessment day per teacher (as stipulated in Article XI of OEA contract).	All Students	5,175 LCFF 1000-1999: Certificated Personnel Salaries Salary - Substitutes for Assessment Day (AKA Paper Day for teaching staff) 1,155 LCFF 3000-3999: Employee Benefits Certificated Benefits See Goal 2.1-Progress Monitoring

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Committee meetings (MTSS, PBIS, Leadership, & Safety) were inconsistent compared to the previous year. Several teachers belong to multiple committees which then created scheduling conflicts. Holding shorter (e.g., 30 minutes) twice a month this year for PBIS was not as productive as holding the meetings for a longer period of time (e.g., 60 minutes) once a month. In the previous year, MTSS were able to meet more regularly before school and some after school. The Safety committee was only able to meet twice this year.

Student leadership was more robust this school year, allowing many opportunities for 4th & 5th grade students to be involved in extra-curricular activities. Superintendent Fellows were more visible during Monday morning announcements and with the projects they sponsored (School Beautification and No Place for Hate). Student leaders (4th & 5th graders) were consistent in volunteering as Reading Buddies and the Challenger Club has been recognized by the county for its outstanding contributions (e..g, Anti-vaping projects and presentations).

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

With the school modernization project starting this year, updates about the construction has taken a big portion of the staff meeting agenda which leaves less time that would have otherwise been spent on committee meetings or professional development.

We had set aside a portion of our budget to send teachers to attend professional development (PD) that are available in the local area. Our site did not end up using the allotted expenditure as teachers attended many PDs that were all sponsored by our district; hence the site did not have to pay for them.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The leadership team recommended dedicating at least one of the Tuesday staff meetings for committees to ensure there is at least one meeting a month that is guaranteed (Strategy 1 & 2). The team also recognized that since not all teachers are volunteering to be a part of a committee, on a Tuesday committee meeting day, all teachers will have to choose to participate in a committee thereby increasing participation of staff and ensuring multiple voices and diverse input are heard or gathered on important topics or decisions that impact the school climate and student achievement.

With the modernization projects well into phase 3 of 4 phases by the time the new school year begins, less time will be used during staff meetings for construction updates.

Considering the positive feedback from various grade levels, the leadership team would like to increase opportunities for vertical articulation among grade level teams. For the coming school year, the team has to connect early with Teachers on Special Assignment (ToSA) to engage them in supporting grade level teams with identified needs (e.g., unpacking Twig lessons and resources to better engage students with Next Generation Science Standards-NGSS).

This year, developing the grade level CFA for the identified essential standards and analyzing student outcomes must be one of the deliverables during professional development, Tuesday staff meetings, or grade level collaboration meetings on Wednesdays (Strategy 2, 9, & 10)

Staff and students appreciated the increased effort by our school to recognize members of our school community. This year, the school will be adding student attendance recognition and McAuliffe postcard greetings to boost not only attendance but the social-emotional aspects of student experience (Strategy 6) .

Revitalizing the school garden managed primarily by students and staff will be its own strategy under goal 3 instead of combining it with safety under goal 2 from the previous year.

The school will continue to host multiple student clubs to promote student leadership (Strategy 7).

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 4 - Family/Community Alliances for Student Success

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Create Student Profile Alliances.
Foster family engagement and support.
Provide parent/family resources.
Foster community partnerships and relationship building.
Promote higher education.
Strengthen family/community communications.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent/Guardian participation in ELAC Sponsored Events	An average of 10 parents/guardians attended ELAC meetings in 24-25	Increase parent participation in ELAC to an average of 12 parents/guardians.
Parent/Guardian participation in school-sponsored parent education or events	On the average, more than 10 families attended 24-25 school events with observed inconsistencies: • More than 20 families attended the school data presentation in 24-25. • More than 30 families attended school-sponsored events like Trimester Awards, Reading on the Lawn, Halloween Parade, and PTA sponsored events. • Less that 10 families attended events that are focused on parent education (e.g., anti-vaping, A-G courses, report card, CAASPP resources, etc.)	Increase parent attendance in school-sponsored events to an average of 15 parents/families per event.

Parent Needs Assessment Survey	24-25 Parent Needs Survey with "Always" (Most Positive) Response for selected statements such as: • Parents feel welcome when they visit the school: 96.8% • Teachers and school view parent involvement as a valuable part of the school program: 93.5% • Parents are considered partners in their child's education: 93.5%	Maintain at 90% or higher the positive responses to the parent needs survey statements such as: • Parents feel welcome when they visit the school • Teachers and school view parent involvement as a valuable part of the school program • Parents are considered partners in their child's education
Registration on OSD communication platform ParentSquare	Percent registration on ParentSquare for 24-25: • Families: 91%	Increase percent registration on ParentSquare by Spring 2026 as follows: • Families: 95%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Family and Community Alliances for Student Success Create engagement opportunities and provide resources and information to families to build relationships and support student involvement and achievement. • School Site Council & ELAC • PTA meetings and events (e.g., Skate Nights, Movie Nights, Art Gala) • Coffee and Chat with Admin • Family and Community Engagement (FACE) • Back to School Nights • Title I informational Meeting • Open House • Parent Education (e.g., CAASPP resources, A-G courses, My Body Belongs to Me) • STEAM night • Data Presentation • Kindergarten Reading on the Lawn • Awards Assemblies • Transition meetings: elementary to middle schools (AVID recruitment, SpEd transition, etc.) • School Volunteers • OSD Creates • After School Program Orientation	All Students	District Funded 1000-1999: Certificated Personnel Salaries Counselor & Mental Health Clinician District Funded 2000-2999: Classified Personnel Salaries Salary - Outreach Specialist 1,000 LCFF 4000-4999: Books And Supplies Supplies and materials for meetings 200 LCFF 2000-2999: Classified Personnel Salaries Outreach Specialist - OT 74 LCFF 2000-2999: Classified Personnel Salaries Benefits - ORC OT 200 Title III 2000-2999: Classified Personnel Salaries Clerical Extra help (translation) 200

			Title III 2000-2999: Classified Personnel Salaries Clerical OT (translation) 400 Title III 2000-2999: Classified Personnel Salaries Verbal translation - OT 480 Title III 3000-3999: Employee Benefits Classified benefits PTA/PTO None Specified PTA Events
4.2	Kindergarten Orientation Welcome Kindergarten families to McAuliffe. • Conduct a campus tour • Provide school information • Introduce PTA • Introduce school resources (e.g., School Counselor, ORC, SOM, Attendance Clerk) • Explain Parent Engagement opportunities (SSC, ELAC, FACE, Parent Advisory, etc.) • Meet and Greet with Kindergarten teachers before the school year begins • Provide classroom information before the school year begins	All Students	100 LCFF 4000-4999: Books And Supplies Supplies and materials for meetings 100 LCFF 1000-1999: Certificated Personnel Salaries Salary: Teacher extra help with Kinder orientation 23 LCFF 3000-3999: Employee Benefits Certificated benefits
4.3	Support Parent Education & Engagement for families of English Learners & RFEPs • ELAC Meetings • RFEP Celebrations • AVID information for 5th grade • Middle School information • Perfect Attendance Celebrations 95% • Translations for families in various events	English Learners	300 Title III 2000-2999: Classified Personnel Salaries Outreach Specialist - OT 111 Title III 3000-3999: Employee Benefits Classified Benefits - ORC 200 Title III 1000-1999: Certificated Personnel Salaries School Counselor extra help for EL families 45 Title III 3000-3999: Employee Benefits Certificated Benefits (School counselor) 1,250 Title III 4000-4999: Books And Supplies

			Materials & supplies for ELAC and other meetings to support EL families (e.g. refreshments)
4.4	Extended Learning Opportunities Program (ELOP) Support families and students through the After School Program (ASP): • ASP (Grades 1-5) • Enrichment Burst • Academic Tutorials • Sport Clubs • Lego Clubs (including before school) • School Library to open before school (at least 2x/week) • Ensure accessibility for all students ASP will host events to provide parents with resources and highlight the program's classes and activities, including but not limited to: • nutrition education • healthy habits • study habits • informational meetings/orientation	All Students	ELOP 2000-2999: Classified Personnel Salaries ASP Coordinator ELOP 4000-4999: Books And Supplies Materials and supplies for ASP
4.5	Use multiple means of communication to strengthen dissemination of and access to resources and information with and among school/district and families. • ParentSquare (messages, post, calls) • Family and Staff Bulletin • Social media platforms (e.g., Facebook, Instagram) • Video/Slide show in the school lobby • Printed materials • One-on-one communication • Family outreach • School/District website • Progress report cards • Annual Title I meeting/Back to School Night • Open House • Trimester Awards Assembly	All Students	District Funded 5900: Communications ParentSquare, Websites No additional cost

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The increase in parent/family attendance to school-sponsored events can be attributed to the increase in parent participation for events that celebrate or recognize student achievement or effort. The data presentation was very well attended as it was coupled for the first time with recognizing students who met or exceeded grade level proficiency in CAASPP Smarter Balanced Math and ELA. The families were very grateful to see students' achievement in high stakes tests is being recognized and promoted throughout the school.

Similarly, attendance in ELAC meetings were high when the agenda included students being recognized for their attendance and reclassification as English proficient.

The various offerings in the Enrichment Burst has increased student participation in highly interesting activities (e.g., cooking, sewing, Hip Hop Mindset, etc.). The families were very grateful for these opportunities. The introduction of the ParentSquare as the main communication platform has been very useful in relaying messages to the McAuliffe community.

Events such as Back to School Night, Open House, Awards Assemblies, Reading on the Lawn brought many families to McAuliffe. PTA Events such as Trunk or Treat, Skate and Movie Nights were very successful in bringing families and other educational partners together.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Expenditures for verbal translations to support families and supplies for ELAC meetings will be monitored closely to reflect the use of Title III funds instead of LCFF.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The school plans to tap into events (e.g., Data Presentation, Awards Assemblies, Back to School Night, Open House, etc.) that bring more families on campus to encourage educational partners to participate in parent education workshops or School Site Council (SSC) and English Language Advisory Council (ELAC) and promote upcoming school events. Knowing that more families attend events when students are being recognized, the administrative staff, ORC, and school counselor will identify more ways to celebrate students in tandem with parent educational opportunities that expand our families' knowledge of grade level state standards and access to resources that support their children's attainment of these expectations.

Inviting the parent representative from the Family and Community Engagement to SSC, ELAC meetings, or principal chats will provide the educational partners relevant information on the team's work at the district level.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Transformational leadership and infrastructure
Create a coherent and sustainable districtwide infrastructure and culture to support and communicate the district's identity and strategic work on behalf of all students; facilitate strategic plan implementation; monitor progress and assess effectiveness and sustainability; and position the district as a leader in equitable and excellent education.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 5 - Transformational leadership and infrastructure

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Ensure strategic plan implementation.
Work toward schoolwide coherence.
Provide accountability and progress monitoring of implementation.
Develop human capital.
Foster communications.
Support finance and technology infrastructure.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Registration on OSD communication platform ParentSquare	Percent registration on ParentSquare for 24-25: • Staff: 58%	Increase percent registration on ParentSquare by Spring 2026 as follows: • Staff: 65%
Vector Training completion	Less than 100% of employees completed required Vectors Training by the deadline.	100% completion of Vector training for all employees at the deadline.
Academic Outcomes from Goal 1	See Baseline from Goal 1 for academic outcomes	If we are able to achieve Goal 5 on Transformational Leadership and Infrastructure, then we can expect for our academic outcomes in Goal 1 to be achieved.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

5.1	Leadership Team Build instructional leadership capacity of staff through the work of the leadership team. • Each grade level has a leadership representative. • The special education team has one representative. • Attends site and districtwide meeting. • Provides input for planning professional development. • Leads the team in attaining the mission and vision of the school. • The leadership team leads their grade level collaboration days. • Assists in identifying best first instructional practices or high leverage pedagogical practices (HLPP) that must be common to all classrooms - Tier 1. • Supports implementation of HLPP in the classrooms. • Assists in the planning and development of Tier 2 and 3 intervention. Teacher-in-Charge supports the administrative team as administrative designee. Build instructional leadership capacity of administrative staff. • Collaborate with the Team of Administrative Cohort • Gather data on instructional practices that align with Oxnard Empowers Strategic Plan • Meet regularly to discuss next steps for coherence on instructional practices	All Students	2,940 LCFF 1000-1999: Certificated Personnel Salaries Salary: Leadership Team Meeting (extra duty/help) outside of work hours 657 LCFF 3000-3999: Employee Benefits Certificated benefits (leadership team) 480 LCFF 1000-1999: Certificated Personnel Salaries Salary: Teacher-in-Charge (Extra duty/help) 108 LCFF 3000-3999: Employee Benefits Certificated benefits for TIC 900 LCFF 1000-1999: Certificated Personnel Salaries Salary - Substitute for TIC 201 LCFF 3000-3999: Employee Benefits Benefits - Substitute for TIC
5.2	PLC/Grade Level Collaboration Collaboration days are focused on teaching and learning with emphasis on the four components of PLC (standards, assessments, intervention, and enrichment).	All Students	No additional cost
5.3	Support employees with required training such as but not limited to: • Vector Training • On-boarding for new employees	All Students	430 LCFF 2000-2999: Classified Personnel Salaries Salary - Substitute Campus Assistant to release regular campus assistants for Vector training 159 LCFF 3000-3999: Employee Benefits

			District Funded None Specified Support on-boarding process for new employees
5.4	Internal Communications Use multiple means of communication to strengthen dissemination of and access to resources and information between school and our district. • ParentSquare (messages, post, calls) • Staff Bulletin • Social media platforms (e.g., Facebook) • Shared Drive through All Things McAuliffe (ATMc)	All Students	No additional cost
5.5	Technology Provide regular announcement and display through the monitor in the lobby. • Gather additional photos/videos from various staff to promote diverse representations in the display Technology Services Technician (TST) monitors network, usage, and 1:1 tech device service.	All Students	No additional cost

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

During the first half of the year, the school administrators attended the weekly grade level collaboration on Wednesdays inconsistenly for various reasons (e.g., Asst. Principal was not hired until after the first trimester and the Principal was attending the modernization planning meetings at least twice a month). Administrators' participation in grade-level collaboration improved markedly beginning in March after making the necessary change in the schedule.

Internal communication through ParentSquare, staff bulletin, and shared drive has improved tremendously this year. Staff has become more familiar with ParentSquare, which was introduced just a year ago. More members have asked to access our school shared drive called All Things McAuliffe; this most likely led to more members receiving timely information about school activities and resources related to instruction.

The school receives plenty of compliments from our families and students for the information we provide through the monitor in the lobby. Kids, staff, and families usually stop to read and admire the graphics showing updates on RACE for attendance, photos from various school activities (e.g., awards), and announcements of upcoming events.

Having the TST on site has helped both staff and students problem-solve or maximize the usage of their technology devices.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were fewer leadership meetings held this year, so the budget allocated for extra duty hours was not spent as budgeted.

While grade-level collaboration occurs weekly, it is not certain that meetings were centered around the 4 tenets of PLC.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Increasing the leadership capacity of administrators through cohort collaboration is a new strategy and is a step in the right direction to improve coherence in districtwide efforts to achieve the strategic goals of Oxnard Empowers (Strategy 1).

Emphasizing the four components of PLC during the grade level meetings will strengthen the team's collaboration process (Strategy 2) and improve teaching and learning.

Asking multiple staff members to contribute photos or videos from various events their students participated in and outside their classrooms will make the slide presentations in the lobby more diverse and inclusive (Strategy 5).

This year, the school will be more proactive in checking that all employees complete the required Vector's training on or before the deadline (Strategy 3).

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$60,074
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$312,960.68
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$49,272.00
Title III	$10,802.00

Subtotal of additional federal funds included for this school: $60,074.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF	$93,574.00
LCFF - Intervention	$12,126.00
Prop 28	$147,186.68

Subtotal of state or local funds included for this school: $252,886.68

Total of federal, state, and/or local funds for this school: $312,960.68

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	49,272	0.00
Title III	10,802	0.00
LCFF	93,574	0.00
LCFF - Intervention	12,126	0.00
Prop 28	147,186.68	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	93,574.00
LCFF - Intervention	12,126.00
Prop 28	147,186.68
Title I	49,272.00
Title III	10,802.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	195,707.80
2000-2999: Classified Personnel Salaries	4,029.00
3000-3999: Employee Benefits	44,904.20
4000-4999: Books And Supplies	53,916.68
5000-5999: Services And Other Operating Expenditures	4,750.00
5700-5799: Transfers Of Direct Costs	6,100.00
5800: Professional/Consulting Services And Operating Expenditures	3,503.00
5900: Communications	50.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	32,657.80
2000-2999: Classified Personnel Salaries	LCFF	1,929.00
3000-3999: Employee Benefits	LCFF	7,548.20
4000-4999: Books And Supplies	LCFF	42,819.00
5000-5999: Services And Other Operating Expenditures	LCFF	4,750.00
5700-5799: Transfers Of Direct Costs	LCFF	2,600.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	1,220.00
5900: Communications	LCFF	50.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	6,750.00
2000-2999: Classified Personnel Salaries	LCFF - Intervention	1,000.00
3000-3999: Employee Benefits	LCFF - Intervention	1,876.00
4000-4999: Books And Supplies	LCFF - Intervention	2,500.00
1000-1999: Certificated Personnel Salaries	Prop 28	118,000.00
3000-3999: Employee Benefits	Prop 28	26,339.00
4000-4999: Books And Supplies	Prop 28	2,847.68
1000-1999: Certificated Personnel Salaries	Title I	33,100.00
3000-3999: Employee Benefits	Title I	7,389.00
4000-4999: Books And Supplies	Title I	3,000.00
5700-5799: Transfers Of Direct Costs	Title I	3,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	2,283.00
1000-1999: Certificated Personnel Salaries	Title III	5,200.00
2000-2999: Classified Personnel Salaries	Title III	1,100.00
3000-3999: Employee Benefits	Title III	1,752.00
4000-4999: Books And Supplies	Title III	2,750.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	225,476.88
Goal 2	64,618.80
Goal 3	12,307.00
Goal 4	4,683.00
Goal 5	5,875.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Lynn Ebora	Principal
Nancy Diaz	Classroom Teacher
Alena Hooson	Classroom Teacher
Amanda Wilson	Classroom Teacher
Claudia Cortez	Other School Staff
Jasmine Duron	Parent or Community Member
Estuardo Menendez	Parent or Community Member
Catherine Menendez Prebble	Parent or Community Member
Ana Skrederstu	Parent or Community Member
Briana Trujillo	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 28, 2025.

Attested:

Principal, Lynn Ebora on 5/28/2025

SSC Chairperson, Ana Skrederstu on

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of

adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023

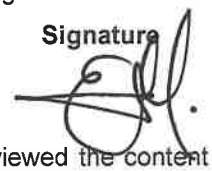
Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 28, 2025.

Attested:



Principal, Lynn Ebora

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School Year: **2025-26**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
McKinna Elementary School	56725386055354	May 20, 2025	August 20, 2025

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by McKinna Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

☒ Schoolwide Program

McKinna has developed the School Plan for Student Achievement (SPSA) to align with the approved Local Control and Accountability Plan (LCAP) for the Oxnard Elementary School District as well as the goals stated within the OSD biliteracy-literacy pedagogy, the OSD Student Profile and guided by our OSD Strategic Plan. The OSD Strategic Plan ensures our decisions support our students academically (Strategic Goal1.0), provides them with a positive school climate (Strategic Goal 2.0) and encourages a partnership with our families (Strategic Goal 4.0). This plan ensures equal opportunities for all students which is essential in meeting the ESSA requirements.

At McKinna, standard based instruction is a priority (Strategic Goal 1.0). We have weekly staff meetings and PLCs focusing on curriculum alignment. These meetings allow teachers to focus on student data, student learning and planning while specifically focusing on the 4 PLC questions:

1. What do we want all students to know and be able to do?
2. How will we know if they learn it?
3. How will we respond when some students do not learn?
4. How will we extend the learning for students who are already proficient?

Additionally, our teachers collaborate regularly during power planning days and Wednesday collaboration days focused on our Biliteracy Unit Frameworks (BUFs). Our DLI TOSA supports during these collaborations ensuring a clear understanding of our units. She also supports by modeling lessons and sharing best practices with our teachers during staff meetings. This is especially important for building school wide capacity within the DLI program in TK-5 and standards-based instruction across grade levels.

To support our students' academic needs in ELA and Math, the administrator meets with teachers during student monitoring meetings and SST meetings. Our Literacy Intervention Teacher (LIT) and Intervention Service Provider (ISP) teachers provide intervention while our teachers receive professional development during staff meetings and SIP days. The McKinna Teachers collaborate around data and lesson plan to support student learning in the classrooms. Our staff meetings are centered around students, focusing on ways to support them academically. Tutoring opportunities will be offered to our students, focusing on our Hispanic students, Socio-Economically Disadvantaged students and Students With Disabilities. A para-educator will push into classrooms to provide English Language Development support to our English Learners. Additionally, weekly student support meetings, which include our ORC, counselor, social worker, and administrator are held to discuss how to support our students who are struggling academically, siocially, emotionally, or with behavior. Our ORC and social worker work collaboratively to support our students with chronic absenteeism. They meet with parents and students to increase their attendance, make phone calls and home visits to ensure our students are well and remind them of the importance of coming to school. We have incentives to motivate students to come regularly to school. The importance of attendance has been discussed at our various parent meetings and information on the many resources available to families has been shared. Our ORC and social worker provide food, clothing and various resources to our Socio-Economically Disadvantaged students. Our school counselor and our school clinician provide emotional support to our McKinna students.

The McKinna vision is to develop empathetic digital learners who are biliterate, critical thinkers and creative problem solvers. Our students will be prepared for successful careers as contributing members of society.

Our mission states that McKinna teachers and staff are committed to ensuring that each of our students reaches his or her full potential through high expectations, ongoing collaboration, and targeted, focused instruction. Our school's priority is to provide a safe learning environment where all students are supported academically, emotionally and socially. Our community and families are essential in achieving this mission!

As such, McKinna welcomes parents at various times during the school year in parent/teacher conferences, PTA, ELAC, and SSC meetings. Additionally, we provide opportunities to participate in school wide events and Family Fridays once a month which allow our families to engage in reading with their child and then have an opportunity to learn more about ways to partner with our school (Strategic Goal 4.0).

The McKinna School Site Council meets regularly throughout the school year to ensure the SPSA is being implemented as written, and any necessary adjustments are made as authorized by the School Site Council. The School Site Council members will include an equal representation of school staff members and McKinna parents/community members. Throughout the school year, the School Site Council will continuously analyze the goals within this plan, along with the corresponding action items, to ensure that we are making necessary adjustments to serve the needs of our students.

Educational Partner Involvement

How, when, and with whom did McKinna Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

McKinna's SPSA is created and reviewed with ongoing collaboration from both site-based Leadership teams and the School Site Council. In addition, members from McKinna's Teaching & Learning Leadership team help identify goals to strengthen instruction while reviewing our SPSA goals for this academic year. This additional information will be utilized to determine a school-wide focus and goals for ongoing improvement for the 2025-26 school year. The focus on instructional goals will be shared with the full staff on SIP Day in the Fall of 2025 to help frame the work for the year ahead. During this time, our staff will analyze Star assessment, ELPAC and CAASPP trends from the last few years to strengthen the school-wide focus and guide our instruction. In addition, the information was reviewed and discussed with ELAC members on May 14, 2025 and School Site Council on May 20, 2025, prior to the final review and approval of McKinna's SPSA for 2025-26. During these meetings, attendance and academic performance in ELA and Math was at the forefront in planning our SPSA goals. McKinna will continue to utilize and review the SPSA throughout the year at Leadership team meetings, staff meetings, SSC and ELAC meetings.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Most of our McKinna students, 95%, are considered Socio-Economically Disadvantaged. All students from TK-5th grade continue to have an iPad and learning applications on their iPads like ST Math, MyOn and Lexia to reinforce practice in reading and math. Hot Spots continue to be provided to those families who need wi-fi so our students can access those academic applications while at home. Two 8-hour paras have been hired to support students before school, during school, and after school. At McKinna, we also have an ISP teacher providing academic support by pushing into the classrooms. A para-educator will be hired to push into classrooms and support our English Learners in meeting their academic needs in English reading and writing, being that 76% of our students are English Learners.

Trauma is another barrier that significantly impacts student achievement. McKinna's high percentage of referrals to Ventura County Behavioral Health, illustrate that a large number of students and families are dealing with trauma for a variety of reasons including substance abuse, domestic violence, mental health issues and immigration concerns. McKinna has 125 students identified as McKinney Vento, this is 21% of our students.

To address these challenges, McKinna considers it essential to provide a systematic multi-tiered approach to connect families to community resources and to address the academic and social-emotional needs of students who have experienced trauma. The ORC, counselor, social worker and mental health clinician work closely with McKinna families to coordinate resources and maximize services for educational, mental and physical health through partnerships with organizations like Ventura County Behavioral Health. Our social worker and her assistant provide food to our McKinna families on a weekly basis. Weekly meetings have been scheduled so that the administrator, ORC, social worker and counselor can discuss how best to provide students with the resources they may need. In addition, the SST process at McKinna ensures that students receive intervention to address both academic and social-emotional needs. Restorative discipline approaches like PBIS/CHAMPS, Restorative Circles and Restorative Dialogues foster a safe and healthy climate and provide an alternative response to behavior that decreases loss of instructional time due to discipline and behavior concerns.

In order to address our chronic absenteeism, we hold parent classes to inform our families of the importance of coming to school daily and on time. Additionally, incentives are used to encourage our students to come to school and increase our attendance. Classes for families will also be offered to our Hispanic families and families of students that are Socio-Economically Disadvantaged to discuss ways in which they can support their children at school and how to best understand the importance of reading and safe use of technology. Tutoring will be offered to support students academically.

McKinna staff is working diligently to increase family engagement and empower parents/guardians as essential partners in their child's education. In addition to encouraging participation in decision making bodies like SSC, PTA and ELAC, McKinna is providing educational opportunities for families through partnerships with community organizations like Interface, VCBH, Ventura County Public Health and Coach Al. Family nights are scheduled throughout the school year to ensure our families are provided with opportunities to learn and share their knowledge which empowers other parents, teachers and staff. Additionally, we hold Family Fridays as an additional opportunity for our families to read with their children and be connected with our school. Family Fridays also provide our parents an opportunity to connect with our ORC, counselor, social worker and DLI TOSA to provide our families with resources and information on how to support their children to improve attendance, academics and learn strategies to support their children.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

In looking at our dashboard indicators, we have made progress from last year. However, we continue to be in the orange level in English Language Arts. This year, we will continue to sub our teachers out so they can collaborate on planning to address the needs of our students in these areas. Additionally, we will focus on curriculum alignment to ensure strong first instruction. Our LLI teacher and DLI TOSA will provide professional development on reading. Our staff meetings will look at writing across the grade levels and teaching of accents in Spanish. Our literacy teacher will provide support for our students in greatest need in the area of reading. We will have our ISP push into classrooms to support students in reading, reading and math during small group instruction. Another area in which we are low is in the EL Progress, currently in the orange level on the dashboard. In order to support our EL students, after school tutoring will focus on ELD standards. A para-educator will be hired to push into classrooms and support our LTELs and English Learners who need additional support in vocabulary development, speaking, reading and writing.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Currently, at McKinna, our Homeless students are performing lower than "all students" in Math in the dashboard. As a school, we focus on strategies to support students in this area. This includes focused staff meetings on instructional practices and professional development focusing on ways to support students with different needs. Our district math manager provides math PD to our teachers on mathematical strategies to support students. Additionally, full day trainings are provided to our 3rd-5th grade teachers focusing on fractions.

Our two 8-hour paras provide basic skill math intervention after school to students in the after-school program and/or students who need additional support. Our staff meetings are designed to allow us to analyze the data and plan to meet the needs of all students. Our ORC and social worker ensure our homeless students have food and clothing to allow them to focus on academics. Furthermore, our social worker, counselor and ORC are in regular communication with the families of those students struggling to come to school. We want to ensure we remove barriers for our students in order for them to be present at school.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

We need to focus on our ELD standards as a school to better prepare our English learners. Our ELPAC results show only 20 students eligible for reclassification this year. This is a significantly low number since 76% percent of our students are English Learners. We will hire a paraeducator to push into classrooms and support English Learners. We will ensure our English Learners are receiving focused instruction to allow them to be reading, writing, speaking, and listening every day. We will continue to work on curriculum alignment and include our resource teacher so that all students, including our special education students, can be supported.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for McKinna Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%		0	
African American	%	0.33%	0.35%		2	2
Asian	0.18%	0.17%	%	1	1	
Filipino	%	0%	%		0	
Hispanic/Latino	97.89%	98.17%	97.89%	556	589	558
Pacific Islander	0.35%	0.67%	0.70%	2	4	4
White	1.23%	0.17%	0.70%	7	1	4
Multiple/No Response	0.35%	0.5%	0.35%	2	3	2
			Total Enrollment	568	600	570

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	98	120	92
Grade 1	94	115	70
Grade 2	111	92	114
Grade3	82	102	86
Grade 4	101	81	96
Grade 5	82	90	70
Total Enrollment	568	600	570

Conclusions based on this data:

Enrollment has fluctuated from 568 in 2021-2022 to 573 in 2025-2026. Additionally, enrollment by student subgroup has remained consistent. McKinna's significant ethnic subgroup is Hispanic/Latino, with most students classified as Hispanic/Latino within the 2024-25 school year. It is important to note that a majority of McKinna's students in 2025-26 are classified as Socioeconomically Disadvantaged and English Learners. The high percentage of Socioeconomically Disadvantaged and English Learner subgroups are considered historically under-served, under-performing populations. Title I funds will be used to fund an ISP to provide intervention and to fund substitute teachers to allow SST meetings to support student needs. Title I funds will also be used to ensure our families are involved and engaged with our school. These funds will allow us to provide interpretation for our families. Title III funds will be used to hire a paraeducator to

support our English Learner students. McKinna is committed to the full consideration of District values of Equity, Integrity, Service & Accountability when planning goals and actions for all McKinna students.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	454	472	433	75.10%	79.9%	76.0%
Fluent English Proficient (FEP)	31	36	43	9.90%	5.5%	7.5%
Reclassified Fluent English Proficient (RFEP)	15	35		4.4%		

Conclusions based on this data:

The data shows our EL percentages and number of students who are Fluent English Proficient staying pretty consistent over recent school years. The number of students who reclassified declined from 21 in the 2023-24 school year to 20 students reclassifying in the year 2024-25 school year. Based on our ELPAC scores of 2024-2025 school year 17 students received a 4, which is a significant drop from last school year. Our McKinna focus of curriculum alignment will strengthen first instruction and therefore our students will have opportunities to be stronger readers and writers. This will prepare our English Learners better to be candidates to meet reclassification criteria. Staff meetings will be dedicated to better understanding our ELD standards and planning meaningful lessons to support them. Additionally, we will hire a paraeducator to support our ELs in speaking, reading and writing.

Because a majority of McKinna students are designated as English Language Learners for the coming year, academic language acquisition is essential to access rigorous Common Core Standards in reading, writing and math, due to complex, multi-step word problems. In order to increase the percentage of students reclassifying, they need to be exposed to high rigor, academic language, reading and writing in all grade levels.

McKinna has made progress in building effective support systems to strengthen teaching and learning practices for all students. This is especially evident in McKinna's commitment to address the academic and social-emotional needs of our English Learners and Socioeconomically Disadvantaged students which make up the majority of our school's population. Teachers have been trained in and utilize strategies to provide scaffolding and access to rigorous Common Core Standards in ELA/Literacy and math. During the 2025-26 school year, grade level teams will continue to collaborate as Professional Learning Communities (PLCs) to provide differentiated instruction for ELA/literacy and math as well as support for English Learners with designated English Language Development instruction. McKinna plans to offer tutoring and enrichment opportunities in literacy and math outside of the school day as funding and staffing permit.

McKinna will continue working on bolstering the acquisition of academic English through a rigorous approach to both integrated and designated English Language Development by following the District DLI pedagogy, with an emphasis on standards-based teaching and learning, writing across content areas including math where emphasis will be placed on teaching and learning in areas of problem solving, data analysis, and communicating reasoning.

School and Student Performance Data

Star Early Literacy

McKinna Elementary School											
		Less than Proficient				Proficient				Star Early Literacy Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade K	86	29	34%	12	14%	12	14%	33	38%	Level 2	734
Grade 1	92	43	47%	15	16%	13	14%	21	23%	Level 2	769
Grade 2	50	21	42%	19	38%	6	12%	4	8%	Level 1	845

Conclusions based on this data:

The Star Early Literacy results from the end of the year 2024-2025 indicate that 38% of the students in K are At/Above Benchmark, 23% of first graders are At/ Above Benchmark, and only 8% of second graders are At/ Above Benchmark. Second grade students were also assessed on Star Reading, a more complex assessment, and 0% of these students are At/Above Benchmark. As a staff, we need to ensure our focus is on strong first instruction, and a balanced literacy approach for all students to ensure students do well in reading. We also need to be strategic in our planning to meet the needs of all students so that their reading will improve.

School and Student Performance Data

Star Reading

McKinna Elementary School											
		Less than Proficient				Proficient				Star Reading Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 2	67	43	64%	16	24%	8	12%	0	0%	Level 1	840
Grade 3	92	63	68%	13	14%	14	15%	2	2%	Level 1	891
Grade 4	81	49	60%	13	16%	15	19%	4	5%	Level 1	953
Grade 5	84	40	48%	19	23%	23	27%	2	2%	Level 1	987

Conclusions based on this data:

The Star Reading results from end of the year 2024-2025 indicate 0% of second grade students are At/Above Benchmark, 2% of third grade students are At/ Above Benchmark, 5% of fourth grade students are At/ Above Benchmark, and 2% of fifth graders are At/Above Benchmark. The majority of our students in grades 2nd-5th are not fairing well on the Star Reading assessment. As a staff, we need to ensure our focus is on strong first instruction and on a comprehensive literacy approach for all students to ensure students' progress in reading. Our teachers need to be strategic in their planning to meet the needs of all students so their reading can improve. We will continue to work on curriculum alignment. The implication is that we provide students with scaffolds, oracy to strengthen their academic vocabulary and various opportunities for guided, shared reading, and small group reading. Our PLC meetings have to be centered on first instruction, differentiating learning to ensure our students can continue to access grade level content while improving their reading skills.

School and Student Performance Data

Star Math

McKinna Elementary School											
		Less than Proficient				Proficient				Star Math Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 1	89	41	46%	28	31%	14	16%	6	7%	Level 2	815
Grade 2	67	33	49%	22	33%	10	15%	2	3%	Level 1	880
Grade 3	91	57	63%	27	30%	4	4%	3	3%	Level 1	918
Grade 4	82	40	49%	28	34%	13	16%	1	1%	Level 1	970
Grade 5	86	52	60%	18	21%	10	12%	6	7%	Level 1	1007

Conclusions based on this data:

Our Star Math assessments indicate 7% of our first grade students are At/Above Benchmark. 3% of 2nd grade students are At/Above Benchmark. 3% of third grade students are At/Above Benchmark. 1% of fourth grade students are At/Above Benchmark and 7% of our 5th grade students are At/Above Benchmark. As educators we have a difficult job ahead of us. We need to use this data to plan instruction that will ensure our students are attaining grade level content. Teachers will need to effectively collaborate with grade level colleagues to provide scaffolds, academic vocabulary and supports to make gains in math. Our teachers will be working with our Math Manager and his team to learn strategies to better support our students. Students need to be able to think critically while learning math.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	83	99	87	83	98	82	83	98	82	100.0	99.0	94.3
Grade 4	100	78	98	99	78	96	99	78	96	99.0	100.0	98
Grade 5	84	88	71	84	88	71	84	88	71	100.0	100.0	100
All Grades	267	265	256	266	264	249	266	264	249	99.6	99.6	97.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2354.	2351.	2354.	7.23	5.10	3.66	14.46	11.22	8.54	27.71	26.53	31.71	50.60	57.14	56.10
Grade 4	2383.	2379.	2385.	5.05	5.13	4.17	11.11	14.10	11.46	17.17	14.10	19.79	66.67	66.67	64.58
Grade 5	2426.	2422.	2450.	3.57	5.68	11.27	14.29	12.50	18.31	19.05	25.00	26.76	63.10	56.82	43.66
All Grades	N/A	N/A	N/A	5.26	5.30	6.02	13.16	12.50	12.45	21.05	22.35	25.70	60.53	59.85	55.82

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	7.23	7.14	2.44	50.60	60.20	50.00	42.17	32.65	47.56
Grade 4	2.02	5.13	5.21	59.60	56.41	55.21	38.38	38.46	39.58
Grade 5	4.76	4.55	7.04	57.14	54.55	56.34	38.10	40.91	36.62
All Grades	4.51	5.68	4.82	56.02	57.20	53.82	39.47	37.12	41.37

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2.41	4.08	2.44	44.58	43.88	48.78	53.01	52.04	48.78
Grade 4	2.04	3.85	1.04	41.84	37.18	45.83	56.12	58.97	53.13
Grade 5	3.61	5.68	5.63	44.58	40.91	49.30	51.81	53.41	45.07
All Grades	2.65	4.55	2.81	43.56	40.91	47.79	53.79	54.55	49.40

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	8.43	8.16	8.54	65.06	63.27	73.17	26.51	28.57	18.29
Grade 4	1.01	6.41	3.13	74.75	64.10	69.79	24.24	29.49	27.08
Grade 5	3.57	5.68	14.08	69.05	65.91	64.79	27.38	28.41	21.13
All Grades	4.14	6.82	8.03	69.92	64.39	69.48	25.94	28.79	22.49

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	7.23	3.06	4.88	56.63	65.31	60.98	36.14	31.63	34.15
Grade 4	2.02	3.85	5.21	61.62	60.26	60.42	36.36	35.90	34.38
Grade 5	3.57	6.82	14.08	57.14	61.36	60.56	39.29	31.82	25.35
All Grades	4.14	4.55	7.63	58.65	62.50	60.64	37.22	32.95	31.73

Conclusions based on this data:

The preliminary CAASPP results for 2024-25 show growth in the percentage of students who met or exceed proficiency in ELA in grade 3 when compared to the 2023-24 results. However, our data is similar or in some cases, lower for grades 4th and 5th. In ELA this year, 3rd graders scored 15%, an increase from 2023-24 from 11% proficient. 4th graders scored 13% proficient, a decrease from 15% proficiency in 2023-24. 5th grade shows a decrease from 29 to 27% proficient in ELA. Our students are performing low in reading and writing and this is affecting the CAASPP results. We will continue to work on writing and align our curriculum across the grades. McKinna has much work ahead of us to ensure our students become stronger readers, writers and overall students.

During the 2024-25 school year, 3rd through 5th grade teachers utilized data to inform instruction and differentiated for ELA, ELD and literacy by teaming and grouping students based on their instructional needs. Additionally, we worked on understanding our writing standards, designing lessons for the 3 types of writing, worked on transitions and grammar. McKinna will build upon this progress school wide by utilizing this teaming approach as a best practice model for teaching and learning centered in data informed instruction and flexible grouping. This model will be shared at PLC gatherings, grade level and staff meetings. School wide emphasis will follow the DLI pedagogy for inquiry-based learning within a balanced literacy model. Standards based teaching and learning with an emphasis on writing across all content areas are included as essential elements within the School Plan for Student Achievement. 3-5th grade teachers will have opportunities to collaborate as grade level teams to review CAASPP data during PLCs focusing on claims, targets and standards to inform and refine teaching and learning.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	83	99	87	83	99	85	83	99	85	100.0	100.0	97.7
Grade 4	100	78	98	98	78	98	98	78	98	98.0	100.0	100
Grade 5	84	88	70	84	88	70	84	88	70	100.0	100.0	100
All Grades	267	265	255	265	265	253	265	265	253	99.3	100.0	99.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2366.	2361.	2367.	3.61	7.07	1.18	8.43	16.16	20.00	26.51	13.13	21.18	61.45	63.64	57.65
Grade 4	2395.	2384.	2382.	1.02	1.28	2.04	7.14	12.82	9.18	29.59	21.79	27.55	62.24	64.10	61.22
Grade 5	2387.	2426.	2450.	1.19	3.41	10.00	4.76	11.36	11.43	10.71	23.86	25.71	83.33	61.36	52.86
All Grades	N/A	N/A	N/A	1.89	4.15	3.95	6.79	13.58	13.44	22.64	19.25	24.90	68.68	63.02	57.71

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.02	9.09	4.71	37.35	32.32	36.47	56.63	58.59	58.82
Grade 4	3.06	3.85	1.02	40.82	35.90	33.67	56.12	60.26	65.31
Grade 5	2.38	5.68	5.71	30.95	38.64	48.57	66.67	55.68	45.71
All Grades	3.77	6.42	3.56	36.60	35.47	38.74	59.62	58.11	57.71

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	3.61	7.07	3.53	63.86	50.51	60.00	32.53	42.42	36.47
Grade 4	2.04	3.85	2.04	41.84	41.03	55.10	56.12	55.13	42.86
Grade 5	1.19	3.41	5.71	36.90	57.95	55.71	61.90	38.64	38.57
All Grades	2.26	4.91	3.56	47.17	50.19	56.92	50.57	44.91	39.53

Conclusions based on this data:

The overall math CAASPP data documented above shows some progress as measured by this summative assessment. In 2024-25 preliminary scores, 3rd grade decreased from 21% proficient in 2023-24 to 17%. 4th grade scored 13% proficient, a 2-point increase from 2023-24. 5th grade scored 18% proficiency, a 3-point decrease from 2023-24. The growth for 4th grade may be attributed to the collaboration between the 3 teachers, on, exploration of Zern math supplemental materials and math tutoring focusing on the SBAC. We need to continue to focus on CAASPP claims and targets and supporting our students to adequately explaining in writing the process of problem solving and methods used to get answers. Strategies like Number Talks and opportunities to learn through IABs will better prepare students for problem solving and modeling data analysis. For this reason, school wide we will work with our Math Manager and his team to learn strategies that best support our students. Many of our students are performing below grade level in reading and writing and this is affecting the overall scores on the Math CAASPP.

3rd through 5th grade teachers will continue to utilize data to inform and differentiate instruction for math by teaming and grouping students based on their instructional needs. This collaborative model will be shared at PLC gatherings, grade level and staff meetings. We will continue to work with our Math Manager and his team on strengthening our math practices. Standards based teaching and learning with an emphasis on writing across all content areas, including math are included as essential elements within the School Plan for Student Achievement. 3-5th grade teachers will have opportunities to collaborate as grade level teams to review CAASPP data during PLCs focusing on math claims, targets and standards to inform and refine teaching and learning.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		1391.1	1361.1		1400.9	1370.8		1367.8	1338.2	0	97	114
1	1434.6	1419.0	1419.8	1454.4	1423.7	1434.4	1414.3	1413.7	1404.7	64	92	60
2	1464.2	1451.2	1432.4	1469.3	1450.9	1441.0	1458.8	1451.0	1423.2	90	69	94
3	1484.9	1476.7	1476.0	1486.1	1475.8	1468.9	1483.2	1477.1	1482.5	57	76	62
4	1514.3	1499.4	1487.2	1519.9	1502.6	1488.7	1508.3	1495.7	1485.2	83	47	70
5	1524.5	1517.9	1517.7	1518.7	1516.5	1524.7	1529.8	1518.9	1510.2	60	50	34
All Grades										354	431	434

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		6.19	2.63		25.77	18.42		38.14	32.46		29.90	46.49		97	114
1	4.69	5.43	1.67	23.44	22.83	21.67	39.06	39.13	45.00	32.81	32.61	31.67	64	92	60
2	8.99	4.35	3.19	38.20	36.23	31.91	34.83	37.68	29.79	17.98	21.74	35.11	89	69	94
3	10.53	9.21	11.29	33.33	32.89	29.03	43.86	35.53	35.48	12.28	22.37	24.19	57	76	62
4	21.69	21.28	10.00	43.37	21.28	38.57	21.69	38.30	30.00	13.25	19.15	21.43	83	47	70
5	18.64	14.00	14.71	45.76	50.00	35.29	25.42	24.00	38.24	10.17	12.00	11.76	59	50	34
All Grades	13.07	8.82	5.99	37.22	30.39	27.88	32.39	36.19	34.10	17.33	24.59	32.03	352	431	434

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		12.37	6.14		26.80	19.30		25.77	27.19		35.05	47.37		97	114
1	21.88	11.96	6.67	28.13	29.35	43.33	34.38	34.78	35.00	15.63	23.91	15.00	64	92	60
2	29.21	8.70	20.21	37.08	42.03	27.66	19.10	31.88	23.40	14.61	17.39	28.72	89	69	94
3	22.81	26.32	29.03	43.86	31.58	30.65	24.56	23.68	17.74	8.77	18.42	22.58	57	76	62
4	38.55	34.04	27.14	38.55	38.30	40.00	15.66	10.64	15.71	7.23	17.02	17.14	83	47	70
5	33.90	24.00	38.24	49.15	54.00	50.00	10.17	14.00	8.82	6.78	8.00	2.94	59	50	34
All Grades	29.83	17.87	18.43	38.92	35.03	31.80	20.45	25.29	22.81	10.80	21.81	26.96	352	431	434

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		1.03	1.75		14.43	8.77		60.82	48.25		23.71	41.23		97	114
1	3.13	3.26	0.00	15.63	18.48	21.67	26.56	30.43	15.00	54.69	47.83	63.33	64	92	60
2	2.25	5.80	3.19	31.46	28.99	20.21	38.20	31.88	31.91	28.09	33.33	44.68	89	69	94
3	7.02	5.26	6.45	21.05	17.11	14.52	43.86	35.53	46.77	28.07	42.11	32.26	57	76	62
4	7.23	10.64	4.29	25.30	17.02	14.29	37.35	29.79	41.43	30.12	42.55	40.00	83	47	70
5	10.17	2.00	5.88	18.64	20.00	11.76	55.93	56.00	50.00	15.25	22.00	32.35	59	50	34
All Grades	5.68	4.18	3.23	23.30	19.03	14.98	39.77	41.30	38.94	31.25	35.50	42.86	352	431	434

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		10.31	9.65		65.98	55.26		23.71	35.09		97	114
1	26.56	25.00	41.67	59.38	57.61	45.00	14.06	17.39	13.33	64	92	60
2	25.84	15.94	20.21	59.55	73.91	57.45	14.61	10.14	22.34	89	69	94
3	38.60	28.95	22.58	50.88	56.58	56.45	10.53	14.47	20.97	57	76	62
4	48.19	29.79	30.00	45.78	46.81	52.86	6.02	23.40	17.14	83	47	70
5	11.86	32.00	23.53	76.27	56.00	64.71	11.86	12.00	11.76	59	50	34
All Grades	30.97	22.27	22.58	57.67	60.56	54.84	11.36	17.17	22.58	352	431	434

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		14.43	8.77		41.24	34.21		44.33	57.02		97	114
1	12.50	10.87	6.67	78.13	57.61	60.00	9.38	31.52	33.33	64	92	60
2	35.96	20.29	24.47	47.19	59.42	46.81	16.85	20.29	28.72	89	69	94
3	36.84	26.32	25.81	49.12	50.00	45.16	14.04	23.68	29.03	57	76	62
4	36.59	42.55	31.43	52.44	42.55	50.00	10.98	14.89	18.57	82	47	70
5	67.80	52.00	73.53	22.03	40.00	14.71	10.17	8.00	11.76	59	50	34
All Grades	37.32	24.13	23.04	50.14	49.19	43.09	12.54	26.68	33.87	351	431	434

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		1.03	1.75		76.29	57.02		22.68	41.23		97	114
1	12.50	7.61	13.33	25.00	38.04	28.33	62.50	54.35	58.33	64	92	60
2	7.87	4.35	1.06	62.92	57.97	56.38	29.21	37.68	42.55	89	69	94
3	3.51	3.95	3.23	45.61	46.05	50.00	50.88	50.00	46.77	57	76	62
4	8.43	8.51	4.29	56.63	38.30	51.43	34.94	53.19	44.29	83	47	70
5	8.47	8.00	8.82	71.19	70.00	58.82	20.34	22.00	32.35	59	50	34
All Grades	8.24	5.10	4.38	53.13	54.99	51.15	38.64	39.91	44.47	352	431	434

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		20.62	4.39		49.48	51.75		29.90	43.86		97	114
1	3.13	3.26	0.00	59.38	54.35	46.67	37.50	42.39	53.33	64	92	60
2	16.85	14.49	8.51	58.43	50.72	52.13	24.72	34.78	39.36	89	69	94
3	17.54	11.84	4.84	66.67	67.11	72.58	15.79	21.05	22.58	57	76	62
4	15.85	19.15	7.14	68.29	48.94	74.29	15.85	31.91	18.57	82	47	70
5	23.73	10.00	20.59	61.02	74.00	52.94	15.25	16.00	26.47	59	50	34
All Grades	15.38	12.99	6.45	62.68	56.61	57.83	21.94	30.39	35.71	351	431	434

Conclusions based on this data:

The need for ongoing academic English language development is confirmed by the 2024-25 ELPAC data. This data shows 14% of 1st graders scored an overall 3 or 4 on the ELPAC; 44% of 2nd graders scored an overall 3 or 4; 36% of 3rd graders scored an overall 3 or 4; 58% of 4th graders scored an overall 3 or 4; 53% of 5th graders scored an overall 3 or 4 on ELPAC. The percentage of students who scored a 4 on the ELPAC decreased in 3rd-5th grades when comparing the results from the 2023-24 to 2024-2025 school year. During the 2024-25 school year, only 20 of the

English Learners in grades 3rd-5th were reclassified. Although some gains were made in some areas, this data clearly demonstrates the need for higher rigor, academic language, reading and writing demand in 3rd, 4th and 5th grade.

McKinna staff will focus on strengthening teaching and learning practices that are responsive and restorative through data-driven instruction, ongoing reflection and collaboration and professional development in literacy, language and math. As a community of learners and PLCs we will focus on high leverage, research based instructional strategies with scaffolds and supports to foster academic language and literacy development aligned with Common Core Standards. Emphasis will be on a balanced literacy approach that includes reading, writing, listening, speaking across all content areas, including math instruction. ELD focus includes both designated ELD and integrated ELD to support language development and access to rigorous standards across content areas. Teachers will utilize district adopted resources, assessments and technology to promote high student engagement and achievement, utilizing data to inform and refine instruction. Emphasis will be placed during the 2024-25 school year on grade level and cross grade level collaboration and strengthening reading, writing and oral language across content areas, including math, social studies and science instruction. In the DLI TK-5 classrooms, teachers will continue to team with language partners, ensuring that students receive instruction in Spanish and English 50% of the day. Emphasis is on a standards based balanced literacy approach that integrates oracy (scaffolded academic language development), reading and writing across content areas.

School and Student Performance Data

California School Dashboard
Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
570	**95.1%**	**76%**	**0.4%**
Total Number of Students enrolled in McKinna Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	433	76%
Foster Youth	2	0.4%
Homeless	93	16.3%
Socioeconomically Disadvantaged	542	95.1%
Students with Disabilities	64	11.2%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	2	0.4%
American Indian	0	0.0%
Asian	0	0.0%
Filipino	0	0.0%
Hispanic	558	97.9%
Two or More Races	2	0.4%
Pacific Islander	4	0.7%
White	4	0.7%

Conclusions based on this data:

The data above is based on a CALPADS report from 2024-25. McKinna's significant ethnic subgroup is Hispanic/Latino, with 97.9% of 571 students classified as Hispanic/Latino. 76% of our students are English Learners where Spanish or Mixteco is their primary language. All other ethnic groups have 4 or fewer students and do not qualify as a significant subgroup. In addition, it is important to note that 95% of McKinna's students classified as Socioeconomically Disadvantaged, 16.3% as homeless and 11.2% as students with disabilities. The high percentage of Socioeconomically Disadvantaged and English Learner subgroups are considered historically under-served, under-performing populations. McKinna is committed to full consideration of the District values of Equity, Integrity, Service & Accountability when planning goals and actions for all McKinna students.

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	**Chronic Absenteeism**  Yellow	**Suspension Rate**  Green
Mathematics  Yellow		
English Learner Progress  Orange		

Conclusions based on this data:

The overall Dashboard detail for the Fall of 2024 demonstrates that McKinna made some growth in Chronic Absenteeism, Suspension Rates, and English Language Arts. We remained in the yellow level in Math and in the orange level in Suspension Rates. Also, our English Learners are demonstrating low academic performance and have high chronic absenteeism. We have significant room for growth in all academic student performance areas. Actions in this area align with Goal 1 of both District LCAP and site goals as articulated in the SPSA. In regard to student

performance around absenteeism, actions in this area align with Goal 2 of both District LCAP and site goals as articulated in the SPSA. The leadership team reviews this data by subgroup with the staff to help plan and implement effective SMART Goals & actions to ensure progress in all these areas.

School and Student Performance Data

Academic Performance

English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	4	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Orange	 Orange	 No Performance Color
73.2 points below standard	79.6 points below standard	Less than 11 Students
Increased 10.9 points	Increased 9.9 points	1 Student
244 Students	197 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Red	 Orange
Less than 11 Students	114.2 points below standard	74.5 points below standard
2 Students	Declined 20.8 points	Increased 9.1 points
	41 Students	237 Students

Students with Disabilities	African American	American Indian
 Orange 149.0 points below standard Increased 26.9 points 31 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Asian	**Filipino**	**Hispanic**
 No Performance Color 0 Students	 No Performance Color 0 Students	 Orange 73.4 points below standard Increased 11.7 points 241 Students
Two or More Races	**Pacific Islander**	**White**
 No Performance Color Less than 11 Students 1 Student	 No Performance Color Less than 11 Students 2 Students	 No Performance Color 0 Students

Conclusions based on this data:

The above data shows McKinna's significant subgroups, including English learners, SED, Hispanic, and Homeless, are performing low in ELA. Our students experiencing homelessness performed 114.2 points below standard in the area of English Language Arts. Our English Learners performed 105.9 points below standard in English Language Arts, demonstrating the need for implementing research-based, effective first instruction. In 2025-2026 we will provide professional development to our teaching staff around academic supports for our English Learners. Additionally, a paraeducator will push into the classrooms to provide Tier 2 support to our English Learners.

School and Student Performance Data

Academic Performance

Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	3	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 Yellow	 No Performance Color
83.6 points below standard	89.8 points below standard	Less than 11 Students
Increased 7.1 points	Increased 6.6 points	1 Student
247 Students	200 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Red	 Yellow
Less than 11 Students	111.4 points below standard	85.1 points below standard
2 Students	Declined 11.9 points	Increased 5.8 points
	42 Students	240 Students

Students with Disabilities	African American	American Indian
 Orange 141.6 points below standard Increased 34.1 points 31 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Asian	**Filipino**	**Hispanic**
 No Performance Color 0 Students	 No Performance Color 0 Students	 Yellow 83.9 points below standard Increased 7.9 points 244 Students
Two or More Races	**Pacific Islander**	**White**
 No Performance Color Less than 11 Students 1 Student	 No Performance Color Less than 11 Students 2 Students	 No Performance Color 0 Students

Conclusions based on this data:

The above data from the 2024-2025 CAASPP for math shows our students experiencing Homelessness and English Learners performing low. Our students experiencing Homelessness performed 111.4 points below standard in Math. Our English Learners performed 109.3 points below standard, demonstrating the need for implementing research-based, effective first instruction.

In 2025-2026, the staff will continue to engage in ongoing professional development and collaboration that strengthens teaching and learning practices around math, emphasizing both oracy and writing. As a community of learners, we will focus on high-leverage, research-based instructional practices to increase opportunities for students to communicate thinking and reasoning. Teachers will focus on math claims tested within the CAASPP system: concepts & procedures, problem solving/data analysis, and communicating reasoning.

School and Student Performance Data

Academic Performance

English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
Orange	No Performance Color
38.4% making progress.	making progress.
Number Students: 302 Students	Number Students: 1 Student

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
23.8%	37.7%	0.3%	38.1%

Conclusions based on this data:

The above data demonstrates additional information on the academic progress of English Learners according to the last official ELPAC overall scores. Out of the 223 McKinna students assessed, 39.9% progressed one ELPI level, 1.3% maintained a level 4, and 18.8% decreased a level. The school-wide focus continues to be language/oracy development, which includes literacy and writing across all content areas. The staff will continue to engage in ongoing professional development and collaboration that strengthens teaching and learning practices around math, language, and literacy-rich instruction across all grade levels throughout the day. As a community of learners, we will focus on high-leverage, research-based instructional practices to increase opportunities for students to communicate thinking and reasoning, with differentiated instructional strategies to foster language and literacy development aligned with Common Core Standards. Emphasis to reinforce CAASPP claims in literacy development will be centered on a balanced literacy approach that includes reading, writing, listening, and speaking across all content areas. ELD focus includes both designated and integrated ELD to support language development and access to rigorous standards across content areas. Teachers will utilize district-adopted resources, assessments, and technology to promote high student engagement and achievement, utilizing data to inform and refine instruction.

School and Student Performance Data

Academic Engagement

Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	3	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 Yellow	 No Performance Color
23.8% Chronically Absent	21.7% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Declined 7.9	Declined 10.3	1 Student
608 Students	469 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Orange	 Yellow
Fewer than 11 students - data not displayed for privacy	21.7% Chronically Absent	24% Chronically Absent
2 Students	Declined 13.6	Declined 8.4
	129 Students	580 Students

Students with Disabilities	African American	American Indian
 Orange 29.1% Chronically Absent Declined 6.6 79 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	 No Performance Color 0 Students
Asian	**Filipino**	**Hispanic**
 No Performance Color 0 Students	 No Performance Color 0 Students	 Yellow 24.2% Chronically Absent Declined 7.6 596 Students
Two or More Races	**Pacific Islander**	**White**
 No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students

Conclusions based on this data:

The Dashboard indicates our attendance slightly improved from last year. Chronic absenteeism is defined as missing 10% of the instructional days students are enrolled. The data above shows very high chronic absenteeism in subgroups, including students experiencing Homelessness and Students with Disabilities. We need to continue being proactive with students and families to promote positive attendance and educate families about the connection between attendance and student performance. McKinna will also continue with interventions like family meetings and SARB meetings to connect families with resources when students are truant. Our ORC will identify target students and check with them daily to ensure their attendance improves.

School and Student Performance Data

Conditions & Climate

Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	3	2

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 Blue	 No Performance Color
0.8% suspended at least one day	0.8% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Declined 0.9%	Declined 1.1%	1 Student
628 Students	485 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Green	 Blue
Fewer than 11 students - data not displayed for privacy	0.7% suspended at least one day	0.8% suspended at least one day
2 Students	Declined 1.2%	Declined 1%
	141 Students	597 Students

Students with Disabilities	African American	American Indian
 Green 1.2% suspended at least one day Declined 2.3% 81 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color 0 Students	 Green 0.8% suspended at least one day Declined 0.8% 615 Students

Two or More Races	Pacific Islander	White
 No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students

Conclusions based on this data:

We have decreased our suspension rate from 0.8% in 2023-2024 to 0.7 in 2024-2025. The Dashboard indicates that Hispanics, Socioeconomically Disadvantaged and students experiencing Homelessness are the students that are being suspended. These are the students we will focus on to ensure they are engaged positively at McKinna. The McKinna community works collaboratively to foster responsive, restorative systems within a Multi-Tiered Systems of Support (MTSS) framework to create a healthy learning environment where students thrive. McKinna staff is committed to the implementation of a proactive and positive behavior support system (PBIS) school wide. The PBIS Leadership Team works within the Safe & Civil School model through a continuous improvement process to guide the entire staff through the construction and implementation of a comprehensive approach to behavior support. This approach is proactive, positive, and instructional, offering an alternative means of correction to address student behavior that preserves student attendance and builds student responsibility, self-control and civic awareness. The goal of the Safe and Civil School model is to reduce all behavioral and motivational barriers to learning by promoting safety and pro-social behavior, by supporting both academic and social emotional learning, and by enhancing staff consistency in teaching positive behavior expectations school wide. During the next school year, staff will work to help build adult capacity for the development and implementation of effective Tier 1 practices. McKinna staff will continue to incorporate a collaborative approach and common language for teaching students self-regulation and peaceful problem-solving strategies for fostering social-emotional development in children.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student Academic Engagement and Achievement
Dramatically accelerate student academic engagement and achievement across all Oxnard populations through coherent additive approaches, essential pedagogical principles, and high-leverage practices.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1 - Student Academic Engagement and Achievement

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Foster high intellectual performance.
Strengthen instruction and student engagement.
Develop student profile-driven lesson design.
Foster multilingualism.
Use technology to enhance instruction.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Star Early Literacy - English & Spanish - Grades K-2	Spring 2025: The percentage of students at each level: K English: results for 90 Students At or Above benchmark- level 4: 34 students or 38% On watch-level 3: 13 students or 14% Intervention-level 2: 13 students or 14% Urgent Intervention - level 1: 30 or 33% K Spanish: results for 90 students At or above benchmark- level 4: 53 students or 59% On watch-level 3: 13 students or 14% Intervention-level 2: 16 students or 18% Urgent Intervention - level 1: 8 students or 9% 1st Grade- English: results for 93 students At or above benchmark- level 4: 21 students or 23% On watch-level 3: 13 students or 14% Intervention-level 2: 15 students or 16% Urgent Intervention - level 1: 43 students or 47% 1st Grade- Spanish: results for 93 students At or above benchmark- level 4: 40 students or 44% On watch-level 3: 10 students or 11% Intervention-level 2: 26 students or 29% Urgent Intervention - level 1: 15 students or 16% 2nd Grade- English: results for 67 students At or above benchmark- level 4: 4 student or 6% On watch-level 3: 8 students or 12% Intervention-level 2: 24 students or 36% Urgent Intervention - level 1: 30 students or 45% 2nd Grade- Spanish: results for 67 students At or above benchmark- level 4: 37 students or 55% On watch-level 3: 7 students or 10% Intervention-level 2: 15 students or 22% Urgent Intervention - level 1: 30 students or 45%	Spring 2026: Students will demonstrate growth by moving at least one or two levels across the different bands on Star. Increase the percentage of students at or above benchmark (levels 3 & 4) by 10% in each grade level.

Star Reading - English & Spanish - Grades 2-5	Spring 2025: The percentage of students at each level: 2nd Grade- English: results for 67 students At or above benchmark- level 4: 0 students or 0% On watch-level 3: 8 students or 12% Intervention-level 2: 16 students or 24% Urgent Intervention - level 1: 43 students or 64% 2nd Grade- Spanish: results for 67 students At or above benchmark- level 4: 25 students or 37% On watch-level 3: 6 students or 9% Intervention-level 2: 13 students or 19% Urgent Intervention - level 1: 23 students or 34% 3rd Grade- English: results for 106 students At or above benchmark- level 4: 2 students or 2% On watch-level 3: 14 students or 13% Intervention-level 2: 17 students or 16% Urgent Intervention - level 1: 73 students or 69% 3rd Grade- Spanish: results for 106 students At or above benchmark- level 4: 40 students or 38% On watch-level 3: 15 students or 14% Intervention-level 2: 19 students or 18% Urgent Intervention - level 1: 32 students or 30% 4th Grade- English: results for 81 students At or above benchmark- level 4: 4 students or 5% On watch-level 3: 15 students or 19% Intervention-level 2: 13 students or 16% Urgent Intervention - level 1: 49 students or 60% 4th Grade- Spanish: results for 82 students	Spring 2026: Students will demonstrate growth by moving at least one or two levels across the different bands on Star. Increase the percentage of students at or above benchmark (level 3 & 4) by 10% in each grade level.

	At or above benchmark- level 4: 37 students or 45% On watch-level 3: 13 students or 16% Intervention-level 2: 17 students or 21% Urgent Intervention - level 1: 15 students or 18% 5th grade- English: results for 86 students At or above benchmark- level 4: 2 students or 2% On watch-level 3: 24 students or 28% Intervention-level 2: 20 students or 23% Urgent Intervention - level 1: 40 students or 47% 5th grade- Spanish: results for 86 students At or above benchmark- level 4: 41 students or 48% On watch-level 3: 11 students or 13% Intervention-level 2: 16 students or 19% Urgent Intervention - level 1: 18 students or 21%	
Pathway to Biliteracy Recognition	24-25 24 Students	25-26 Increase the number of Students achieving the Pathway to Biliteracy recognition by 15% to 28 students.
Star Math Grades - English - Grades 1-5	Spring 2025: The percentage of students at each level: 1st grade- Math: results for 92 students At or above benchmark- level 4: 6 students or 7% On watch-level 3: 14 students or 15% Intervention-level 2: 31 students or 34% Urgent Intervention - level 1: 41 students or 45% 2nd grade- Math: results for 67 students At or above benchmark- level 4: 2 students or 3% On watch-level 3: 10 students or 15% Intervention-level 2: 22 students or 33% Urgent Intervention - level 1: 33 students or 49% 3rd grade- Math: results for 106 students	Spring 2026: Students will demonstrate growth by moving at least one or two levels across the different bands on Star. Increase the percentage of students at or above benchmark (level 3 & 4) by 10% in each grade level.

	At or above benchmark- level 4: 4 students or 4% On watch-level 3: 8 students or 8% Intervention-level 2: 29 students or 27% Urgent Intervention - level 1: 65 students or 61% 4th grade- Math: results for 82 students At or above benchmark- level 4: 1 students or 1% On watch-level 3: 13 students or 16% Intervention-level 2: 28 students or 34% Urgent Intervention - level 1: 40 students or 49% 5th grade- Math: results for 86 students At or above benchmark- level 4: 6 students or 7% On watch-level 3: 10 students or 12% Intervention-level 2: 18 students or 21% Urgent Intervention - level 1: 52 students or 60%	
Reclassification Rate	24-25 Number of EL students that reclassified: 20	25-26 Increase the number of English Learner reclassifications by 30% to 26 students.
CAASPP ELA - Grades 3-5	24-25 Preliminary results by level: 3rd Grade Standard Exceeded: 3% Standard Met: 8% Standard Nearly Met: 31% Standard Not Met: 56% 4th Grade Standard Exceeded: 4% Standard Met: 11% Standard Nearly Met: 19% Standard Not Met: 64% 5th Grade Standard Exceeded: 11% Standard Met: 18% Standard Nearly Met: 26% Standard Not Met: 43%	25-26 The number of students scoring "Met Standard" or "Exceeded Standard" will increase by 20% in each grade level.
CAASPP Math - Grades 3-5	24-25 Preliminary results by level: 3rd Grade	25-26 The number of students scoring "Met Standard" or "Exceeded Standard" will increase by 20% in each grade level.

	Standard Exceeded: 1% Standard Met: 20% Standard Nearly Met: 21% Standard Not Met: 57% 4th Grade Standard Exceeded: 2% Standard Met: 9% Standard Nearly Met: 27% Standard Not Met: 61% 5th Grade Standard Exceeded: 10% Standard Met: 11% Standard Nearly Met: 25% Standard Not Met: 52%	

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Instructional materials and supplies will be provided for use at school and home to enhance academic achievement, promote social-emotional development and encourage home-school connection through family engagement. Spanish and English Books will be purchased to support English learner language acquisition. Incentives will be purchased to support academic growth, attendance and positive behavior.	All Students English Learners Students with Disabilities	43,171 LCFF 4000-4999: Books And Supplies Materials and Supplies 1,000 LCFF - Intervention 4000-4999: Books And Supplies Materials and Supplies- to replace LLI and ISP materials 1,312 Title I 4000-4999: Books And Supplies Materials and Supplies 1,500 LCFF 5000-5999: Services And Other Operating Expenditures Publications - Graphics 20,000 LCFF 4000-4999: Books And Supplies Warehouse Charges 351 Title III 4000-4999: Books And Supplies Books in English Other Than Textbooks
1.2	Teachers will focus on Common Core Standards and monitor learning with the support of site purchased resources and District adopted resources, assessments (Star, ELD, IABs,	English Learners Students with Disabilities	District Funded 4000-4999: Books And Supplies

	curriculum embedded assessments) and technology with all students within DLI.	Socioeconomically Disadvantaged All Students	Curriculum and Assessments Materials & Supplies - See goal 1.1
1.3	One ISP will be hired to provide supplemental support within the language of instruction beyond first instruction and differentiated intervention in reading, writing and math. One paraeducator will support English Learners in reading, writing, listening and speaking.	English Learners All Students	32,615 Title I 1000-1999: Certificated Personnel Salaries ISP: Salary & Benefits 31,674 Title III 2000-2999: Classified Personnel Salaries Instructional Assistant: Salary & Benefits
1.4	Grade level and cross-grade level PLCs and PDs will be held to analyze data to inform and refine standards-based instruction and intervention, as well as planning and refining high-leverage teaching and learning practices to include oracy and writing across content areas, school-wide within science, social science, math, ELD, and literacy. Professional development will be provided in Canvas, educational technology, balanced literacy, math, reading, writing, academic language development, data analysis, designated and integrated ELD, and Spanish Language Development. This training will be provided by teachers, TOSAs, and administrators. Teachers will also provide tutoring depending on student need. Teachers will provide informational meetings to parents.	All Students Socioeconomically Disadvantaged English Learners Students with Disabilities	3,670 LCFF 1000-1999: Certificated Personnel Salaries Teacher: Extra Hours 11,008 Title I 1000-1999: Certificated Personnel Salaries Teacher Substitutes/Floaters
1.5			
1.6	Bilingual paraeducators will be utilized to provide ELA and Spanish Language Arts for support in literacy, language and oracy within DLI TK and Kindergarten classes.	English Learners Socioeconomically Disadvantaged Students with Disabilities All Students	District Funded 2000-2999: Classified Personnel Salaries Classified salary and benefits
1.7	District funded Literacy Teacher will provide reading intervention to address learning gaps for targeted students.	All Students Students with Disabilities English Learners Socioeconomically Disadvantaged	District Funded 1000-1999: Certificated Personnel Salaries Literacy Teacher: salary
1.8	Conduct student support meetings, including SST, IEP and 504 meetings to support student achievement and social-emotional Tier 2 and 3 needs. SST and IEP team meetings include the	English Learners Students with Disabilities	23,241 LCFF 1000-1999: Certificated Personnel Salaries

	Psychologist, RSP, Speech and Language Pathologist, ORC, Principal, General Education Teacher, Counselor, and parents. The Social Worker and District Behaviorist are invited as needed to further ensure wrap-around services within this MTSS model. Ongoing review of student progress and needs through the IEP process for students designated to receive Special Education services helps the team make recommendations for goals for first instruction and intervention. Conduct Progress Monitoring Meetings with Teachers to ensure all students are growing academically.	Socioeconomically Disadvantaged All Students	Teacher Substitutes/Floaters District Funded 1000-1999: Certificated Personnel Salaries Psychologist, Teachers, Counselor: Salaries District Funded 2000-2999: Classified Personnel Salaries ORC: Classified Salary
1.10	Teachers will promote and monitor independent reading through district funded resources like MyON, AR, ST Math, IStation and Lexia.	All Students	District Funded 5000-5999: Services And Other Operating Expenditures Program contracts
1.12	Teachers will use subscriptions and applications to support a classroom structure to allow for small group instruction and support our English Learners. Subscriptions will also be used to support with reading and math interventions.	English Learners All Students	500 Title I 5000-5999: Services And Other Operating Expenditures Online Subscriptions, Licenses, Apps 1,000 LCFF 5000-5999: Services And Other Operating Expenditures Online Subscriptions, Licenses, Apps 2,000 LCFF - Intervention 5000-5999: Services And Other Operating Expenditures Online Subscriptions, Licenses, Apps
1.13	Classified staff will provide extra support and assistance for special projects including supervision and translation for conferences, parent meetings, school wide events, outreach and trainings for families.	English Learners Students with Disabilities Socioeconomically Disadvantaged Homeless	1,591 Title I 1000-1999: Certificated Personnel Salaries Counselor: Extra Hours 1,368 LCFF 2000-2999: Classified Personnel Salaries Clerical OT: Extra Hours 1,369 LCFF 2000-2999: Classified Personnel Salaries Playground Aides-Extra Help 684 LCFF 2000-2999: Classified Personnel Salaries Babysitting 1,368 Title I

			2000-2999: Classified Personnel Salaries Outreach Specialist -OT 1,368 LCFF 2000-2999: Classified Personnel Salaries Instructional Assistants: Extra Help and OT 1,368 LCFF 2000-2999: Classified Personnel Salaries Custodial OT
1.14	Provide funding for conferences, workshops and professional development to support school wide goals for academic achievement and social-emotional development pertaining to English Language Learners.	English Learners All Students	See Goal 1.4-Teacher extra hours 5,000 LCFF 5000-5999: Services And Other Operating Expenditures Travel and Conference
1.15	Field Trips funded to provide enrichment activities and to enhance the academic experience for all students.	All Students	8,000 Title I 5000-5999: Services And Other Operating Expenditures Field Trips-Transportation 7,848 LCFF 5000-5999: Services And Other Operating Expenditures Services and Entrance Fees 10,000 Title I 5000-5999: Services And Other Operating Expenditures Services and Entrance Fees
1.16	Students will utilize technology for research and demonstrate learning through digital presentations including iBooks, slide shows, videos and podcasts that will support academic achievement, assist in bridging to middle school, and support McKinna's multi-media strand. McKinna's multi-media strand is aligned to 21st century technology goals for students to utilize technology as creative critical thinkers.	All Students	No Additional Cost
1.17	Computer supplies (headsets, cartridges for printers, software, dongles, and cables) will be purchased to support delivery of curriculum.	All Students	2,000 LCFF 4000-4999: Books And Supplies Computer Supplies, Software 4,000 LCFF 4000-4999: Books And Supplies Computer Equipment Over $500

1.18	The After School Program will be offered to students in grades TK-5 and will provide enrichment for students through opportunities for collaborative learning & hands on academic activities. A Teacher Liaison will be designated for the After School Program to coordinate communication between the program and the regular school day and help support school needs by organizing curriculum, providing modeling, mentoring, and professional development for after school staff.	All Students	ASES 5000-5999: Services And Other Operating Expenditures Program Materials & Operating Costs ASES 1000-1999: Certificated Personnel Salaries Teacher Liaison
1.19	Library/Media support personnel will promote literacy, oversee instructional materials, and update the McKinna website.	All Students	District Funded 2000-2999: Classified Personnel Salaries Library/Media Tech: Salary 1,369 LCFF 2000-2999: Classified Personnel Salaries Library/Media Tech: Extra Help
1.20	Equipment (Duplo, Copiers, Laminators, and radios) will be maintained and repaired as necessary to support instruction for academic achievement and student safety. Social stories and visual schedules and signs will be used to support students with IEPs, 504s and/or with SST goals.	All Students English Learners Students with Disabilities Socioeconomically Disadvantaged	1,000 LCFF 5000-5999: Services And Other Operating Expenditures Maintenance Agreements 3,000 LCFF 5000-5999: Services And Other Operating Expenditures Rentals, Leases and Repairs
1.21	Tutoring and enrichment opportunities will be made available for students to improve academic achievement.	English Learners Students with Disabilities All Students	Teacher Extra Help-See Goal 1.4
1.24	Language and literacy development will be fostered through both designated ELD and integrated ELD throughout the instructional day, incorporating oracy strategies to provide access to rigorous standards across all content areas. The emphasis will be on oracy, reading, and writing across content areas.	English Learners	Materials-See Goal 1.2
1.25	A music/piano teacher will provide music to our students on a rotating schedule.	All Students	164,250 Prop 28 1000-1999: Certificated Personnel Salaries Certificated Teacher: Salary & Benefits 75,252 Prop 28 2000-2999: Classified Personnel Salaries Classified Music Instructor: Salary & Benefits 21,841 Prop 28

			4000-4999: Books And Supplies Materials and Supplies
1.27			
1.31			

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

McKinna's school wide focus for the 2025-2026 school year was to strengthen "First Instruction" adhering to the Oxnard School District's literacy/biliteracy pedagogy, that promotes a balanced literacy approach to teaching and learning. Aligned with the OSD Strategic Plan and OSD pedagogy, McKinna's emphasis was on standards-based instruction. Teachers were subbed out throughout the year to gain an understanding of biliteracy units which would help in their planning of lessons. Classroom visits were followed with feedback focusing on ways to improve instruction. Staff meetings and PLC meetings focused on reviewing data and planning. McKinna continues to schedule dedicated collaboration and professional development opportunities throughout the year for staff, students and families in the areas of instruction and technology. Additionally, our staff meetings shifted focus to support instruction. Collaboration and training opportunities for staff and families are essential to help build school wide capacity for effective teaching, learning and communication throughout the school year.

Overall, we did not make academic gains in math or ELA as measured by the CAASPP, except for 3rd grade showing growth in ELA and 4th grade showing growth in math. Our staff meetings will continue to focus on our matrix, assessment cycles, and Data Review Sessions (DRS) to ensure we are supporting students in their learning.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Our goal was to provide support to our English Learners through small group instruction focusing on reading and writing. However, our ISP hired for this purpose, was only able to work 2 days a week. This was not enough to effectively impact learning. This could have impacted the academic progress of our LTELs and ELs. This year, our focus will continue to strengthen instruction in the classroom by hiring a para educator who will push into the classrooms and provide this support.

Unfortunately, our plan of subbing teachers out more regularly was not effective due to not always finding available subs. Request for subs will be submitted with more time in advance. Aligned with the OSD pedagogy, McKinna's emphasis will be on standards-based instruction across all content areas and the implementation of all DLI Units. McKinna staff is committed to utilizing both state and local assessments to inform and improve instruction, which will be a consistent practice throughout the school year. Because this is an ongoing process within grade level and cross-grade level collaboration, teachers have the opportunity to adjust instruction to meet the needs of students. Data collected through classroom visits will be utilized to plan professional development needs. The focus of professional development will be centered on improving instruction and strengthening our math instruction. During grade level and cross-grade level PLCs, teachers will continue to examine and calibrate student work to look for patterns, strengths, and areas of need.

Clear progress and growth in teaching and learning was evident in data gathered through classroom visits as well as student writing and other formative assessments. Although we made gains in 5th grade, in both ELA and Math on the CAASPP assessment, we did not see these gains in the other grade levels. Next year's instructional plan provides the roadmap and resources for ensuring all students have access to technology, access to grade-level content, rigorous learning opportunities, and resources within a cohesive district-wide plan for instruction.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The 2025-26 instructional plan outlines a cohesive, District-wide approach to ensure all students have access to technology and learning resources. A key focus will be on strengthening Tier 1 instruction—the core teaching all students receive.

Significant funding will support:

Standards-based interventions and tutoring for students not meeting grade-level expectations

Teacher release time for grade-level planning and collaboration

Regular Professional Learning Community (PLC) meetings with ORENDA to analyze data and guide instruction

McKinna staff will continue using formal and informal assessments to tailor instruction and apply research-based “Best First Instruction” strategies. Ongoing professional development will support effective implementation of standards-based teaching.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Learning Environment and School Climate
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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2 - Learning Environment and School Climate

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Support a multi-tiered system of support (MTSS).
Foster access, equity and inclusion.
Utilize restorative practices.
Create affirming learning environment and relationships.
Maintain safe and inviting facilities and grounds.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate	24-25 The average attendance was 92.61%. still missing May and June	25-26 Attain an annual average attendance rate of 95% or higher.
Office Discipline Referrals	24-25 There were 241 referrals	25-26 Decrease the number of office referrals by 10% to 217.
Suspension Rate	24-25 The number of suspensions: 6	25-26 Decrease the number of suspensions by 25% to 4.
Panorama Survey - Student SEL competencies and learning supports/environments.	24-25 Spring Results: Growth Mindset-56% Self-Management- 64% Social Awareness- 58% Emotion Regulation- 41% Teacher Student Relationships- 67% Sense of Belonging- 56% Engagement-55%	25-26 To increase 10% in all areas.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Continue implementation of the Positive Student Behavior Support (PBIS) Program to promote a safe and nurturing school learning environment that supports students at all levels of the MTSS pyramid. McKinna will focus on clear behavior expectations in common areas such as the cafeteria, playground and hallways. Champs and STOIC will support our focus on learning classroom expectations. Positive student behavior will be reinforced through incentives.	English Learners Socioeconomically Disadvantaged Students with Disabilities Foster Youth Homeless	District Funded 5000-5999: Services And Other Operating Expenditures Professional development See Goal 1.1 - Behavior Incentives
2.2	The Wellness Center will provide a safe space for students to ensure their social-emotional well-being and support students struggling with behavior.	All Students	See Goal 1.1- Materials and Supplies
2.3	Administration, teachers, staff, students and parents will implement a beautification plan to maintain a safe and clean campus. Materials will be purchased to ensure our campus remains clean and safe.	All Students	See Goal 1.1- Materials and Supplies
2.4	Attendance will be monitored and Mini SARB meetings will be held for those students with excessive absences. The Attendance Clerk and ORC will monitor student attendance. Meetings and home visits will be conducted to address chronic absences. Attendance incentives will be provided to encourage positive attendance.	Socioeconomically Disadvantaged Students with Disabilities Hispanic Homeless	District Funded 2000-2999: Classified Personnel Salaries ORC, Social worker, Attendance Tech, Counselor: salaries See Goal 1.1 - Attendance Incentives
2.5	Continue implementing the MTSS model using the SST process in order to monitor student attendance, counseling, and discipline data in order to identify students who are in need of targeted intervention and support to address social/emotional/behavioral needs. Wrap around services will be provided for students and their families to meet the social and emotional needs as well as support the implementation of a Restorative Justice Framework.	Students with Disabilities Foster Youth Homeless Socioeconomically Disadvantaged	District Funded 1000-1999: Certificated Personnel Salaries Counselor, ORC, Social Worker: Salaries

2.6	Campus Supervisors are hired and trained to monitor playground and lunchtime activities. They will also provide extra support and child care for meetings and events (SSC, ELAC, Back to School Night, Parent Education). Office and custodial staff will effectively maintain daily school operations to respond to student safety needs, monitor student attendance, and assist in documenting and filing incident reports.	All Students	District Funded 2000-2999: Classified Personnel Salaries Classified Salaries & Benefits See Goal 1.13 - Classified Extra Hours
2.7			
2.8	Additional playground activities,(ie. games, play equipment and resources) will be added to promote social-emotional well being including Field Day.	All Students	See Goal 1.1- Materials and Supplies
2.9	Safety drills will reinforce safety and crisis response preparation. PBIS Team will review and revise Safety Plan. Safety Team and community and District personnel will conduct training to strengthen crisis response preparedness and support school wide safety.	All Students	No Additional Cost
2.10	Student discipline data will be monitored on an ongoing basis to inform intervention needs.	All Students	No Additional Cost
2.11	Build capacity around research based Tier 1 practices for strengthening positive student behavior and maximizing student instructional time.	All Students	See Goal 1.2 - Teacher Extra Help
2.12	Establish MTSS behavior model with Intervention Support Team. The model will be referenced during weekly student support meetings, including SST, IEP and 504s to support student achievement and social-emotional Tier 2 and 3 needs. Teachers will be released for meetings, observations, data review and progress monitoring.	English Learners Students with Disabilities Socioeconomically Disadvantaged Foster Youth	See Goal 1.2 - Teacher Extra Help
2.13	Counselor, ORC and Social worker will train staff to strengthen trauma informed practices and provide support to students and families as needed. Provide research-based individual and small group counselling services to students in need of social/emotional support. Social-emotional learning will be provided through counselor led community circles, individual and small group instruction, and ongoing monitoring through Panorama. The school counselor will conduct SEL lessons in the classroom to reinforce positive behavior and provide social-emotional supports. The counselor will plan and organize	Socioeconomically Disadvantaged Students with Disabilities Homeless All Students	District Funded 1000-1999: Certificated Personnel Salaries Classified Salaries & Benefits:Counselor & ORC District Funded 2000-2999: Classified Personnel Salaries Classified Salaries & Benefits:ORC District Funded

	school-wide activities to support Tier 1 (including Catch of the Day and Spirit Weeks).		5800: Professional/Consulting Services And Operating Expenditures Contract for Social Worker through Healthy Start County Program
2.16	Teachers will teach digital citizenship and cyber safety through resources like Common Sense Media.	All Students	Common Sense Media Program, no additional cost
2.17	Students will create digital presentations including IBooks, slide shows, videos and podcasts that will demonstrate understanding and collaborative application of literacy and language development and civic responsibility. Our Student Leadership group will create safety videos to share with all students.	All Students	No Additional Cost
2.18	TK-5th grades will take the Panorama survey 3 times a year per District assessment calendar within their classrooms with support of teachers, ORC and Counselor.		District Funded 5000-5999: Services And Other Operating Expenditures Software Contract

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

McKinna's population includes a high percentage of at-risk groups such as homeless and SED which needs to be taken into consideration when creating and reviewing the SPSA to positively impact student attendance, behavior and overall school culture and climate. A high need that impacts academic achievement is in the area of social-emotional need. Strategies and activities which address this need are listed in Goal 2. The McKinna community has a high percentage of referrals to Ventura County Behavioral Health, illustrating the high percentage of students and families who are dealing with trauma for a variety of reasons including substance abuse, domestic violence, mental health issues and immigration concerns. It is, therefore, especially important to provide a systematic approach to supporting the social-emotional needs of students who have experienced trauma. This year, our referrals and suspension numbers decreased in part to the MTSS supports in place. As a school we need to strengthen our behavior systems.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This year, we saw a need to support many students experiencing trauma and increased behaviors in TK-1st grade, which took our support staff away from being able to hold Tier 1 interventions and supports consistently. Additionally, we had a gap in our ORC support and we were not as effective in impacting our attendance as planned. Nevertheless, we were able to set individual and class attendance incentives. For this reason, our attendance rates are similar to last year's. As a school, we will continue to stay focused on improving our attendance by following up with families through calls and mini SARB meetings. Additionally, we will continue with our incentives to increase our attendance rates to 95%.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

During the 2025-26 school year, McKinna will continue to build upon the MTSS model that works to align school wide systems and services to support District systems. The Panorama survey results for TK-5th grades will continue to be utilized to monitor social-emotional learning needs for all of our students to ensure they feel connected and safe at McKinna. This will provide staff and support personnel such as ORC and counselor with information to identify students and families who need additional assistance in areas of Wellness Accessibility, Wellness Mental Health and/or Wellness Physical Health. This data will also be utilized to plan and implement targeted support for social-emotional learning and specific needs. Our staff will receive more training on behavior strategies to deal with intense behaviors. Additionally, we will create a Wellness Center to better support our students struggling social emotionally and with behavior.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Guidance and support to the site.
Provide strategic direction, guidance, and support focused on improving the quality of instruction, interaction, and engagement in every classroom, so that all students reach high levels of academic excellence, multilingual achievement, global competency, and healthy identity development, agency and voice.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 3 - Guidance and Support to Sites and District Departments.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Foster a culture of empowerment.
Provide professional learning and support.
Provide recognition to staff and students.
Utilize student assessment to measure student learning.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Star Early Literacy - English & Spanish - Grades K-2	Spring 2025: The percentage of students at each level: K English: results for 90 Students At or Above benchmark- level 4: 34 students or 38% On watch-level 3: 13 students or 14% Intervention-level 2: 13 students or 14% Urgent Intervention - level 1: 30 or 33% K Spanish: results for 90 students At or above benchmark- level 4: 53 students or 59% On watch-level 3: 13 students or 14% Intervention-level 2: 16 students or 18% Urgent Intervention - level 1: 8 students or 9% 1st Grade- English: results for 93 students At or above benchmark- level 4: 21 students or 23% On watch-level 3: 13 students or 14% Intervention-level 2: 15 students or 16% Urgent Intervention - level 1: 43 students or 47% 1st Grade- Spanish: results for 93 students At or above benchmark- level 4: 40 students or 44% On watch-level 3: 10 students or 11% Intervention-level 2: 26 students or 29% Urgent Intervention - level 1: 15 students or 16% 2nd Grade- English: results for 67 students At or above benchmark- level 4: 4 student or 6% On watch-level 3: 8 students or 12% Intervention-level 2: 24 students or 36% Urgent Intervention - level 1: 30 students or 45% 2nd Grade- Spanish: results for 67 students At or above benchmark- level 4: 37 students or 55% On watch-level 3: 7 students or 10% Intervention-level 2: 15 students or 22% Urgent Intervention - level 1: 30 students or 45%	Spring 2026: Students will demonstrate growth by moving at least one or two levels across the different bands on Star. Increase the percentage of students at or above benchmark (levels 3 & 4) by 10% in each grade level.

Star Reading - English & Spanish - Grades 2-5	Spring 2025: The percentage of students at each level: 2nd Grade- English: results for 67 students At or above benchmark- level 4: 0 students or 0% On watch-level 3: 8 students or 12% Intervention-level 2: 16 students or 24% Urgent Intervention - level 1: 43 students or 64% 2nd Grade- Spanish: results for 67 students At or above benchmark- level 4: 25 students or 37% On watch-level 3: 6 students or 9% Intervention-level 2: 13 students or 19% Urgent Intervention - level 1: 23 students or 34% 3rd Grade- English: results for 106 students At or above benchmark- level 4: 2 students or 2% On watch-level 3: 14 students or 13% Intervention-level 2: 17 students or 16% Urgent Intervention - level 1: 73 students or 69% 3rd Grade- Spanish: results for 106 students At or above benchmark- level 4: 40 students or 38% On watch-level 3: 15 students or 14% Intervention-level 2: 19 students or 18% Urgent Intervention - level 1: 32 students or 30% 4th Grade- English: results for 81 students At or above benchmark- level 4: 4 students or 5% On watch-level 3: 15 students or 19% Intervention-level 2: 13 students or 16% Urgent Intervention - level 1: 49 students or 60% 4th Grade- Spanish: results for 82 students	Spring 2026: Students will demonstrate growth by moving at least one or two levels across the different bands on Star. Increase the percentage of students at or above benchmark (level 3 & 4) by 10% in each grade level.

	At or above benchmark- level 4: 37 students or 45% On watch-level 3: 13 students or 16% Intervention-level 2: 17 students or 21% Urgent Intervention - level 1: 15 students or 18% 5th grade- English: results for 86 students At or above benchmark- level 4: 2 students or 2% On watch-level 3: 24 students or 28% Intervention-level 2: 20 students or 23% Urgent Intervention - level 1: 40 students or 47% 5th grade- Spanish: results for 86 students At or above benchmark- level 4: 41 students or 48% On watch-level 3: 11 students or 13% Intervention-level 2: 16 students or 19% Urgent Intervention - level 1: 18 students or 21%	
Star Math Grades - English - Grades 1-5	Spring 2025: The percentage of students at each level: 1st grade- Math: results for 92 students At or above benchmark- level 4: 6 students or 7% On watch-level 3: 14 students or 15% Intervention-level 2: 31 students or 34% Urgent Intervention - level 1: 41 students or 45% 2nd grade- Math: results for 67 students At or above benchmark- level 4: 2 students or 3% On watch-level 3: 10 students or 15% Intervention-level 2: 22 students or 33% Urgent Intervention - level 1: 33 students or 49% 3rd grade- Math: results for 106 students At or above benchmark- level 4: 4 students or 4% On watch-level 3: 8 students or 8% Intervention-level 2: 29 students or 27%	Spring 2026: Students will demonstrate growth by moving at least one or two levels across the different bands on Star. Increase the percentage of students at or above benchmark (level 3 & 4) by 10% in each grade level.

	Urgent Intervention - level 1: 65 students or 61% 4th grade- Math: results for 82 students At or above benchmark- level 4: 1 students or 1% On watch-level 3: 13 students or 16% Intervention-level 2: 28 students or 34% Urgent Intervention - level 1: 40 students or 49% 5th grade- Math: results for 86 students At or above benchmark- level 4: 6 students or 7% On watch-level 3: 10 students or 12% Intervention-level 2: 18 students or 21% Urgent Intervention - level 1: 52 students or 60%	
CAASPP Math - Grades 3-5	24-25 Preliminary results by level: NEED TO UPDATE 3rd Grade Standard Exceeded: 1% Standard Met: 20% Standard Nearly Met: 21% Standard Not Met: 57% 4th Grade Standard Exceeded: 2% Standard Met: 9% Standard Nearly Met: 27% Standard Not Met: 61% 5th Grade Standard Exceeded: 10% Standard Met: 11% Standard Nearly Met: 25% Standard Not Met: 52%	25-26 The number of students scoring "Met Standard" or "Exceeded Standard" will increase by 20% in each grade level.
Pathway to Biliteracy Recognition	24-25 24 Students	25-26 Increase the number of Students achieving the Pathway to Biliteracy recognition by 30% to 31 students.
Reclassification Rate	24-25 Number of EL students that reclassified: 20	25-26 Increase the number of English Learner reclassifications by 30% to 26 students.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Power Planning Days for teachers to work on curriculum alignment. Biliteracy TOSA will support teachers in modeling lessons and instructional coaching.	All Students	See Goal 1.4 Materials and Supplies District Funded 1000-1999: Certificated Personnel Salaries DLI TOSA
3.2	Trimester Assemblies will be held to recognize students for academics, positive behavior and attendance. Incentives will be purchased to encourage and support academic growth, attendance and positive behavior. A reclassification celebration will be held to celebrate all students who reclassify. Students who achieve at or above on CAASPP, Star Reading and class goals will be recognized for their efforts Reading and math incentives will be used to support AR and math goals by encouraging participation and awarding growth. Recognitions such as ribbons, medals and more will be purchased to acknowledge school winners for events such as the African American Speech competition, the Cesar Chavez Art and Writing Competition, Spelling B, Battle of the Books and Mathletes, AR and ST Math.	All Students English Learners	Materials and Supplies-See Goal 1.1
3.3	Staff will be recognized weekly for their commitment to our school vision and mission. They will receive a McKinna Cougar and a Paw Pin. Staff will be recognized by their peers with a Shinning Star for their commitment to our Strategic Plan.	All Students	Materials and Supplies-See Goal 1.1
3.4	Enrichment Opportunities: Students will be provided with enrichment opportunities such as Battle of the Books, Mathletes, Spelling B in Spanish and English, Cesar Chavez Art and Writing Competitions,		No Additional Cost

	African American Speech Contest, AR, and ST Math.		
3.5	Principal Fellows/Student Leaders Monthly meetings with Principal Fellows to take feedback and suggestions on improving our school. Students Leaders will meet weekly to create school wide spirit opportunities and increase student moral.		No Additional Cost
3.6	Staff Survey Staff will be able to take part in regular surveys asking for input about what is happening on site and what supports are necessary to improve culture, student outcomes, teacher efficacy and student behavior.	All Students	No Additional Cost
3.13			

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

This is the first year with this goal and this will serve as a baseline year. However, throughout the year our staff received training to support our students academically. Our work with ORENDA supported our teachers to better understand our standards and align our instruction accordingly.

Our DLI TOSA supported our teachers in planning and lesson delivery.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This is the first year with this goal and this will serve as a baseline year. Unfortunately, there were many times we could not schedule subs to allow our teachers to plan with our DLI TOSA and therefore our plan was not implemented with fidelity.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This is the first year with this goal and this will serve as a baseline year. This year we will continue to work in aligning our curriculum to grade level standards. Our DLI TOSA will also continue to meet regularly with our teachers to support in planning and lesson delivery. Our new teachers and new to the grade level will receive support in understanding their units and standards.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 4 - Family/Community Alliances for Student Success

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Create Student Profile Alliances.
Foster family engagement and support.
Provide parent/family resources.
Foster community partnerships and relationship building.
Promote higher education.
Strengthen family/community communications.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at family engagement meetings/events, such as SSC and ELAC, Family Fridays	2024-2025 ELAC Average Attendance was 17 parents. SSC Average Attendance was 9 parents Family Fridays 27.5 parents	2025-2026 Increase ELAC and SSC parent participation by 50% to 26 for ELAC and 18 for SSC. Increase our Family Friday Participation by 10% to 37.5
EL Parent Needs Assessment	2024-2025 (37 respondents) 86.5% of parents always feel welcomed. 81.1% of parents feel they are partners in their child's education.	2025-2026 Increase by 10%
LCAP Family Engagement Survey	2024-2025 Family Engagement and LCAP Annual Survey - Winter 2025- 65% submitted	2025-2026 Increase submissions by 10% to 75%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Build and communicate opportunities for strong family engagement through participation in decision making bodies like SSC, ELAC, PTA, and Project 2 Inspire. Use technology, school website, social media, flyers, and ongoing communication through Canvas to communicate with families about school events, programs, and student progress.		District Funded 5000-5999: Services And Other Operating Expenditures Parent Square Contract District Funded 2000-2999: Classified Personnel Salaries Site Tech: Salary
4.2	Hold family/parent workshops on topics to support families and their children with a focus on mental health support through partnership with Logrando Bienestar and Interface mental health services.		No Additional Cost
4.3	With the support of administration, teachers and staff, parents will be part of the beautification committee to develop a plan to keep our school clean and safe.		See Goal 1.1- Materials and Supplies
4.4	Promote literacy, technology support and school-home connection through monthly parent workshops offered during ELAC and SSC meetings as well as Family Fridays.		See Goal 1.4
4.5	Parent conferences will be held twice a year. Translation support will be provided as necessary for parent meetings, conferences and other family communications.		1,368 LCFF 2000-2999: Classified Personnel Salaries Verbal Translation: Extra Help 1,370 Title III 2000-2999: Classified Personnel Salaries Verbal Translation: Extra Help
4.6	Site support staff will provide workshops on parenting and child development including workshops through outside county agencies.		See Goal 1.4
4.7	Parents will be invited to participate in student support meetings including SSTs, IEP and 504s to support student achievement and social-emotional Tier 2 and 3 needs.		No additional cost
4.8	Incoming parent meetings will be held to familiarize parents with transition from pre-K to TK/Kindergarten and 5th grade to middle school.		

	TK/K Orientations will be held to support our incoming students and families.		See Goal 1.4
4.9	Title 1 Meetings will be held to review policies like the Parent Compact, Parent Involvement Policy and SPSA goals.		See Goal 1.1- Materials and Supplies See Goal 1.4- Teacher Extra Help
4.10	Provide parent leadership and training opportunities through Project 2 Inspire and ELAC.	English Learners	No Additional Cost
4.11	Parents will be invited to give input for reclassification for students who qualify to be re-designated as fluent English proficient.		No addiitonal cost
4.13			

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

McKinna considers families the most essential partners in achieving goals within the SPSA. During the 2024-25 school year we provided our families with many opportunities to connect with our school and work collaboratively to ensure the success of all students. We saw an increase in PTA parents volunteering at various events throughout the school year. We also saw an increase in parents supporting various school-wide events like setting up for our ST Math Celebrations and Family Friday participation. Our Family Friday events provided parents/guardians an opportunity to read with their children. There was a decrease in attendance at our ELAC meetings and our SSC attendance stayed the same as the previous school year. There was also a decrease in parents completing the Needs Assessment Survey, as well as a decrease in parents feeling welcomed and as partners in their children's education. This indicates the need to try different strategies to increase parent participation at our various meetings and support them with completing surveys, as many of our families need support with technology. McKinna will continue to offer our families various leadership and educational opportunities. The McKinna staff cultivates meaningful partnerships and authentic family engagement opportunities through structured meetings such as Back to School Night, Fall and Spring conferences, Open House, SSC, ELAC, PTA, and more.

McKinna partners with organizations like Ventura County Behavioral Health and Logrando Bienestar to offer workshops and services to families for mental health. Parent education is also offered through the school counselor, social worker ,and ORC. We are committed to making parents feel welcomed and valued on our campus. McKinna will utilize the website, Parent Square, email, calls, Canvas, Zoom, our school marquee, video bulletins, and social media to maintain ongoing communication with families.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Trauma is a barrier that significantly impacts student achievement. McKinna's high percentage of referrals to Ventura County Behavioral Health illustrate a large number of students and families are dealing with trauma for a variety of reasons including substance abuse, domestic violence, mental health issues and immigration concerns. Therefore, it is especially important to provide a systematic, multi-tiered approach to connect families to community resources and to

address the academic and social-emotional needs of students who have experienced trauma. The District funded ORC, counselor and social worker work closely with McKinna families to coordinate resources and maximize services for educational, mental and physical health through partnerships with organizations like Ventura County Behavioral Health.

Additionally, our families are in need of technology support to be able to access Parent Square, email and surveys.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Next year we will hold hybrid meetings to allow our parents to join virtually and in person. This will provide them choices and facilitate their participation in our meetings. We also need to have our ORC and Technology Tech provide more opportunities to support our families in completing the digital Needs Assessment surveys. During our ELAC and/or Family Fridays we will provide workshops to guide our families on use of technology platforms such as ParentSquare, email and more.

McKinna staff will continue to promote family engagement and empower parents/guardians as essential partners in their students' education. In addition to encouraging participation in decision making bodies like SSC, PTA and ELAC, McKinna will offer multiple venues for family engagement through workshops to promote literacy and technology skills, including a better understanding of the academic apps and reclassification meetings. Parent workshops like Project 2 Inspire to increase EL parent engagement and advocacy will be offered through the District. McKinna will offer Coffee with the Principal as an opportunity to meet with parents and provide resources. Additionally, McKinna will continue ongoing communication through venues like Parent Square, Canvas, phone calls, emails, webinars, social media, and the school website, weekly videos, and our school marquee. The school will include families in SST, IEP, 504, attendance review, conferences, Title 1 meeting and goal-setting meetings as well.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Transformational leadership and infrastructure
Create a coherent and sustainable districtwide infrastructure and culture to support and communicate the district's identity and strategic work on behalf of all students; facilitate strategic plan implementation; monitor progress and assess effectiveness and sustainability; and position the district as a leader in equitable and excellent education.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 5 - Transformational leadership and infrastructure

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Ensure strategic plan implementation.
Work toward schoolwide coherence.
Provide accountability and progress monitoring of implementation.
Develop human capital.
Foster communications.
Support finance and technology infrastructure.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Progress Monitoring Percentage of Students	2025-2026 # of Teachers: 18 # of Students: 40	2025-2026 Increase by 15% # of Teachers 21 # of Students 46
Staff Survey	2025-2026 This will be Baseline Year Effectiveness of Leadership Communication Support for New Staff School Wide Coherence	

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

5.1	Curriculum Alignment days PLC/Grade level collaboration days are focused on teaching and learning with emphasis on the 4 components of PLC (standards, assessments, intervention, and enrichment).	All Students English Learners Students with Disabilities	See Goal 1.4
5.2	Progress Monitoring Meet with teachers to document student progress monitoring 2-3 times a year, and ensure students are provided the needed academic and social-emotional support	All Students	See Goal 1.8
5.3	Strategic Plan Implementation Align staff meetings, bulletins, and meetings to the strategic plan.	All Students	No Additional Cost
5.4	Leadership Team Build instructional leadership capacity of staff through the work of the leadership team. -Each grade level has a leadership representative. -Attend site and districtwide meetings. -Provide input for planning professional development. -Leads tgrade-level teams in attaining the vision and mission of the school. Teacher in Charge supports the administrative team as an administrative designee.	All Students	See Goal 1.4
5.5	Communication Use of multiple means of communication to strengthen dissemination of and access to resources and information with and among school/district. Weekly Bulletin, emails, ParentSquare, Staff Meetings	All Students	No Additional Cost
5.6	Develop Human Capital Provide training and onboarding to all new staff including new teachers, ISPs. Meet with New Staff monthly to allow for on time support. Allow for collaboration withing the grade level for on time support.	All Students	See Goal 1.4

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

This is the first year with this goal and this will serve as a baseline year. Nevertheless, we began the work of welcoming and onboarding our new staff. We communicate regularly with our staff and families using different modes of communication. Our administration met with teachers to discuss student progress throughout the school year. Our site leadership has met every month to ensure the needs of our school are met. Our teachers have received training on how to align their curriculum to their grade level standards.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This is the first year with this goal and this will serve as a baseline year. Our curriculum alignment and lessons will be implemented this year so we beleive we will see gains in student academic achievement.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This is the first year with this goal and this will serve as a baseline year. Our focus is to ensure we have create a coherent and sustainable districtwide infrastructure and culture to support and communicate the district's identity and strategic work on behalf of all students; facilitate strategic plan implementation; monitor progress and assess effectiveness and sustainability; and position the district as a leader in equitable and excellent education.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$99,789
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$488,456.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$66,394.00
Title III	$33,395.00

Subtotal of additional federal funds included for this school: $99,789.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF	$124,324.00
LCFF - Intervention	$3,000.00
Prop 28	$261,343.00

Subtotal of state or local funds included for this school: $388,667.00

Total of federal, state, and/or local funds for this school: $488,456.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	66,394	0.00
Title III	33,395	0.00
LCFF	124,324	0.00
LCFF - Intervention	3,000	0.00
Prop 28	261,343	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	124,324.00
LCFF - Intervention	3,000.00
Prop 28	261,343.00
Title I	66,394.00
Title III	33,395.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	236,375.00
2000-2999: Classified Personnel Salaries	118,558.00
4000-4999: Books And Supplies	93,675.00
5000-5999: Services And Other Operating Expenditures	39,848.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	26,911.00

2000-2999: Classified Personnel Salaries	LCFF	8,894.00
4000-4999: Books And Supplies	LCFF	69,171.00
5000-5999: Services And Other Operating Expenditures	LCFF	19,348.00
4000-4999: Books And Supplies	LCFF - Intervention	1,000.00
5000-5999: Services And Other Operating Expenditures	LCFF - Intervention	2,000.00
1000-1999: Certificated Personnel Salaries	Prop 28	164,250.00
2000-2999: Classified Personnel Salaries	Prop 28	75,252.00
4000-4999: Books And Supplies	Prop 28	21,841.00
1000-1999: Certificated Personnel Salaries	Title I	45,214.00
2000-2999: Classified Personnel Salaries	Title I	1,368.00
4000-4999: Books And Supplies	Title I	1,312.00
5000-5999: Services And Other Operating Expenditures	Title I	18,500.00
2000-2999: Classified Personnel Salaries	Title III	33,044.00
4000-4999: Books And Supplies	Title III	351.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	485,718.00
Goal 4	2,738.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Erika Ragan	Principal
Veronica Garcia	Classroom Teacher
Marilyn Barrinuevo	Classroom Teacher
Elizabeth Favila	Classroom Teacher
Jaja Lang	Other School Staff
Lucero Ortiz	Parent or Community Member
Faviola Lopez	Parent or Community Member
Deicy Caamano	Parent or Community Member
Seyla Garcia	Parent or Community Member
Elizabeth Perez	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5-20-25.

Attested:

	Principal, Erika Ragan on 5-20-25
	SSC Chairperson, Marilyn Barrinuevo on 5-20-25

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of

adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023

School Year: **2025-26**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ramona Elementary School	56725386055362	May 22, 2025	August 20, 2025

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Ramona Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Ramona Elementary School is committed to fulfilling the mission and vision of the Oxnard School District and its own Mission and Vision. The following demographics are represented in the school: 99.8% is of Hispanic descent, 95.9% are socioeconomically disadvantaged, and 87.6% are English language learners. The school aims to empower all students to achieve excellence and become responsible global citizens. This aligns with the district's mission of nurturing self-confident and empowered multilingual global citizens who achieve inspired levels of individual, community, and social accomplishment in school and beyond. The Mission and Vision of Ramona School are as follows: Mission-At Ramona Elementary, ALL students will learn grade level standards. Vision-Ramona school is committed to preparing all students with the social, emotional and academic skills necessary to learn and compete at the higher levels in a safe learning environment.

The Biliteracy Program is critical to the school's approach, emphasizing biliteracy and cultural awareness. The Biliteracy Program aims for students to become bilingual, bi-literate, and socio-culturally competent through a rigorous academic program to develop their full potential as global citizens. Our DLI TOSA meets with grade levels to review BUF units and ensure proper implementation.

In addition to the core instruction, Ramona Elementary School supports students with individualized supplemental applications such as Lexia Core5, ST-Math, and Accelerated Reader (AR). Leveraging technology, the school accelerates individualized and personalized learning, fostering critical and independent thinking skills. The school is also committed to ongoing professional development to enhance instructional practices and promote essential skills such as collaboration, digital literacy, and global awareness among students.

The district's strategic plan aligns with the school's goals, focusing on equity, excellence, safe and affirming environments, multilingualism, global and socio-cultural competence, and professional accountability and service. The Theory of Action employed by the district emphasizes a shared commitment to success, clarity and support for classroom leadership, strong school leadership, organized district leadership, and engagement with families and the community.

The district's five strategic goals are a guiding focus for the school and district transformation. These goals include promoting student academic engagement and achievement, fostering a positive and safe learning environment and school climate, providing site guidance and support, establishing strong family/community alliances for student success, and cultivating transformational leadership and infrastructure.

The pedagogical principles embraced by the district and Ramona Elementary School further enhance student-centered learning. These principles include identifying and building on student strengths, affirming student identities, nurturing equitable relationships, actively engaging students in the learning process, creating enriching environments that tap into students' multilingual repertoires, connecting learning to students' lives, promoting high intellectual performances, and addressing the prerequisites for learning by challenging coercive relations of power.

By merging the school's description, vision, and mission with the district's mission, vision, and purpose, Ramona Elementary School and the Oxnard School District work together to create a transformative educational experience for all students,
fostering their academic success, cultural awareness, and global citizenship.

Educational Partner Involvement

How, when, and with whom did Ramona Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Ramona Elementary's School Plan for Student Achievement (SPSA) undergoes a thorough involvement process with key educational partners. Here's a summary:

1. School Leadership Team: This team, comprising administrators, teachers, and staff, leads the SPSA development, assessing needs, setting goals, and devising strategies for student achievement.

2. Title I and ELAC Meetings: Parents engage with the SPSA during Title I and ELAC meetings, offering insights and recommendations.

3. Parent Recommendations: Collaboration of Parent Committees such as ELAC, SSC, PTA, and Coffee with the Principal contribute to plan development, ensuring parental perspectives are integrated.

4. School Site Council (SSC) Review: The SSC, with parent, community, teacher, and administrator representation, scrutinizes the plan for alignment with school goals and alignment with Title I and Title III allowable uses.

5. May Meeting: The SPSA undergoes a comprehensive review during the May SSC meeting before final approval.

6. SPSA Approval: The SSC endorses the finalized SPSA, signifying collective support and alignment with the school's mission.

Through this inclusive process, Ramona Elementary ensures diverse educational partner involvement contribute to a well-informed SPSA, enhancing student achievement and overall success.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

The required needs assessment at Ramona Elementary has identified several resource inequities, as described below:

1. Substitutes: Certificated shortage of substitutes has disrupted the continuity of instruction and has put additional strain on the principal, counselor, and other staff members who have had to step in to ensure student learning and safety. The lack of available substitutes hinders the ability to provide consistent instruction and support to students. Also, classified substitutes have been a challenge throughout the year, with inadequate availability to cover different positions within the school, especially campus supervisors and para educators.

2. Challenges with Hotspots and WiFi Connectivity: Although the district has prioritized providing hotspots to address the technology gap, students still face challenges with connectivity. Some areas within the Ramona area have limited Wi-Fi coverage, making it difficult for students to connect reliably to online learning platforms. This issue further compounds the existing inequities and negatively impacts students' ability to participate fully complete assignments that require Wi-Fi connectivity. These include Canvas Homework, Lexia, St-Math, Myon/Epic Reading, and Rosetta Stone.

Addressing these resource inequities is crucial to ensure that all students at Ramona Elementary have equal opportunities to succeed academically and access the necessary resources for their educational growth.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Students at Ramona continue to be in the red in English Language Arts. To address this low performance and improve student outcomes, teachers will analyze data such as Star Reading and formative assessments aligned to standards to support and emphasize first instruction and MTSS needs. The DLI TOSA will work directly with new teachers and grade level teams to understand and implement BUF units. The DLI TOSA will also model lessons based on teacher need. The TOSA and teachers will also observe model classrooms implementing the BUFs. Additionally, we have an ISP working with 3rd-5th grade students in a small group intervention setting focused on targeted standards skills identified through assessment results from the Sonday program. These student groups rotate every 6-8 weeks, depending on the student progress made. Title I funds will be used to support data analysis and assessment efforts to identify students in need of intervention, monitor their progress, and adjust instructional strategies as needed.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Currently, at Ramona, our student groups in red in ELA and Mathematics are English learners, Hispanic, homeless, socioeconomically disadvantaged, and students with disabilities. As a school, we will focus on strategies to support students in this area. This will include teachers working directly with the principal to identify essential standards, and create unit plans for the essential standards. Unit plans will include formative assessments, monitoring of mastery of standard, teaching strategies used, intervention plans, enrichment plans, and summative assessment. Additionally, we will partner with the Math TOSA to provide full day trainings to our teachers and focus on areas of need as determined by SBAC and local data.

Title I funds will be used to provide this additional instructional support to students who are struggling academically. This might include small group instruction or specialized programs tailored to meet the needs of individual students. In addition, we need to ensure that our Hispanic students have the benefit of culturally proficient teaching practices and that they see themselves in the materials we purchase as a site. Our ORC connects socio-economically disadvantaged families with community services so that they can assure their basic needs are met in order to better be able to support their children's educations. The academic and social-emotional needs of our students with disabilities will be addressed through their IEPs and with frequent monitoring.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Implementation of BUF units continues to be a focus for our school as well as ensuring that teachers work with the DLI TOSA so that Tier 1 instruction is at grade level for all students. We will hire a paraeducator to push into classrooms and support English Learners during the first instruction and support with grade-level reading, writing, listening, and speaking.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Ramona Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%		0	
African American	%	0%	%		0	
Asian	%	0.17%	0.18%		1	1
Filipino	%	0%	%		0	
Hispanic/Latino	99.80%	99.83%	99.82%	507	578	569
Pacific Islander	%	0%	%		0	
White	0.20%	0%	%	1	0	
Multiple/No Response	%	0%	%		0	
			Total Enrollment	508	579	570

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	94	155	92
Grade 1	89	72	93
Grade 2	89	94	70
Grade3	80	94	93
Grade 4	80	86	90
Grade 5	76	78	86
Total Enrollment	508	579	570

Conclusions based on this data:

The student population at Ramona School is predominantly Hispanic/Latino, making up 99% of our total enrollment. However, it is important to note that this does not fully reflet the linguistic diversity of our student population. Within our Hispanic/Latino demographic group, we have a subgroup of Mixteco Indigenous students which make up approximately 10% of our enrollment. This subgroup of students often navigate a trilingual environment - Mixteco, Spanish, and English. This can present unique challenges, especially in terms of family engagement due to language barriers.

Since the majority of our students are Hispanic/Latino, any actions or activities implemented to improve student outcomes will have a significant and direct impact on this student group. It is important to understand and address

specific needs within this student population, including those of Mixteco background, to ensure equitable access to learning and sustained academic progress.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	439	507	487	79.10%	86.4%	85.4%
Fluent English Proficient (FEP)	31	27	32	13.70%	6.1%	5.6%
Reclassified Fluent English Proficient (RFEP)	21	30	25	7.3%	7.5%	5.1%

Conclusions based on this data:

The enrollment of English Language Learner (EL) students at Ramona has decreased from 85% to 80%, however, despite this decrease, EL students represent the highest percentage of the total EL population. Eighteen percent of our grade 3 - 5 students met the criteria to be reclassified as ELs and transitioned out of EL status. However, there remains a critical need to provide targeted support in all grades.

In the primary grades, especially within the Biliteracy program, the focus will be on instructional efforts to prioritize the development of strong foundational skills in reading, writing, and oral language. These skills are key to building the academic language proficiency necessary for success in both ELPAC and CAASPP assessments.

With English Language Learner Progress indicator currently in the Red Performance level on the California School Dashboard, Ramona school is committed to ensuring that Designated ELD time is focused on ELD standards that align to grade level standards and provide students opportunities to access grade level material.

School and Student Performance Data

Star Early Literacy

Ramona Elementary School											
		Less than Proficient				Proficient				Star Early Literacy Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade K	89	29	33%	8	9%	9	10%	43	48%	Level 3	759
Grade 1	92	49	53%	18	20%	9	10%	16	17%	Level 2	762
Grade 2	14	13	93%	1	7%	0	0%	0	0%	Level 1	729

Conclusions based on this data:

Kindergarten continues to show the highest percentage of students at Level 4, indicating a strong proficiency in early literacy skills. Almost half of the kindergarten students tested reached the highest proficiency level. First grade had an increase in proficiency of 6% from last year. However, first grade students dropped from 50% in level 4 as kindergartners to 17% of students reaching Level 4 as first graders. The majority of students are distributed across Levels 1 and 2, with the largest group being in Level 1. Second grade has the highest percentage of students at Level 1 (93%), however, it is important to note that only 14 second grade students were assessed. None of the second grade students tested achieved Level 4 proficiency.

We will continue implementing targeted academic interventions to enhance literacy development during regular instructional hours. Teachers and the administrator will meet at least three times per year to monitor student progress. Students not meeting the benchmark will receive interventions during MTSS. We will also work in collaboration with the DLI TOSA and work with any new teachers in the grade level to provide targeted support in this area.

The data indicates varying levels of early literacy proficiency across grades K-2 at Ramona Elementary. While kindergarten students show a promising proficiency rate, there continues to be a notable decline in second grade. Tailored interventions and sustained literacy programs will be vital in addressing these disparities and improving early literacy outcomes for all students.

School and Student Performance Data

Star Reading

Ramona Elementary School											
		Less than Proficient				Proficient				Star Reading Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 2	70	37	53%	18	26%	11	16%	4	6%	Level 1	859
Grade 3	52	30	58%	11	21%	9	17%	2	4%	Level 1	921
Grade 4	93	68	73%	13	14%	10	11%	2	2%	Level 1	921
Grade 5	91	60	66%	13	14%	13	14%	5	5%	Level 1	960

Conclusions based on this data:

Based on the Reading data provided for Ramona Elementary School, the following conclusions can be drawn:

Grade 4 has the highest percentage of students at Level 1 (73%), indicating a significant number of students struggling with reading proficiency. Only a small fraction (2%) achieved Level 4 proficiency. Grade 5 mirrors the trend seen in Grade 4, with a majority of students at Level 1 (66%) and only 5% reaching Level 4 proficiency. It is concerning that more than half of students at each grade level are scoring in level 1. These scores highlight the urgent need to reevaluate and adjust current instructional practices around first instruction (Tier 1). Tailored instructional strategies and early, ongoing support will be vital in addressing these reading proficiency challenges and improving literacy outcomes for all students.

To address this, Ramona will identify and implement instructional practices that focus on proficiency of essential/priority standards for each grade level in ELA. Teachers will work with admin to select essential standards (Tier 1), monitor student proficiency of essential standards, determine interventions (Tier 2), and use assessment data to determine efficacy of instructional strategies.

School and Student Performance Data

Star Math

Ramona Elementary School											
		Less than Proficient				Proficient				Star Math Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 1	90	32	36%	39	43%	15	17%	4	4%	Level 2	825
Grade 2	73	32	44%	25	34%	14	19%	2	3%	Level 1	882
Grade 3	55	29	53%	14	25%	10	18%	2	4%	Level 1	934
Grade 4	87	46	53%	31	36%	10	11%	0	0%	Level 1	961
Grade 5	91	67	74%	16	18%	8	9%	0	0%	Level 1	982

Conclusions based on this data:

Grades 1 and 3 had the highest percentage of students in proficient levels 3 and 4 (21%/22%). Grade 5 has the highest percentage of students at Level 1 (74%), indicating a significant number of students struggling with reading proficiency. With more than half of the students in 3rd - 5th grade scoring in levels 1 and 2, These scores highlight the urgent need to reevaluate and adjust current instructional practices around first instruction (Tier 1). Tailored instructional strategies and early, ongoing support will be vital in addressing these reading proficiency challenges and improving literacy outcomes for all students.

To address this, Ramona will identify and implement instructional practices that focus on student proficiency of essential/priority standards for each grade level in Mathematics Teachers will work with admin to select essential standards (Tier 1), monitor student proficiency of essential standards, determine interventions (Tier 2), and use assessment data to determine efficacy of instructional strategies.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	80	96	93	79	90	91	79	90	91	98.8	93.8	97.8
Grade 4	79	88	90	79	86	90	79	86	90	100.0	97.7	100
Grade 5	77	79	85	77	79	84	77	79	84	100.0	100.0	98.8
All Grades	236	263	268	235	255	265	235	255	265	99.6	97.0	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2352.	2341.	2341.	5.06	4.44	5.49	12.66	7.78	4.40	22.78	21.11	30.77	59.49	66.67	59.34
Grade 4	2417.	2385.	2384.	5.06	2.33	3.33	18.99	16.28	10.00	29.11	19.77	22.22	46.84	61.63	64.44
Grade 5	2431.	2450.	2406.	1.30	5.06	1.19	18.18	21.52	10.71	23.38	26.58	19.05	57.14	46.84	69.05
All Grades	N/A	N/A	N/A	3.83	3.92	3.40	16.60	14.90	8.30	25.11	22.35	24.15	54.47	58.82	64.15

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	1.27	3.33	4.40	58.23	53.33	59.34	40.51	43.33	36.26
Grade 4	6.33	3.49	4.44	69.62	54.65	48.89	24.05	41.86	46.67
Grade 5	6.49	6.33	3.57	58.44	69.62	52.38	35.06	24.05	44.05
All Grades	4.68	4.31	4.15	62.13	58.82	53.58	33.19	36.86	42.26

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	1.27	3.33	2.20	45.57	33.33	41.76	53.16	63.33	56.04
Grade 4	1.27	0.00	0.00	56.96	41.86	45.56	41.77	58.14	54.44
Grade 5	1.30	10.13	1.19	54.55	49.37	47.62	44.16	40.51	51.19
All Grades	1.28	4.31	1.13	52.34	41.18	44.91	46.38	54.51	53.96

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2.53	7.78	1.10	74.68	68.89	72.53	22.78	23.33	26.37
Grade 4	8.86	3.49	5.56	65.82	76.74	66.67	25.32	19.77	27.78
Grade 5	2.60	6.33	3.57	76.62	69.62	61.90	20.78	24.05	34.52
All Grades	4.68	5.88	3.40	72.34	71.76	67.17	22.98	22.35	29.43

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	5.06	3.33	3.30	62.03	54.44	50.55	32.91	42.22	46.15
Grade 4	3.80	4.65	3.33	73.42	70.93	70.00	22.78	24.42	26.67
Grade 5	2.60	6.33	3.57	63.64	63.29	52.38	33.77	30.38	44.05
All Grades	3.83	4.71	3.40	66.38	62.75	57.74	29.79	32.55	38.87

Conclusions based on this data:

According to the preliminary scores, the overall percentage of students at the Met or Exceeded Standards has increased in all grade levels from 2023-2024 to 2024-2025 scores. The grade that demonstrated the highest increase in the percent of students in Met or Exceeded in ELA was 5th grade going from 12% in 22-23 to 31% in 23-24; Effective strategies in ELA for 4th grade will need to be identified and shared as we had a 6% increase from previous year. It is essential to highlight that 5th grade students had 18 percent more students who met or exceeded standards from when they took test as 4th graders.

An analysis of the student cohort reveals a noteworthy advancement for our current 4th and 5th graders. Fourth grade students scores increased from 10% during their 3rd grade assessment to 19% during their 4th grade evaluation with an improvement of 9%. Our fifth grade students saw similar growth increase from 13% during their 4th-grade assessment to 31% during their 5th-grade evaluation, signifying a substantial improvement of 18%.

This data demonstrates the ongoing need for substantial efforts in enhancing Language Arts proficiency. To address this, we will established grade-level professional learning communities for educators to engage in data-driven discussions and evaluation of effective teaching strategies. This collaborative approach is essential to tailor instruction and interventions according to the diverse requirements of our students. Regular administration of formative assessments that closely resemble CAASPP question and monitor student progress, and to provide timely intervention to secure mastery are important factors in ensuring that students are working towards mastery of grade level standards.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	80	95	93	79	95	91	79	95	91	98.8	100.0	97.8
Grade 4	79	88	90	79	88	90	79	88	90	100.0	100.0	100
Grade 5	77	79	85	77	79	84	77	79	84	100.0	100.0	98.8
All Grades	236	262	268	235	262	265	235	262	265	99.6	100.0	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2363.	2364.	2364.	1.27	1.05	1.10	15.19	15.79	15.38	21.52	22.11	25.27	62.03	61.05	58.24
Grade 4	2413.	2411.	2401.	1.27	2.27	0.00	17.72	13.64	11.11	31.65	35.23	33.33	49.37	48.86	55.56
Grade 5	2414.	2441.	2389.	1.30	2.53	0.00	7.79	10.13	3.57	24.68	31.65	19.05	66.23	55.70	77.38
All Grades	N/A	N/A	N/A	1.28	1.91	0.38	13.62	13.36	10.19	25.96	29.39	26.04	59.15	55.34	63.40

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2.53	3.16	3.30	40.51	43.16	40.66	56.96	53.68	56.04
Grade 4	1.27	4.55	2.22	49.37	39.77	44.44	49.37	55.68	53.33
Grade 5	2.60	1.27	1.19	33.77	48.10	32.14	63.64	50.63	66.67
All Grades	2.13	3.05	2.26	41.28	43.51	39.25	56.60	53.44	58.49

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	5.06	3.16	3.30	55.70	57.89	62.64	39.24	38.95	34.07
Grade 4	6.33	5.68	4.44	49.37	44.32	47.78	44.30	50.00	47.78
Grade 5	0.00	3.80	0.00	50.65	49.37	36.90	49.35	46.84	63.10
All Grades	3.83	4.20	2.64	51.91	50.76	49.43	44.26	45.04	47.92

Conclusions based on this data:

Analysis of preliminary CAASPP summative data for Mathematics shows that students in grades 3-5 at Ramona Elementary scores increased overall. Student achievement outcomes between 2023-24 and 2024-25, with the total number of students who met or exceeded standards increased as follows: 3rd grade students increased from maintained at 16% to 18%, 4th grade students went from 11% to 12%, and 5th grade students went from 3% to 6%. Although we saw increase in grade level performance, a closer look at the cohort data shows a decrease in students scoring Met or Exceeded. Fourth grade students went from scoring 16% as third graders to 12% in current year of evaluation. Fifth grade students scored 11% as fourth graders and 6% in current year of evaluation.

This data demonstrates the ongoing need for substantial efforts in enhancing Mathematics proficiency. To address this, we will established grade-level professional learning communities for educators to engage in data-driven discussions and evaluation of effective teaching strategies. This collaborative approach is essential to tailor instruction and interventions according to the diverse requirements of our students. Regular administration of formative assessments that closely resemble CAASPP question and monitor student progress, and to provide timely intervention to secure mastery are important factors in ensuring that students are working towards mastery of grade level standards.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		1371.1	1368.3		1377.0	1373.6		1357.2	1356.0	0	147	121
1		1445.1	1422.5		1445.8	1434.3		1443.8	1410.2	0	62	83
2	1458.0	1454.1	1468.6	1473.0	1444.4	1460.3	1442.4	1463.3	1476.5	82	81	60
3	1482.2	1478.8	1473.8	1483.0	1477.8	1460.3	1481.0	1479.2	1486.8	67	86	76
4	1515.1	1522.1	1501.2	1504.6	1519.2	1496.6	1525.2	1524.5	1505.2	68	63	71
5	1528.1	1549.9	1519.8	1521.0	1544.5	1508.6	1534.7	1554.9	1530.5	46	51	51
All Grades										263	490	462

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		4.76	5.79		17.69	9.92		32.65	31.40		44.90	52.89		147	121
1		8.06	2.41		25.81	20.48		51.61	36.14		14.52	40.96		62	83
2	6.67	3.70	6.67	28.89	41.98	41.67	46.67	29.63	43.33	17.78	24.69	8.33	45	81	60
3	4.48	11.63	7.89	38.81	29.07	28.95	43.28	37.21	44.74	13.43	22.09	18.42	67	86	76
4	16.18	19.05	15.49	47.06	58.73	38.03	30.88	15.87	32.39	5.88	6.35	14.08	68	63	71
5	8.70	35.29	9.80	67.39	47.06	50.98	17.39	17.65	29.41	6.52	0.00	9.80	46	51	51
All Grades	9.29	11.22	7.58	45.13	33.06	27.92	34.96	31.63	35.93	10.62	24.08	28.57	226	490	462

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		6.12	6.61		20.41	13.22		26.53	30.58		46.94	49.59		147	121
1		12.90	12.05		27.42	30.12		41.94	28.92		17.74	28.92		62	83
2	22.22	12.35	20.00	40.00	30.86	25.00	33.33	33.33	41.67	4.44	23.46	13.33	45	81	60
3	16.42	31.40	17.11	47.76	30.23	27.63	29.85	17.44	32.89	5.97	20.93	22.37	67	86	76
4	30.88	49.21	26.76	45.59	41.27	46.48	19.12	3.17	15.49	4.41	6.35	11.27	68	63	71
5	32.61	49.02	25.49	60.87	47.06	50.98	4.35	3.92	11.76	2.17	0.00	11.76	46	51	51
All Grades	25.22	22.45	16.23	48.23	30.20	29.44	22.12	22.65	27.71	4.42	24.69	26.62	226	490	462

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		2.04	3.31		6.12	9.09		55.10	52.89		36.73	34.71		147	121
1		6.45	0.00		17.74	18.07		51.61	30.12		24.19	51.81		62	83
2	0.00	4.94	5.00	15.56	34.57	40.00	40.00	30.86	45.00	44.44	29.63	10.00	45	81	60
3	1.49	3.49	5.26	20.90	24.42	21.05	46.27	37.21	48.68	31.34	34.88	25.00	67	86	76
4	5.88	7.94	9.86	41.18	42.86	23.94	42.65	33.33	38.03	10.29	15.87	28.17	68	63	71
5	6.52	21.57	13.73	30.43	25.49	19.61	52.17	50.98	52.94	10.87	1.96	13.73	46	51	51
All Grades	3.54	6.12	5.41	27.88	22.24	20.13	45.13	44.29	44.81	23.45	27.35	29.65	226	490	462

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		6.12	6.61		56.46	66.94		37.41	26.45		147	121
1		32.26	24.10		59.68	63.86		8.06	12.05		62	83
2	13.33	13.58	21.67	80.00	69.14	70.00	6.67	17.28	8.33	45	81	60
3	29.85	37.21	27.63	62.69	47.67	55.26	7.46	15.12	17.11	67	86	76
4	50.00	44.44	45.07	45.59	50.79	50.70	4.41	4.76	4.23	68	63	71
5	19.57	47.06	21.57	71.74	52.94	70.59	8.70	0.00	7.84	46	51	51
All Grades	30.53	25.31	22.73	62.83	56.33	62.77	6.64	18.37	14.50	226	490	462

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		6.12	7.44		40.14	26.45		53.74	66.12		147	121
1		9.68	7.23		61.29	46.99		29.03	45.78		62	83
2	35.56	18.52	20.00	55.56	54.32	65.00	8.89	27.16	15.00	45	81	60
3	31.34	25.88	13.16	50.75	48.24	46.05	17.91	25.88	40.79	67	85	76
4	26.47	52.38	33.80	60.29	41.27	45.07	13.24	6.35	21.13	68	63	71
5	65.22	74.51	50.00	32.61	21.57	32.00	2.17	3.92	18.00	46	51	50
All Grades	37.61	25.15	18.66	50.88	44.79	41.87	11.50	30.06	39.48	226	489	461

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		2.04	2.48		67.35	55.37		30.61	42.15		147	121
1		12.90	9.64		51.61	39.76		35.48	50.60		62	83
2	6.82	3.70	1.67	59.09	61.73	85.00	34.09	34.57	13.33	44	81	60
3	0.00	5.81	0.00	47.76	39.53	51.32	52.24	54.65	48.68	67	86	76
4	7.35	6.35	4.23	61.76	80.95	54.93	30.88	12.70	40.85	68	63	71
5	6.52	23.53	17.65	78.26	68.63	54.90	15.22	7.84	27.45	46	51	51
All Grades	4.89	7.14	5.19	60.44	61.43	55.63	34.67	31.43	39.18	225	490	462

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		10.20	10.74		53.74	45.45		36.05	43.80		147	121
1		6.45	0.00		77.42	56.63		16.13	43.37		62	83
2	0.00	15.00	15.00	51.11	62.50	75.00	48.89	22.50	10.00	45	80	60
3	13.43	16.47	15.79	74.63	64.71	72.37	11.94	18.82	11.84	67	85	76
4	27.94	33.33	18.31	66.18	57.14	66.20	5.88	9.52	15.49	68	63	71
5	15.56	35.29	15.69	73.33	64.71	76.47	11.11	0.00	7.84	45	51	51
All Grades	15.56	17.21	11.90	67.11	61.68	62.34	17.33	21.11	25.76	225	488	462

Conclusions based on this data:

Preliminary ELPAC results demonstrate continued progress, specifically an increase in the number of students scoring in level 3 and level 4. During the 2024-25 school year, the percentage of students in third grade, scoring in level 3 or 4, increased from 34% to 49%, which is a 15% increase. Fourth grade increased from 29% in the 2023-24 school year to 49% in the current year of evaluation. However, our fifth grade had the most decrease, scoring 59% in the 2023-24 school year to 51% in the current evaluation year.

The data continues to show that the writing and reading domains remain an area of challenge for our school and students continue scoring in level 1 and level 2. To support improvement in this area, Ramona will focus on using/developing grade level rubrics for each of the writing genres and monitor student progression toward mastery of the standard.

School and Student Performance Data

California School Dashboard
Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
570	**95.6%**	**85.4%**	**0.4%**
Total Number of Students enrolled in Ramona Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	487	85.4%
Foster Youth	2	0.4%
Homeless	172	30.2%
Socioeconomically Disadvantaged	545	95.6%
Students with Disabilities	69	12.1%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	0	0.0%
American Indian	0	0.0%
Asian	1	0.2%
Filipino	0	0.0%
Hispanic	569	99.8%
Two or More Races	0	0.0%
Pacific Islander	0	0.0%
White	0	0.0%

Conclusions based on this data:

If current trends continue, it is projected that our enrollment for the current year will remain the same. The percentages of English Learners (EL) and students with socio-economic disadvantages (SED) are expected to remain consistent with previous years. Our strategic focus on delivering grade level, first instruction, implementing targeted interventions informed by data analysis, and offering comprehensive support services to address the holistic needs of EL and SED students, as well as foster youth, homeless students, and those with disabilities, will persist. Notably, the percentage of students with disabilities has consistently shown an upward trend in recent years. Given the significant presence of English Learners in our school, we need to adapt our instruction to meet their specific needs and consistently monitor their progress to ensure continual improvement in language acquisition. To achieve this objective, teachers will provide both Designated and Integrated English Language Development (ELD) instruction; hold students to high expectations, and provide students with high-yield academic supports.

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Red	**Chronic Absenteeism**  Yellow	**Suspension Rate**  Yellow
Mathematics  Red		
English Learner Progress  Red		

Conclusions based on this data:

Based on the data provided in the 2024 Fall Dashboard Overall Performance for All Students at Ramona Elementary School, the following conclusions can be drawn:
1. Academic Performance: The data shows that Ramona Elementary School's academic performance in English Language Arts and Mathematics is categorized as "Low" on the Dashboard. While academic performance may have increased over the past few years, significant improvement is still needed to address achievement overall.

2. English Learner Progress: The data indicates that the English Learner progress at Ramona Elementary School is also categorized as "Low" on the Dashboard. This suggests that there is room for improvement in supporting English Learners in their language development and academic progress. Additional resources and strategies are needed to enhance the progress of English Learners.
3. Academic Engagement: The data does not provide information on the graduation rate for Ramona Elementary School. However, chronic absenteeism at the school is categorized as "High" on the Dashboard. This indicates that many students with frequent absences, which can negatively impact their academic engagement and progress. Efforts have been made to address the issue of chronic absenteeism and promote regular attendance.
4. Conditions & Climate: The suspension rate at Ramona Elementary School is categorized as "Very Low" on the Dashboard. This indicates a positive aspect of the school's conditions and climate, suggesting a low incidence of disciplinary issues and suspensions. The school has been successful in maintaining a positive and safe learning environment.
In summary, while Ramona Elementary School may have experienced some increases in academic performance in language arts and mathematics, the overall achievement level is still categorized as "Low" on the Dashboard. There is a need for continued efforts to improve academic performance, particularly for English Learners. Addressing chronic absenteeism and maintaining a positive school climate support student engagement and success.

School and Student Performance Data

Academic Performance

English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
5	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Red	 Red	 No Performance Color
91.2 points below standard	96.2 points below standard	0 Students
Declined 14.1 points	Declined 13.6 points	
261 Students	236 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Red	 Red
0 Students	103.3 points below standard	92.1 points below standard
	Declined 8.4 points	Declined 13.3 points
	77 Students	249 Students

Students with Disabilities	African American	American Indian
 Red 153.6 points below standard Maintained 1.2 points 41 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color 0 Students	 Red 91.2 points below standard Declined 14.1 points 261 Students

Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Conclusions based on this data:

Based on the provided data from the 2024 Fall California School Dashboard - English Language Arts (ELA) performance, the following conclusions can be drawn:

Overall Performance:
General Performance: All students are performing 91.2 points below the standard in ELA. There was a decline in performance by 14.1 points compared to previous assessment adminsitrations.

Performance by Student Groups: English Learners performance is 96.2 points below standard. There was a decline of 13.6 points in their performance. Homeless Students performance is 103.3 points below standard. There was an decline in performance by 8.4 points. Socioeconomically Disadvantaged Students performance is 92.1 points below standard. There was a decline in performance by 13.3 points. Students with Disabilities performance is 153.6 points below standard. There was a decline in performance by 1.2 points, indicating this group faces considerable challenges.

Performance by Race/Ethnicity: Hispanic Students performance is 91.2 points below standard. There was a decline of 14.1 points in their performance. Data for other racial/ethnic groups were not available or not reported due to insufficient numbers of students.

Performance Comparisons among English Learners: Current English Learners performance is 96.2 points below standard. There was a decline 13.6 points in their performance.

The overall performance in ELA is below the state standard across most student groups, with varying degrees of performance decline. Significant declines were observed among students with disabilities indicating the need for targeted

interventions for these groups. The equity report shows that the majority of student groups fall into the lowest performance categories (Red and Orange), highlighting areas requiring urgent attention and improvement.

These conclusions indicate that while there are areas of improvement, overall performance in ELA needs significant enhancement, particularly for disadvantaged and special needs student groups.

School and Student Performance Data

Academic Performance

Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
5	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Red	 Red	 No Performance Color
96.6 points below standard	101.2 points below standard	0 Students
Declined 20.5 points	Declined 22.1 points	
261 Students	236 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Red	 Red
0 Students	103.8 points below standard	97.3 points below standard
	Declined 18.1 points	Declined 19.5 points
	77 Students	249 Students

Students with Disabilities	African American	American Indian
 Red 143.2 points below standard Declined 9.6 points 41 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color 0 Students	 Red 96.6 points below standard Declined 20.5 points 261 Students

Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Conclusions based on this data:

Based on the data provided in the 2024 Fall Dashboard Mathematics Performance for All Students/Student Group at Ramona Elementary School, the following conclusions can be drawn:

Overall Improvement: All student groups have shown an increase in performance points, indicating positive growth in mathematics proficiency.
Significant Gains: Homeless students and English-only students showed the most significant gains, with increases of 23 points and 26.4 points, respectively.
Performance Below Standard: Despite improvements, all student groups remain significantly below the standard, highlighting the need for continued focus on enhancing mathematics proficiency.

Implications for Instruction and Support:
Targeted Support: Continued targeted support and interventions are necessary to help all student groups close the gap to the standard. Emphasis should be placed on the groups with the largest deficits, such as homeless students and current English learners.

Ongoing Monitoring: Regular monitoring and assessment of student progress will be critical to ensure that the positive trends continue and that interventions are adjusted as needed to maximize effectiveness.

School and Student Performance Data

Academic Performance

English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
	
Red	No Performance Color
36.2% making progress.	making progress.
Number Students: 334 Students	Number Students: 0 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
24.3%	39.5%	1.5%	34.7%

Conclusions based on this data:

Our English Language Learners are maintaining previous levels and increased growth in maintaining growth in level 4. However, there was a decrease in progress of at least one ELPI level, from 57% to 34%. To address the decrease, we will ensure that teachers are intentional about instruction during Designated ELD time and that Integrated ELD is available throughout the day by using and implement district-adopted materials to support English Language learner growth.

Throughout the year, data chats will be conducted with teachers to monitor the progress of EL students, identify areas of need, and implement instructional strategies that support student understanding and growth. Also, hire a para educator to support EL students during core instruction and flex time.

School and Student Performance Data

Academic Engagement

Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	4	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 Yellow	 No Performance Color
17.4% Chronically Absent	14.7% Chronically Absent	0 Students
Declined 5.8	Declined 5.8	
580 Students	497 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Yellow	 Yellow
Fewer than 11 students - data not displayed for privacy	17.2% Chronically Absent	17.4% Chronically Absent
3 Students	Declined 2.4	Declined 5
	186 Students	556 Students

Students with Disabilities	African American	American Indian
 Orange 22.7% Chronically Absent Declined 11.9 75 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Asian	**Filipino**	**Hispanic**
 No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	 No Performance Color 0 Students	 Yellow 17.4% Chronically Absent Declined 5.6 579 Students
Two or More Races	**Pacific Islander**	**White**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Conclusions based on this data:

Based on the data from the 2024 Fall Dashboard on chronic absenteeism at Ramona, several conclusions can be drawn:

Overall, the percentage of students displaying chronic absenteeism declined across all subgroups. We will continue to improve attendance for all sub-groups with the team of our Outreach Specialist, Counselor, Attendance Tech, and Special Education department staff. We will continue to offer monthly attendance parties, perfect attendance class incentives, individual attendance incentives, and school counselor check-ins.

Chronic Absenteeism: Chronic absenteeism remains a significant issue across all student groups, though there has been a noticeable decline in absenteeism rates:
All Students: 17.4% chronic absenteeism, decreased by 5.8%.
English Learners: 14.7% chronic absenteeism, decreased by 5.8%.
Hispanic Students: 17.4% chronic absenteeism, decreased by 5.7%.
Homeless Students: 17.2% chronic absenteeism, decreased by 2.4%.
Socioeconomically Disadvantaged Students: 17.4% chronic absenteeism, decreased by 5%.
Students with Disabilities: 22.7% chronic absenteeism, decrease by 11.%

School and Student Performance Data

Conditions & Climate

Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	2	0	1

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 Yellow	 No Performance Color
1% suspended at least one day	1% suspended at least one day	0 Students
Increased 1%	Increased 1%	
589 Students	505 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Blue	 Orange
Fewer than 11 students - data not displayed for privacy	0% suspended at least one day	1.1% suspended at least one day
3 Students	Maintained 0%	Increased 1.1%
	188 Students	564 Students

Students with Disabilities	African American	American Indian
 Orange 2.6% suspended at least one day Increased 2.6% 76 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	 No Performance Color 0 Students	 Yellow 1% suspended at least one day Increased 1% 588 Students

Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Conclusions based on this data:

Based on the 2024 Fall Dashboard Suspension Rate data for Ramona Elementary School, the following conclusions can be drawn:

1. Overall Suspension Rate: The Suspension Rate indicator for all students is categorized as "Very Low" on the Dashboard. This indicates a very low percentage of students being suspended for at least one day. In this case, 1% of all students at Ramona Elementary School have been suspended.
2. Suspension Rate by Student Group:
   - English Learners: The suspension rate for English Learners is also classified as "Very Low" at 1%, indicating a very low percentage of English Learners being suspended.
   - Foster Youth: The suspension rate for Foster Youth is listed as "No Performance Level" due to having less than 11 students. Specific data for this student group is not available.
   - Homeless: The suspension rate for homeless students is "Very Low" at 0%, indicating that no homeless students have been suspended.
   - Socioeconomically Disadvantaged: The suspension rate for socioeconomically disadvantaged students is also classified as "Very Low" at 1.1%, indicating a very low percentage of suspensions among this student group.
   - Students with Disabilities: The suspension rate for students with disabilities is "Low" at 2.5%, indicating that 1 student with disabilities have been suspended.
3. Suspension Rate by Race/Ethnicity: The data provide suspension rates for different racial/ethnic groups. Among the available data:
   - Hispanic students have a suspension rate of 1%, classified as "Very Low."
   - The suspension rates for other racial/ethnic groups are not provided in the data as their numbers are not significant enough (one student)

Based on this data, it can be concluded that the overall suspension rate at Ramona Elementary School is very low, indicating a positive disciplinary environment. Most student groups, including English Learners, homeless students, socioeconomically disadvantaged students, and students with disabilities, have very low suspension rates. Efforts should continue to promote positive behavior and maintain a safe and inclusive school climate for all students.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student Academic Engagement and Achievement
Dramatically accelerate student academic engagement and achievement across all Oxnard populations through coherent additive approaches, essential pedagogical principles, and high-leverage practices.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1 - Student Academic Engagement and Achievement

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Foster high intellectual performance.
Strengthen instruction and student engagement.
Develop student profile-driven lesson design.
Foster multilingualism.
Use technology to enhance instruction.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	2024-25 Percentage of students scoring at Met/Exceeded Standards: PRELIMINARY DATA: 3rd grade - 14% 4th grade - 18% 5th grade - 31%	2025-26 The number of students scoring at Met/Exceeded Standards will increase by 10% in each grade level.
CAASPP Math	2024-25 Percentage of students scoring at Met/Exceeded Standards: PRELIMINARY DATA: 3rd grade - 18% 4th grade - 12% 5th grade - 6%	2025-26 The number of students scoring at Met/Exceeded Standards will increase by 10% in each grade level.
Star Early Literacy & Reading - English & Spanish Grades K - 2	Spring 2025 The percentage of students scoring At/Above the benchmark: STAR EARLY LITERACY:	2025-26 Students will demonstrate growth by moving at least one or more levels across the different bands on Star Assessment.

	K - En - 48% K - Sp - 75% 1st grade En - 18% 1st grade Sp - 47% STAR READING: 1st grade En - 33% 1st grade Sp - 86% 2nd grade En - 20% 2nd grade Sp - 60% 3rd grade En - 20% 3rd grade Sp - 56% 4th grade En - 13% 4th grade Sp - 40% 5th grade En - 20% 5th grade SP - 47%	Will increase percentage of students At/Above the benchmark (levels 3 & 4) by at least 10% in each grade level.
Star Math	Spring 2025 The percentage of students scoring At/Above the benchmark: 1st grade: 38% 2nd grade: 31% 3rd grade: 21% 4th grade: 20% 5th grade: 6%	2025-26 The percentage of students who will score At/Above the benchmark: 1st grade: 48% 2nd grade: 41% 3rd grade: 31% 4th grade: 30% 5th grade: 16%
ELPAC	2024-25 The percentage of students scoring a 3 or 4 overall: Preliminary DATA: Grade 3 4: 13% 3: 36% Grade 4 4: 8% 3: 41% Grade 5 4: 18% 3: 33%	2025-26 Decrease percentage of students scoring at level 1 and level 2 respectively. Students will demonstrate growth by moving one or two levels across the different bands.
Reclassification	2024-25 21 students reclassified as English Proficient on the ELPAC.	2025-26 The number of students scoring an overall 4 and reclassifying will increase by 10%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Staff will be provided with instructional materials, supplies, and professional development to support full implementation of district wide curriculum, enhance classroom instruction and technology and Canvas support. Graphics services will be utilized to copy/create supplemental instructional materials.	All Students English Learners Students with Disabilities	21390 LCFF 4000-4999: Books And Supplies Materials and supplies 1500 LCFF 4000-4999: Books And Supplies Refreshments and supplies for teacher PD 500 LCFF 4000-4999: Books And Supplies Computer equipment 14111 LCFF 4000-4999: Books And Supplies Warehouse Supplies 1782 LCFF 5000-5999: Services And Other Operating Expenditures Graphics Services
1.2			
1.5	A Teacher in Charge will provide administrative support to teachers and students while admin is participating in PD or off campus.	All Students	4000 LCFF 1000-1999: Certificated Personnel Salaries Teacher salary & benefits
1.6	An additional Paraeducator will provide student support.	All Students English Learners	31,833 LCFF - Intervention 2000-2999: Classified Personnel Salaries Extra hours/Salaries & Benefits
1.7	The school will implement the District Master Plan for English language learners. Teachers will support language development during designated and integrated ELD.	English Learners	District Funded 1000-1999: Certificated Personnel Salaries EL TOSA
1.9	Prop 28 funds will be used to hire an art teacher. The types and level of services will differ by grade level, and the focus will be on grade-level art standards. Additional funds will be used to cover the art teacher's salary.	All Students	133,774 Prop 28 1000-1999: Certificated Personnel Salaries Teacher salary & benefits 35950 LCFF

			1000-1999: Certificated Personnel Salaries Teacher Salary & benefits
1.11	Throughout the school year, students will participate in actual and virtual field trips that align with their grade level BUF units and the STREAM strands (Science, Technology, Reading, Engineering, Arts, and Mathematics) and support the development of the student profile.	All Students English Learners Students with Disabilities Socioeconomically Disadvantaged	5000 Title I 5800: Professional/Consulting Services And Operating Expenditures Admission fees 7356 Title I 5000-5999: Services And Other Operating Expenditures Transportation
1.12			
1.13	Through the use of Accelerated Reading (AR), EPIC, and MyOn programs, students will have the opportunity to set personalized reading goals and track their progress with teacher support.	All Students Socioeconomically Disadvantaged English Learners Students with Disabilities	3000 Title I 4000-4999: Books And Supplies Academic Incentives District Funded 5800: Professional/Consulting Services And Operating Expenditures Renaissance contract (Star/AR/myON)
1.14	The Library Media Technician will manage the library, which includes managing inventory of books, distributing and collecting textbooks and creating a schedule for classes to visit and check out books.	All Students	500 Title I 4000-4999: Books And Supplies Books, Materials and Supplies 500 Title III 4000-4999: Books And Supplies Books and Materials
1.16	Students who qualify for McKinney Vento, newcomers, foster youth and students with special education needs in the After School Program, Math Lab, and other before and after-school activities, will be prioritized in order to empower them with the tools and opportunities they need to succeed both inside and outside the classroom.	Foster Youth Homeless Students with Disabilities English Learners	ELOP 2000-2999: Classified Personnel Salaries ASP and ELOP funded positions
1.18	Provide students with individualized and personalized learning opportunities through Lexia Core5 and ST-Math software.	All Students English Learners Students with Disabilities	District Funded 5800: Professional/Consulting Services And Operating Expenditures LEXIA CORE5 and ST-Math
1.20	Use of laminator, Duplo and copy machines to make necessary copies to support instruction, as well as parent, teacher and school communication.	All Students	500 LCFF 5000-5999: Services And Other Operating Expenditures Service contracts & repairs

1.21	A district funded Literacy Teacher will provide reading intervention to address learning gaps for targeted students. One Intervention Service Provider (ISP) will be hired to provide supplemental support and intervention to identified students. A Paraeducator will work with English Language Learners in the classroom to support access to grade level materials.	All Students English Learners Socioeconomically Disadvantaged	District Funded 1000-1999: Certificated Personnel Salaries LIT Teacher salary 35153 Title I 1000-1999: Certificated Personnel Salaries ISP salary & benefits 30272 Title III 2000-2999: Classified Personnel Salaries Para educator salary & benefits-ELs
1.23	Students will have opportunities to access enrichment or intervention afterschool. This will support students who have unreliable wi-fi connection or need additional support with homework or supplemental learning programs.	All Students	ELOP 2,000 Title I 1000-1999: Certificated Personnel Salaries Teacher Extra Hours
1.26	Data will be used to target specific educational needs of developing bilinguals, foster youth and homeless students and provide appropriate support and interventions before and after school.	English Learners Foster Youth Homeless	ELOP
1.27			
1.28	To address the needs of at-risk Long-Term English Learner (LTEL) students, targeted strategies will be implemented.		District Funded 1000-1999: Certificated Personnel Salaries DLI TOSA
1.29			
1.31			

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Despite starting the school year with almost half of the staff being new to teaching or new to our school, the overall implementation of planned activities yielded positive results. Preliminary CAASPP show that we have grown in both ELA and Mathematics for grades 3rd - 5th. Students in 5th grade had an 18% increase of students meeting/exceeding the standard from last year. The DLI TOSA worked with teachers to create BUF Units to ensure implementation of units.

However, to realize a schoolwide impact, Tier 1 grade-level instruction, regular assessment/data analysis, and timely intervention must be consistent across all classrooms. This is essential to cultural and instructional shifts needed to ensure continued improvement.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This year we were unable to hire a second ISP teacher which impacted our ability to support more students. We did hire one ISP teacher, however, she began work the second half of the school year and the focus was to support students in 3rd - 5th grade. Teachers worked directly with admin to identify essential/priority standards for every grade level in ELA and Mathematics. There were no significant changes to the budget or reallocation of funds.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There are no changes to this goal. We will continue to focus on Tier 1 grade-level instruction, regular assessment/data analysis, and timely intervention.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Learning Environment and School Climate
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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2 - Learning Environment and School Climate

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Support a multi-tiered system of support (MTSS).
Foster access, equity and inclusion.
Utilize restorative practices.
Create affirming learning environment and relationships.
Maintain safe and inviting facilities and grounds.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate	2024-25 Chronic absenteeism rate 23.2%	2025-26 Decrease chronic absenteeism rate to 13.2%
Suspension Rate	2024-25 Suspension rate 1%.	2025-26 Maintain suspension rate.
Panorama Survey	2024-25 Emotional Regulation 42% 41 Self-Management 56% 60 Growth Mind Set 47% 42 Engagement 51%44	2025-26 Increase rates by the following percentages: Emotional Regulation 55% Self-Management 70% Growth Mind Set 60% Engagement 60%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

2.1	The School Comprehensive Safety Plan Committee/ Leadership and PBIS teams will monitor the Comprehensive Safety Plan and make revisions as necessary. A contract for shredding services will support maintaining student confidentiality.	All Students	500 LCFF 4000-4999: Books And Supplies Materials and supplies for school safety: Walkies-Talkies/Batteries/Safety Supplies 900 LCFF 5000-5999: Services And Other Operating Expenditures Shredding services
2.2	To ensure safety, staff and students will participate in regularly scheduled safety drills such as, fire drills, earthquake drills, lock-down drills, and school evacuation drills.	All Students	No additional cost
2.3	Campus Supervisors will ensure the safety and well-being of students by actively monitoring their behavior and providing support before, during, and after school hours.	All Students	District Funded 2000-2999: Classified Personnel Salaries Campus Assistants salaries
2.4	To encourage positive student attendance, which is important to academic success, we will implement a comprehensive system to monitor attendance, provide incentives for good attendance, and support students, parents, and staff.	All Students	500 LCFF 4000-4999: Books And Supplies Attendance Incentives
2.5	In order to create a positive and supportive environment for students, staff members will fully implement the CHAMPS and PBIS programs across all grade levels to promote positive student behavior. These programs include incentives to reinforce and reward positive behavior. Staff will participate in professional development for CHAMPS, PBIS, Trauma-Informed Care, and Restorative Justice. To ensure the effectiveness of PBIS, a PBIS Site Committee will review the Panorama Survey responses from students, parents, and staff. Based on the survey results, the committee will develop an action plan to implement with students and staff. In addition, the PBIS committee will regularly monitor student discipline data throughout the year.		District Funded 5800: Professional/Consulting Services And Operating Expenditures Professional development 500 LCFF 4000-4999: Books And Supplies Materials and Supplies (Posters, Books and other Supplies) 750 LCFF 4000-4999: Books And Supplies Student incentives
2.6	The school counselor plays a crucial role in supporting students' social-emotional and academic needs through various student groups and initiatives. In order to create a positive climate and culture that prioritizes student well-being and fosters strong relationships, the counselor will schedule classroom lessons on self-management, emotion regulation, growth mindset, and social awareness. Additionally, the counselor will provide individual or small group meetings with students,	All Students	500 LCFF 4000-4999: Books And Supplies Materials and Supplies 1500 Title I 1000-1999: Certificated Personnel Salaries Counselor Extra hours

	depending on their specific needs. Areas of need will be identified from the Panorama Survey. The counselor will: -organize and lead groups such as the Student Leadership Team and Girls Leadership development groups -facilitates field trips that align with students' goals of attaining higher education. Counselor will also provide workshops for parents after school hours to support areas of need from data collected.		District Funded 1000-1999: Certificated Personnel Salaries Counselor 500 LCFF 1000-1999: Certificated Personnel Salaries Counselor Extra hours
2.10	Health and well-being of students will be prioritized by promoting drug, alcohol, and tobacco prevention awareness through the observance of Red Ribbon Week.	All Students	500 LCFF 4000-4999: Books And Supplies Student incentives
2.12	To reinforce our school-wide expectations and promote positive social skills, we will conduct regular social skills and discipline assemblies throughout the year, as well as provide school-wide classroom lessons focused on bullying prevention.	All Students	No additional cost
2.14	Our dedicated Outreach Consultant (ORC) connects students, teachers, and families with external resources such as dental, vision, health, and social-emotional supports.	All Students	District Funded 2000-2999: Classified Personnel Salaries ORC
2.15	Our school offers a wide range of extracurricular activities, including basketball, cheer, flag football, track, and soccer, to provide students with opportunities for engagement and personal growth beyond the classroom. Our Parent-Teacher Association (PTA) collaborates with the school community to organize events, recognition programs, and fundraising initiatives that support educational programs and enhance the overall school experience.	All Students	500 PTA/PTO 5700-5799: Transfers Of Direct Costs League registrations ELOP 4000-4999: Books And Supplies Uniforms and coaches 1,000 PTA/PTO 5700-5799: Transfers Of Direct Costs Ribbons, Trophies and Award Ceremony

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Ramona welcomed 12 new teachers to its campus, six of which are new to teaching. This also meant that the PBIS committee also had new members and had to start start anew with planning and implementation. Discipline referrals to

the office were very high and the PBIS team reviewed discipline referrals and noted that there was a need for teacher and campus assistant training. The PBIS committee worked with and trained staff on levels of the discipline referrals.

Participation in scheduled safety drills and active supervision by Campus Supervisors ensured a secure environment for students and staff.

Our counselor addressed students' social-emotional needs through classroom lessons, individual or small group meetings, and leadership development groups, while the MTSS framework provided systematic support for diverse student needs. Overall, these strategies created a safe, learning environment that fostered positive social skills and academic achievement.

Ramona Elementary will remain dedicated to establishing strong foundations in social and emotional learning supports, while ensuring a safe and positive school environment for all students.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation of actions and the proposed expenditures. All activities for the most part were carried out as planned and remained aligned with the allocated budget.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Next year, we will maintain a strong focus on positive and proactive strategies to improve student behavior. Building on the work established by our PBIS committee, we will continue to reinforce and refine behavior expectations across all settings. As a result of these efforts, we anticipate a reduction in office discipline referrals. In addition, our PBIS team plans on continuing to support and collaborate with staff to develop activities that promote and improve positive and engaged student behavior.

The Ramona Elementary PBIS committee will continue to ensure equitable representation from the entire staff and more frequently analyze student discipline data to identify focus areas and provide recommendations to enhance our school's positive learning environment. We will continue recognizing student attendance and behavior, as outlined in strategy/activity 2.4 and 2.5 of the current goals.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Guidance and support to the site.
Provide strategic direction, guidance, and support focused on improving the quality of instruction, interaction, and engagement in every classroom, so that all students reach high levels of academic excellence, multilingual achievement, global competency, and healthy identity development, agency and voice.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 3 - Guidance and Support to Sites and District Departments.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Foster a culture of empowerment.
Provide professional learning and support.
Provide recognition to staff and students.
Utilize student assessment to measure student learning.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Trimester Awards	2024-25 All Trimester Awards were awarded to students.	2025-26 Maintain 100% Trimester Award Participation
ELPAC Reclassification	2024-25 Numbers of EL students that reclassified: 23	25-25 Increase the number of Reclassified English learners by 10%
Pathway to Biliteracy Recognition	24-25 34 students recognized	25-26 Increase the number of students achieving the Pathway to Biliteracy by 10%
ELPAC Assessment	2024-25 The percentage of students scoring a 3 or 4 overall: Preliminary DATA: Grade 3 4: 13% 3: 36% Grade 4 4: 8%	2025-26 Decrease percentage of students scoring at level 1 and level 2 respectively. Students will demonstrate growth by moving one or two levels across the different bands.

	3: 41% Grade 5 4: 18% 3: 33%	
Star Math	Spring 2025 The percentage of students scoring At/Above the benchmark: 1st grade: 38% 2nd grade: 31% 3rd grade: 21% 4th grade: 20% 5th grade: 6%	2025-26 The percentage of students who will score At/Above the benchmark: 1st grade: 48% 2nd grade: 41% 3rd grade: 31% 4th grade: 30% 5th grade: 16%
Star Early Literacy & Reading - English & Spanish Grades K - 2	Spring 2025 The percentage of students scoring At/Above the benchmark: STAR EARLY LITERACY: K - En - 48% K - Sp - 75% 1st grade En - 18% 1st grade Sp - 47% STAR READING: 1st grade En - 33% 1st grade Sp - 86% 2nd grade En - 20% 2nd grade Sp - 60% 3rd grade En - 20% 3rd grade Sp - 56% 4th grade En - 13% 4th grade Sp - 40% 5th grade En - 20% 5th grade SP - 47%	2025-26 Students will demonstrate growth by moving at least one or more levels across the different bands on Star Assessment. Will increase percentage of students At/Above the benchmark (levels 3 & 4) by at least 10% in each grade level.
CAASPP Math	2024-25 Percentage of students scoring at Met/Exceeded Standards: PRELIMINARY DATA: 3rd grade - 18% 4th grade - 12% 5th grade - 6%	2025-26 The number of students scoring at Met/Exceeded Standards will increase by 10% in each grade level.
CAASPP ELA	2024-25 Percentage of students scoring at Met/Exceeded Standards: PRELIMINARY DATA: 3rd grade - 14% 4th grade - 18% 5th grade - 31%	2025-26 The number of students scoring at Met/Exceeded Standards will increase by 10% in each grade level.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.2	Trimester Awards will be held to recognize students for grade-level performance and improvement. Incentives will be purchased to encourage and support academic growth, monthly attendance, and positive behavior.	All Students	LCFF 4000-4999: Books And Supplies Materials and Supplies - See Goal 1.1
3.3	Staff will be recognized weekly through the weekly bulletin to all staff for their commitment to our school's mission and vision.	All Students	4000-4999: Books And Supplies No additional cost
3.4	Students will participate in enrichment opportunities such as Battle of the Books, Mathletes, Spelling Bee (English & Spanish), Cesar Chavez Art and Writing Competition, and the African American Speech Contest.	All Students	No additional cost
3.5	Monthly meetings will be held with the Principal to take feedback and suggestions on improving the school.	English Learners Students with Disabilities Socioeconomically Disadvantaged Homeless	No additional cost
3.6	Staff will be able to take part in regular surveys asking their input about what is happening on site and what supports are necessary to improve culture, student outcomes, teacher efficacy, and student behavior, etc.	All Students	No additional cost
3.7	Students will participate in Mindset Academy/On Mission. Students will be identified by using Panorama Survey.	English Learners	1663 Title I 5800: Professional/Consulting Services And Operating Expenditures Contract
3.8	Administer the Star Reading, Math, and Early Literacy assessments to all Kindergarten to 5th-grade students. to monitor students' progress and identify areas for growth. Administer SBAC tests in English Language Arts and Math to students in grades 3-5 and the CAST test to students in grade 5, to measure standards mastery.	All Students English Learners	1140 Title I 4000-4999: Books And Supplies Materials and Supplies 500 LCFF 4000-4999: Books And Supplies Snacks for students during testing

	The ELPAC test is administered to English learners to measure language development and identify support. Data from these assessments will be analyzed throughout the year during Professional Learning Communities (PLCs). During PLC meetings, teachers will collaboratively review student performance, set goals, and design targeted instructional strategies to address students' individual needs. These PLCs will occur regularly, with outcomes and progress reviewed every three weeks, ensuring timely and focused interventions.		
3.9	Teachers will participate in PLC planning days with principal and/or Power Planning days with the DLI TOSA to develop lessons using the BUFs (Biliteracy Unit Framework). Biliteracy, Math, Science, and Technology TOSAs (Teachers on Special Assignment) will provide support and professional development in planning, instruction, unit development, and integration of educational technology tools and software.	All Students English Learners Socioeconomically Disadvantaged	4500 Title I 1000-1999: Certificated Personnel Salaries Subs for language/grade level PLC planning District Funded 1000-1999: Certificated Personnel Salaries DLI TOSA
3.11	A Reclassification Celebration will be held to acknowledge and celebrate students who reclassify according to the criteria.		District Funded 4000-4999: Books And Supplies Reclassification Medals
3.12	Teachers will have the opportunity to attend conferences and/or workshops that will help them meet the unique needs of English Language Learners students and promote their intellectual and creative growth.	All Students English Learners Students with Disabilities	1631 Title III 1000-1999: Certificated Personnel Salaries Professional Development
3.13	The School Leadership Team will participate in professional development and planning prior to the start or end of the school year.	All Students	District Funded 1000-1999: Certificated Personnel Salaries No additional cost

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Overall, most students and grade levels demonstrated improvement, especially on the CAASPP for our 3rd - 5th grade students. Key contributors to this progress include a strong emphasis on grade-level instruction and the implementation of Power Planning Days, which provided opportunities for collaborative planning with the DLI TOSA. Although these advancements are promising, we recognize that substantial work remains to ensure all students achieve proficiency. Consequently, many of the goals outlined in last year's plan will be carried forward to maintain this momentum and support continued improvement.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no significant differences between the intended implementation and the expenditures outlined for Goal 1 last year. Most planned activities were implemented as expected and remained aligned with the allocated budget.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This represents a newly established goal for the upcoming year. While these strategies and activities were previously embedded within Goal 1, they are now being designated as a separate area of focus. A baseline for outcomes will be established during the current year to track progress and inform future planning.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 4 - Family/Community Alliances for Student Success

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Create Student Profile Alliances.
Foster family engagement and support.
Provide parent/family resources.
Foster community partnerships and relationship building.
Promote higher education.
Strengthen family/community communications.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent attendance at Parent Conferences	2024-25 90% attendance	2025-26 Increase by 5%.
Parent attendance for ELAC	2024-25 Average attendance was 5 parents.	2025-26 Increase average attendance to 25 parents.
Parent attendance for Coffee with the Principal	2024-25 Average attendance was 8 parents.	2025-26 Increase average attendance to 16 parents.
Panorama Survey	2024-25 Family Efficacy 64%	2025-26 Increase parent Family Efficacy to 74%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Families will be engaged by implementing the school Parent Compact and Parent Involvement Policy.	All Students	No additional cost
4.2	Monthly parent meetings will be held to engage families, such as: Title I meetings, Coffee with the Principal, School Site Council (SSC), English Learners Advisory Committee (ELAC), Parent Teacher Association (PTA), parent workshops, and parent-teacher conferences. These meetings provide opportunities for parents to engage with the school community, stay informed about important topics, contribute to decision-making processes, and participate in workshops designed to support their involvement in their child's education.	All Students	500 Title I 2000-2999: Classified Personnel Salaries Verbal Translation
4.3	Parents will invited to participate in workshops with "Coach Al"/On Mission. Parents will focus on building community on campus, understanding parent empowerment and involvement and gain skills to feel confident in supporting their student.	English Learners	5032 Title III 5800: Professional/Consulting Services And Operating Expenditures Contract
4.4	The ORC will reach out to students and families to assess their needs and connect them with appropriate school and community services.	All Students	District Funded 2000-2999: Classified Personnel Salaries ORC
4.5	The ORC will support family nights and parent workshops. Clerical staff will provide support to families and students for events/workshops held after school. Playground aides will provide extra help at enrollment day, family nights, etc.	All Students English Learners Socioeconomically Disadvantaged Students with Disabilities	2306 Title I 2000-2999: Classified Personnel Salaries Extra hours & benefits 2300 Title I 2000-2999: Classified Personnel Salaries Extra hours & benefits 1000 Title I 2000-2999: Classified Personnel Salaries Extra hours & benefits
4.6	Parents will be invited to attend Student Study Team (SST), and Individualized Education Plan (IEP) meetings to collaboratively develop strategies and interventions that support student success.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Mixteco Translator
4.7	Parents will meet with staff regarding reclassification for English Language Learners.	English Learners	District Funded 1000-1999: Certificated Personnel Salaries No additional cost

4.8	In order to support parents in their role and strengthen their engagement in their child's education, the school offers workshops such as the Parent Project, Loving Solutions, social skills, and discipline, which provide parents with strategies and resources to enhance parenting skills and promote positive behavior in their children. Family Literature Nights and Latino Family Literacy workshops also focus on fostering a love for reading and literacy within the family. To support parents in navigating educational technology, iPad training sessions are conducted, covering applications like Lexia, ST-Math, Canvas, and Parent Square. Math Nights and STREAM Nights provide opportunities for parents to engage in hands-on activities and learn about math and science concepts alongside their children. The school collaborates with organizations like VCBH, Logrando Bienestar, MICOP, and Viviendo con Amor to suppport families. The school counselor facilitates some parent workshops.		Title I 1000-1999: Certificated Personnel Salaries Counselor extra hours-See Goal 2.6 200 LCFF 4000-4999: Books And Supplies Refreshments
4.9	Parent communication keeps parents informed and engaged in their child's education. This is done through parent-teacher conferences, Parent Square, monthly calendars, homework folders, multiple communication methods (phone calls, text messages, emails, the website), and social media platforms (Facebook, Instagram).	All Students	200 Title I 4000-4999: Books And Supplies Homework folders
4.10	The Parent-Teacher Association (PTA) at Ramona Elementary plays a vital role in promoting family engagement, facilitating communication, and conducting fundraising to support a variety of activities.	All Students	PTA/PTO Events and activities
4.11	The Custodian and Clerical Staff will support school programs and events such as Back to School Night, Talent show, promotion and parent literacy and SEL classes.	All Students	500 LCFF 2000-2999: Classified Personnel Salaries Extra hours and benefits
4.12	The school organizes several workshops and meetings throughout the year to facilitate smooth transitions. An orientation for TK/K families will be offered to provide information to families new to Ramona School. Workshops will also be offered to TK/K families throughout the year. Informational meetings are conducted to address the transition from 5th grade to middle school, including discussions on the A-G requirements for high school.	All Students	Title I 2000-2999: Classified Personnel Salaries Translators-See Goal 4.2

	Informational meetings are also held to address specific programs, such as the Biliteracy program.		
4.14	Collaborate with middle schools to transition student's expectations of social-academic opportunities and assist the transition of special needs students.	All Students	District Funded 1000-1999: Certificated Personnel Salaries No additional cost
4.15	To commemorate the accomplishments of fifth-grade students transitioning to middle school and kindergarten students moving on to first grade, Promotion Ceremonies are organized.	All Students	500 LCFF 4000-4999: Books And Supplies Materials and Supplies decorations
4.16	The school organizes key events to facilitate building strong relationships between parents and teachers: a Meet and Greet, a Back to School Night, and Open House. At Back to School Night parents are invited to visit the school, meet with their child's teacher, and receive a comprehensive overview of the curriculum, classroom expectations, and school policies. Open House is an opportunity for parents to come to their child's classroom and view student products and progress.	All Students	District Funded 1000-1999: Certificated Personnel Salaries No additional cost
4.17	Students are recognized and celebrated for their achievements through awards assemblies at the end of each trimester and parents are invited to participate in these special events.	All Students	LCFF 4000-4999: Books And Supplies See Goal 2.4
4.18	Ramona Elementary offers parent nights as part of its after-school program to provide valuable support and education to parents.	All Students	ELOP

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Ramona school considers families as the most essential partners in meeting SPSA goals. During the 2024-25 school year Ramona provided families with opportunities to connect with school and work collaboratively to ensure the success of every student. We had a high participation at our Tech Night, Movie Night, Back-to-School Night. However, there was a decrease in our participation at our ELAC meetings and our SSC meetings. Family workshops were also in low attendance. This indicates a need for a different format to hold meetings.

Parent education is offered throughout the school year by our Counselor and ORC. We are committed to making parents feel welcomed and valued on our campus. Ramona utilizes Parent Square, emails, calls, Canvas, Zoom, marquee, and monthly calendar to communicate with families.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

ELAC and SSC may benefit from holding meetings using a hybrid model. Increasing opportunities to hear from the community may also result in more interest in attending parent meetings for our families. We had a significant decrease in parent participation in our ELAC, SSC, and other parent committees/workshops. Our ORC was on leave and this had an impact on our family participation as well.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

At Ramona Elementary we are planning to improve overall parent attendance and engagement at our ELAC, SSC, PTA, Coffee with the Principal, and Parent workshops. In order to increase parent participation, we are planning to hold hybrid meetings to allow our parents the flexibility to join virtually or in person.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Transformational leadership and infrastructure
Create a coherent and sustainable districtwide infrastructure and culture to support and communicate the district's identity and strategic work on behalf of all students; facilitate strategic plan implementation; monitor progress and assess effectiveness and sustainability; and position the district as a leader in equitable and excellent education.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 5 - Transformational leadership and infrastructure

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Ensure strategic plan implementation.
Work toward schoolwide coherence.
Provide accountability and progress monitoring of implementation.
Develop human capital.
Foster communications.
Support finance and technology infrastructure.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Staff Survey	2025-26 This will be the Baseline Year to measure: Effectiveness of Leadership Communication Support with New Staff School Wide Coherence	
CAASPP ELA	2024-25 Percentage of students scoring at Met/Exceeded Standards: PRELIMINARY DATA: 3rd grade - 14% 4th grade - 18% 5th grade - 31%	2025-26 The number of students scoring at Met/Exceeded Standards will increase by 10% in each grade level.
CAASPP Math	2024-25	2025-26

	Percentage of students scoring at Met/Exceeded Standards: PRELIMINARY DATA: 3rd grade - 18% 4th grade - 12% 5th grade - 6%	The number of students scoring at Met/Exceeded Standards will increase by 10% in each grade level.
Star Early Literacy & Reading - English & Spanish Grades K - 2	Spring 2025 The percentage of students scoring At/Above the benchmark: STAR EARLY LITERACY: K - En - 48% K - Sp - 75% 1st grade En - 18% 1st grade Sp - 47% STAR READING: 1st grade En - 33% 1st grade Sp - 86% 2nd grade En - 20% 2nd grade Sp - 60% 3rd grade En - 20% 3rd grade Sp - 56% 4th grade En - 13% 4th grade Sp - 40% 5th grade En - 20% 5th grade SP - 47%	2025-26 Students will demonstrate growth by moving at least one or more levels across the different bands on Star Assessment. Will increase percentage of students At/Above the benchmark (levels 3 & 4) by at least 10% in each grade level.
Star Math	Spring 2025 The percentage of students scoring At/Above the benchmark: 1st grade: 38% 2nd grade: 31% 3rd grade: 21% 4th grade: 20% 5th grade: 6%	2025-26 The percentage of students who will score At/Above the benchmark: 1st grade: 48% 2nd grade: 41% 3rd grade: 31% 4th grade: 30% 5th grade: 16%
Reclassification	2024-25 21 students reclassified as English Proficient on the ELPAC.	2025-26 The number of students scoring an overall 4 and reclassifying will increase by 10%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	PLC/grade level collaboration days with principal focused on teaching and learning emphasis on the	All Students	Title I

	4 components of PLC (standards, assessments, intervention, and enrichment)		1000-1999: Certificated Personnel Salaries See Goal 3.9
5.2	Meet with teachers to document student progress monitoring 2-3 times a year and ensure students are provided the needed academic and social emotional support.	All Students	Title I 1000-1999: Certificated Personnel Salaries See Goal 3.9
5.3	Align staff meetings, weekly bulletins, and other meetings to the strategic plan	All Students	District Funded 1000-1999: Certificated Personnel Salaries No additional cost
5.4	Build instructional leadership capacity of staff through the work of the leadership team. *Each grade level has a representative *Provides input for planning professional development *Leads and supports the team in implementation of school mission and vision *Attends site and district wide meetings	All Students	No additional cost
5.5	Use of multiple means of communication to strengthen dissemination of and access to resources and information with and among school/district, such as: weekly bulletin, emails, ParentSquare, and Staff Meetings.	All Students	District Funded 4000-4999: Books And Supplies Parent Square contract
5.6	Provide training and onboarding to all new staff, including new teachers and ISPs. The admin team will meet with new staff monthly and promote collaboration within the grade level to allow for on-time support.		No additional cost
5.7	Site assigned Media Tech and District IT department will maintain equipment and software to support student learning through technology. Site Tech will support after school events.	All Students English Learners	District Funded 2000-2999: Classified Personnel Salaries Technology Services Tech
5.8	Conduct student support meetings including student monitoring, SST, IEP and 504 meetings to support student achievement in Tier 2 and Tier 3	All Students Students with Disabilities English Learners Socioeconomically Disadvantaged	7500 LCFF 1000-1999: Certificated Personnel Salaries Substitute teachers

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

This year, Ramona teachers participated in PLCs with the principal to focus on grade level instruction, specifically identifying essential/priority standards for their grade level and content area, and to begin work on developing unit plans for each essential standard, formative and summative assessments, intervention, and enrichment.

Looking ahead, the focus will continue to be on grade-level instruction, providing teachers the opportunity to revisit essential standards and make adjustments or re-prioritize standards where necessary.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no significant discrepancies between the planned implementation and the allocated budget; all activities were carried out as intended within the approved financial parameters.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This year, all grade levels will have identified essential standards aligned with CCSS and state assessment item specifications. Content teachers will be subbed out to work with the principal on developing unit plans for each mathematical essential standard and BUF Units.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$105,553
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$366,243.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$68,118.00
Title III	$37,435.00

Subtotal of additional federal funds included for this school: $105,553.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF	$93,583.00
LCFF - Intervention	$31,833.00
Prop 28	$133,774.00
PTA/PTO	$1,500.00

Subtotal of state or local funds included for this school: $260,690.00

Total of federal, state, and/or local funds for this school: $366,243.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	68,118	0.00
Title III	37,435	0.00
LCFF	93,583	0.00
LCFF - Intervention	31,833	0.00
Prop 28	133,774	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	93,583.00
LCFF - Intervention	31,833.00
Prop 28	133,774.00
PTA/PTO	1,500.00
Title I	68,118.00
Title III	37,435.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	226,508.00
2000-2999: Classified Personnel Salaries	68,711.00
4000-4999: Books And Supplies	47,291.00
5000-5999: Services And Other Operating Expenditures	10,538.00
5700-5799: Transfers Of Direct Costs	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	11,695.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	47,950.00
2000-2999: Classified Personnel Salaries	LCFF	500.00
4000-4999: Books And Supplies	LCFF	41,951.00
5000-5999: Services And Other Operating Expenditures	LCFF	3,182.00
2000-2999: Classified Personnel Salaries	LCFF - Intervention	31,833.00
1000-1999: Certificated Personnel Salaries	Prop 28	133,774.00
5700-5799: Transfers Of Direct Costs	PTA/PTO	1,500.00
1000-1999: Certificated Personnel Salaries	Title I	43,153.00
2000-2999: Classified Personnel Salaries	Title I	6,106.00
4000-4999: Books And Supplies	Title I	4,840.00
5000-5999: Services And Other Operating Expenditures	Title I	7,356.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	6,663.00
1000-1999: Certificated Personnel Salaries	Title III	1,631.00
2000-2999: Classified Personnel Salaries	Title III	30,272.00
4000-4999: Books And Supplies	Title III	500.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	5,032.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	329,121.00
Goal 2	7,650.00
Goal 3	9,434.00
Goal 4	12,538.00
Goal 5	7,500.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Maria G. Baro	Principal
Michelle Styring	Classroom Teacher
Alma Cherniss	Classroom Teacher
Rosy Wysong	Classroom Teacher
Fatima Jasso	Other School Staff
Ray Lupian	Parent or Community Member
Lupita Cervantes	Parent or Community Member
Florencio Hernandez	Parent or Community Member
Lilia Salazar	Parent or Community Member
Nieves Guevara	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 22, 2025.

Attested:

Principal, Maria G. Baro on 05/22/2025

SSC Chairperson, Ray Lupian on 05/22/25

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of

adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 22, 2025.

Attested:



Principal, Maria G. Baro on 05/22/2025



SSC Chairperson, Ray Lupian on 05/22/25

School Year: **2025-26**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Emilie Ritchen Elementary School	56725386110738	April 30, 2025	August 20, 2025

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Emilie Ritchen Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

☒ Schoolwide Program

Emilie Ritchen Elementary School: A Unified Vision for Student Success

Oxnard School District (OSD) has developed a comprehensive strategic plan to support the full development of our Student Profile and guide our mission and vision. The district's guiding vision—Ignite, Transform, Nurture, and Embrace—serves as the foundation for continuous improvement. At Emilie Ritchen Elementary, our school's vision and mission are closely aligned with this purpose and define the values we uphold as a learning community.

Our vision at Ritchen is to be a school community of successful, lifelong learners who embody the characteristics outlined in the OSD Student Profile. Our mission is to work collaboratively to foster responsibility, respect, and appreciation for one another, while maintaining high academic and behavioral expectations for all students and staff.

These statements reflect our unwavering commitment to the holistic development of every student. We strive to deliver an outstanding educational experience through a rigorous instructional program led by highly skilled, dedicated educators. Our school climate is warm, inclusive, and intellectually stimulating, where students are actively engaged in learning while also cultivating essential character traits. The principle of "choosing kindness" is at the heart of everything we do, shaping a safe and supportive environment for growth.

Emilie Ritchen's Theory of Action is grounded in a focused approach to increasing student achievement and engagement through productive struggle. By creating a schoolwide emphasis on using test-released questions (such as IABs, FIABs, and Star Custom assessments) as formative assessments, and by providing professional development centered on productive struggle and pacing, our teachers are empowered to design instruction that challenges students.

Utilizing the expertise of our Teachers on Special Assignment (TOSAs) and the Thinking Classrooms model, we aim to foster deeper thinking and perseverance. As a result, students will build the cognitive resilience required to tackle complex tasks and increase their capacity to productively engage with rigorous assessments.

This work aligns with Oxnard School District's Theory of Action, specifically under strategic initiative 1.2: Strengthening Instruction & Student Engagement. We are committed to implementing high-leverage, student-centered instructional approaches that accelerate achievement and amplify student voice, agency, and engagement. As part of 1.2.1, our teachers design and deliver high-quality, developmentally appropriate literacy and content instruction that is challenging, culturally responsive, and reflective of students' languages, identities, and lived experiences. Additionally, under 1.3.5, we support teachers in identifying and calendaring clear, specific, and accountable learning outcomes in each academic area.

Our academic program reflects Strategic Goal 1 of the Oxnard Empowers plan, which emphasizes academic engagement and achievement. Ritchen is focused on building strong foundations in reading, writing, and mathematics. During the 2025–26 school year, we will continue to raise academic rigor while scaffolding instruction to ensure all students master grade-level standards.

Teachers participate in ongoing professional development that equips them with high-impact strategies such as productive struggle and academic discourse. These practices are directly applied to test-released questions from state assessments, helping students become familiar with rigor and format. In literacy, students work toward their Accelerated Reader (AR) goals each trimester to improve fluency and comprehension, while writing remains a key component across all subject areas to promote critical thinking and expression.

In mathematics, teachers emphasize math oracy to help students develop the academic vocabulary and reasoning skills needed to articulate their thinking. These instructional efforts are deeply aligned with our commitment to raising achievement for all student groups. Teachers collaborate through Professional Learning Communities (PLCs) to analyze formative and summative data, identify learning goals from district-adopted curriculum, and tailor instruction to address student needs.

Technology integration is also essential to our vision for 21st-century learning. As outlined in Theory of Action 1.5: Technology, we aim for every student in grades TK–8 to develop technological fluency that allows them to learn, create, innovate, and communicate across content areas. At Ritchen, this vision is brought to life through one-to-one student devices, Promethean Boards, and other digital learning tools that increase engagement and accessibility.

Our alignment with Strategic Goal 2.1 is reflected in our multi-tiered system of supports (MTSS). We implement a structured Response to Instruction and Intervention (RtI) model, supported by the Student Success Team (SST) process. Tier I supports include high-quality core instruction and dedicated Universal Access time. Students who need additional help receive Tier II and Tier III services in small-group settings from classroom teachers, an Intervention Support Provider (ISP), and a Literacy Intervention Teacher.

Our special education programs at Ritchen include both moderate/severe and mild/moderate specialized support. The Moderate/Severe Special Day Class (SDC) offers a functional life skills curriculum emphasizing independence in communication, self-care, academics, and real-world readiness. Instruction includes task-based learning, visual supports, and tools like Unique Learning System, Imagine Learning, and Scholastic News to reinforce academic and social development. The Mild to Moderate Autism (AUT) Program is structured using the TEACCH model and incorporates visual schedules, structured routines, multimodal communication strategies, and sensory supports. Social-emotional learning and behavior support plans, including the Zones of Regulation and PBIS alignment, are embedded. Weekly collaboration among specialists and targeted professional development for paraeducators and staff ensure cohesive, individualized support for all learners.

Science instruction is a priority within our academic strand. Using TWIG Science curriculum aligned with the Next Generation Science Standards (NGSS), our teachers create hands-on, inquiry-based learning experiences. In addition, students requiring extended learning can participate in the Oxnard Scholars after-school program, which provides academic instruction, enrichment, and study skills.

Our Transitional Kindergarten (TK) program plays a critical role in preparing young learners for school success. It builds foundational academic and social-emotional skills necessary for a successful transition into kindergarten, making it an essential part of our early learning strategy.

Impact at Ritchen Elementary (Data-Driven Results)

Over the past five years, Ritchen’s leadership team has implemented a rigorous cycle of assessment, intervention, and collaborative reflection—all grounded in student learning data. The outcomes demonstrate the power of focused instructional practice and data-driven decision-making.

CAASPP ELA Performance (Overall):
2018–2019: 30% met or exceeded standard
2021–2022: 37%
2024–2025: 44% (preliminary)

This represents a 14-point increase over five years, with gains sustained and accelerated even following the pandemic.

CAASPP Math Performance (Overall):
2018–2019: 25% met standard
2021–2022: 30%
2024–2025: 38% (preliminary)

Math performance rose by 13 percentage points, supported by targeted professional development in mathematical reasoning, implementation of digital tools like ST Math, and instructional grouping. This sustained growth underscores the effectiveness of our data-informed practices, collaborative teacher culture, and commitment to equity and excellence for historically underserved student populations.

Strategic Goal 2.4 emphasizes the development of affirming learning environments that support the whole child. At Ritchen, we integrate social-emotional learning with academic instruction. Our school counselor leads a comprehensive, tiered support system based on student needs identified through the SST process.

Students receive individual or small-group counseling aligned with the American School Counselor Association (ASCA) domains: academic, social/emotional, and college/career readiness. Tier 1 support includes schoolwide initiatives and classroom SEL lessons. Tier 2 offers group counseling, while Tier 3 provides crisis intervention, short-term support, and referrals to outside agencies.

To reinforce a positive and inclusive climate, Ritchen implements Positive Behavioral Interventions and Supports (PBIS) using the STOIC model—Structure, Teach expectations, Observe and monitor, Interact positively, and Correct fluently. Our PBIS/School Safety Team analyzes discipline data and offers staff guidance to improve schoolwide systems. Weekly Eagle assemblies and monthly awards ceremonies celebrate student achievements and positive behavior.

Beyond academics and behavior, Ritchen cultivates student spirit and talent through extracurricular programs. Volleyball, basketball, and dance teams offer students opportunities for leadership, collaboration, and creative expression. One of our most celebrated groups is the Ballet Folklórico team, which performs at athletic events, awards assemblies, and ELAC meetings, showcasing cultural pride and school unity.

Family engagement is central to our school culture. Through ELAC, PTA, and SSC, and with the support of our Outreach Coordinator, we create meaningful pathways for families to participate in school life. Our Parent Involvement Policy outlines clear ways to volunteer and support classrooms and school-wide events.

To further motivate and celebrate student achievement, our PTA sponsors incentives such as the AR Carnival for students who meet ST Math and Lexia goals three times each year. These events support both academic growth and strong school-family connections.

Together, our staff, families, and community members are building a thriving and inclusive learning environment where every child is supported, challenged, and celebrated. Emilie Ritchen Elementary is proud to contribute to the district's mission and to prepare students to become resilient, innovative, and compassionate members of society.

Educational Partner Involvement

How, when, and with whom did Emilie Ritchen Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Educational partners at Emilie Ritchen Elementary School were actively involved in the development of the School Plan for Student Achievement (SPSA). Throughout the year, the School Site Council (SSC) and the English Learner Advisory Committee (ELAC) met regularly to analyze the SPSA, review progress, and ensure alignment with student needs. The SSC met to examine summative student achievement data from the 2021–22, 2022–23, and 2023–24 school years, as well as current 2024–25 data, to strategically align categorical funding with students' academic, social-emotional, and behavioral priorities.

In addition, the SSC considered input provided by school staff to guide the development of three SPSA goals and objectives: setting high academic standards in English Language Arts (ELA) and Mathematics; providing social-emotional support and fostering a positive, safe school climate; and increasing parent and family engagement. ELAC supported this work by offering recommendations to the SSC—particularly focused on enhancing parent and family involvement and strengthening English learners' language proficiency to promote academic success.

The school's Parent Teacher Association (PTA) also contributed to the development of the SPSA by aligning its budget and planned activities with the overall goals outlined in the plan. After gathering and reviewing all stakeholder input, the School Site Council formally approved the SPSA on April 30, 2025.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Due to the fact that we were unable to find a qualified employee to fill a part-time instructional para position, we were unable to run part of our Tier 1 intervention plan. We have students who have been identified as needing support with their foundational skills in ELA, and we wanted to provide some extra targeted support to them during Universal Access time within the school day. These students did receive support throughout the school day and in after-school tutoring for those who could attend. However, those who were unable to attend our tutoring sessions did not receive this extra support. We will continue to try to find someone to fill this part-time position. If we continue not to find someone, we will use our Instructional Support Provider (ISP) to provide this support.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

In the area of ELA, we had no subgroups in the red. We did, however, have our Students with Disabilities, Socioeconomically Disadvantaged, and English Learners subgroups in orange. Our goal will be to progress monitor all of these students more closely, and for those who have IEPs, we will track their growth towards their IEP goals. We will also target these students during our universal access time during Tier 1 instruction to meet their academic needs. We will refer them to before or after-school tutoring.

Additionally, for our English Learners, our goal will also be to progress monitor all of these students more closely by establishing formative SMART goals. We will also target these students during our universal access time, during their designated ELD time, and Tier 1 instruction to meet their academic needs.

In the area of mathematics, we had no groups in red. Our English Learners subgroup was the only group in orange for math. For these students, our goal will also be to progress monitor all of these students more closely by establishing formative SMART goals. We will also target these students during our universal access time and during before or after-school tutoring.

In the area of chronic absenteeism, we had no groups that were in the red. We did, however, have our Homeless and our Student with Disabilities subgroups in the orange. Therefore, improving attendance school-wide will continue to be a priority for our school. Our Tier 1 interventions will include a focus on creating a positive school culture and climate focused on promoting kindness, attendance raffles, and perfect attendance class incentives. Our Tier 2 interventions will include: weekly attendance data meetings, collaboration meetings with families, small group interventions, short-term counseling, and breakfast club with our outreach specialist. Our Tier 3 interventions will be home visits and SARB.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

In the area of ELA, our Students with Disabilities and our English Learners were the two groups that were two or more performance levels below the "All Students" performance. As stated above, we will be progress monitoring all of these students more closely by establishing formative SMART goals. We will also target these students during our universal access time during Tier 1 instruction to meet their academic needs. We will also refer them to before or after-school tutoring. In the area of mathematics, our English Learners group was two performance levels below the "all student" performance group. We will create SMART Math goals for these students and target them during our universal access time and during our before and after-school tutoring sessions.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Ongoing data from both formal and informal classroom observations conducted weekly in K through 5th grades throughout the school year assisted with the development of the goals, actions, and services highlighted throughout the School Plan for Student Achievement. Analysis of this classroom observational data highlighted the need for improved, systemic, purposeful, and evidence-based collaboration; an increased number of common formative assessment benchmarks to more closely progress monitor student achievement; an emphasis on academic writing across all core subject areas; and continued focus on integrating math oracy strategies to promote students' critical thinking and problem-solving skills in the area of Mathematics. We also plan on increasing the integration of state test released questions for the SBAC and utilizing Star custom assessments to increase the productive struggle of our students with these types of questions.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Emilie Ritchen Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%		0	
African American	1.02%	1.79%	1.62%	5	9	8
Asian	1.63%	1.99%	2.64%	8	10	13
Filipino	3.26%	2.19%	1.83%	16	11	9
Hispanic/Latino	89.00%	89.04%	88.24%	437	447	435
Pacific Islander	%	0%	%		0	
White	3.05%	3.78%	3.85%	15	19	19
Multiple/No Response	2.04%	1.2%	1.83%	10	6	9
			Total Enrollment	491	502	493

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	62	112	77
Grade 1	73	61	76
Grade 2	72	81	62
Grade3	93	71	74
Grade 4	84	92	69
Grade 5	107	85	89
Total Enrollment	491	502	493

Conclusions based on this data:

This past year, we had only one significant group of students (30 or more students) at Ritchen Elementary: Hispanic/Latino. The percentage of total enrollment for this group has remained above 88% over the past three years. Current TK through 5th grade enrollment for the 2024-25 school year is 436. This reflects a decrease of student enrollment since the 2020-21 school year. As a result, Ritchen Elementary school staff will continue to monitor changes in student enrollment and student groups and the impact these changes have on the programs and support services provided at each grade-level.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	168	170	169	31.10%	34.2%	34.3%
Fluent English Proficient (FEP)	39	25	21	9.60%	7.9%	4.3%
Reclassified Fluent English Proficient (RFEP)				17.2%		

Conclusions based on this data:

Based on analysis of English Learner enrollment at Ritchen Elementary for the past three years, 34.3% of Ritchen Elementary's total student population were English Learners. An additional 17.2% of Ritchen Elementary total student population during this time has been made up of students who have been redesignated as Reclassified Fluent English Proficient students. The sum of these two student group enrollment percentages was close to half of Ritchen Elementary's total student population over the past three years. As a result, Ritchen Elementary will continue to provide both Designated and Integrated English Language Development (ELD) to support English Learners' language proficiency skills throughout the instructional day.

School and Student Performance Data

Star Early Literacy

Emilie Ritchen Elementary School											
		Less than Proficient				Proficient				Star Early Literacy Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade K	73	25	34%	8	11%	7	10%	33	45%	Level 2	743
Grade 1	55	12	22%	18	33%	8	15%	17	31%	Level 3	807
Grade 2	20	9	45%	3	15%	4	20%	4	20%	Level 2	851

Conclusions based on this data:

Based on our spring Star window, 52% of our kindergarten students for the 2024–25 school year were performing at or above benchmark on the Star Early Literacy assessment, and an additional 13% were classified as "on watch." This indicates that, as first graders during the 2025–26 school year, this cohort should be ready to transition to the Star Reading assessment. We can anticipate significant growth from this group, provided that teachers continue to implement our schoolwide focus on Tier I instructional strategies that have consistently shown positive results.

For our current first graders, 56% were performing at or above benchmark during the 2024–25 school year. This suggests that, as second graders next year, they too will be able to take the Star Reading test, assuming continued implementation of strong first instruction practices by their teachers.

To support student success, teachers will implement evidence-based instructional strategies that clearly articulate learning goals aligned with the Common Core State Standards. Depth of Knowledge (DOK) levels will be embedded within instructional activities to increase rigor and challenge students within grade-level standards. Instruction will be scaffolded to connect students' prior knowledge and current abilities to the expectations of the standards.

Teachers will also provide immediate feedback, reteach core content based on formative assessment data, and create opportunities for student collaboration and peer modeling. All staff will maintain high expectations for student success aligned with grade-level Common Core standards.

This data also plays a critical role in helping us identify students in need of urgent support. These students will receive Tier I intervention during Universal Access (UA) time. Teachers will deliver intensive, small-group instruction to underperforming students before, during, and after school to accelerate their skill development and help close achievement gaps.

School and Student Performance Data

Star Reading

Emilie Ritchen Elementary School											
		Less than Proficient				Proficient				Star Reading Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 2	72	38	53%	12	17%	12	17%	10	14%	Level 1	881
Grade 3	48	16	33%	13	27%	16	33%	3	6%	Level 2	948
Grade 4	64	25	39%	18	28%	11	17%	10	16%	Level 1	983
Grade 5	57	13	23%	13	23%	22	39%	9	16%	Level 2	1035

Conclusions based on this data:

Based on our spring Star data, 46% of second-graders, 35% of third-graders, 53% of fourth-graders, and 33% of fifth-graders were performing at or above benchmark during the 2024–25 school year. This suggests that our third, fourth, and fifth-grade students are positioned for strong growth in the upcoming school year, provided teachers continue to implement our best first instruction practices.

Teachers will use evidence-based instructional strategies to ensure all students receive clearly articulated learning goals aligned with the Common Core State Standards. Depth of Knowledge (DOK) levels will be embedded throughout instruction to increase rigor within grade-level content. Teachers will scaffold instruction to bridge students' prior knowledge and current ability levels with grade-level expectations.

They will provide immediate feedback to students and reteach core subject matter as needed, based on formative assessment data. In addition, instruction will include opportunities for collaboration and peer modeling, all within a learning environment that maintains high expectations for student success according to Common Core standards.

This data also supports early identification of students in need of urgent intervention. These students will receive Tier I supports during Universal Access (UA) time. Teachers will provide targeted, intensive small-group instruction before, during, and after school to build foundational skills and accelerate progress for underperforming students.

School and Student Performance Data

Star Math

Emilie Ritchen Elementary School											
		Less than Proficient				Proficient				Star Math Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 1	66	12	18%	26	39%	22	33%	6	9%	Level 2	849
Grade 2	71	27	38%	18	25%	20	28%	6	8%	Level 2	896
Grade 3	45	13	29%	10	22%	17	38%	5	11%	Level 2	958
Grade 4	64	15	23%	23	36%	19	30%	7	11%	Level 2	1001
Grade 5	54	19	35%	17	31%	8	15%	10	19%	Level 2	1058

Conclusions based on this data:

Based on our spring Star Math data, 52% of first-graders, 47% of second-graders, 42% of third-graders, 44% of fourth-graders, and 31% of fifth-graders were performing at or above benchmark during the 2024–25 school year. This indicates that students across first through fifth grade are well-positioned to show significant growth in the upcoming school year, provided that teachers continue to implement evidence-based instructional practices.

Teachers will provide all students with clearly articulated learning goals aligned with the Common Core State Standards in Mathematics. Depth of Knowledge (DOK) levels will be integrated throughout instructional activities to raise rigor within grade-level content, utilizing Star Custom assessments as a formative tool. Students will be given regular opportunities to build their capacity for productive struggle with complex, standards-aligned problems.

Instruction will be scaffolded to bridge students' prior knowledge and current ability levels with grade-level expectations. Teachers will offer immediate feedback and reteach key concepts based on ongoing formative assessment data. Additionally, students will engage in collaborative learning and peer modeling activities. All staff will maintain high expectations for student success aligned with the Common Core standards for mathematics.

This data also helps us identify students who are in need of urgent support and will benefit from Tier I intervention during Universal Access (UA) time. Teachers will provide targeted, intensive small-group instruction to underperforming students before, during, and after school to strengthen foundational math skills and accelerate academic growth.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	92	69	71	90	68	71	90	68	71	97.8	98.6	100
Grade 4	80	87	63	80	86	63	80	86	63	100.0	98.9	100
Grade 5	96	77	86	96	76	85	96	76	84	100.0	98.7	98.8
All Grades	268	233	220	266	230	219	266	230	218	99.3	98.7	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2373.	2414.	2380.	8.89	16.18	14.08	16.67	27.94	15.49	21.11	25.00	25.35	53.33	30.88	45.07
Grade 4	2435.	2432.	2442.	18.75	12.79	20.63	18.75	15.12	17.46	18.75	30.23	23.81	43.75	41.86	38.10
Grade 5	2489.	2475.	2482.	16.67	14.47	21.43	30.21	26.32	20.24	17.71	22.37	22.62	35.42	36.84	35.71
All Grades	N/A	N/A	N/A	14.66	14.35	18.81	22.18	22.61	17.89	19.17	26.09	23.85	43.98	36.96	39.45

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.67	17.65	12.68	67.78	63.24	53.52	25.56	19.12	33.80
Grade 4	6.25	10.47	9.52	62.50	60.47	61.90	31.25	29.07	28.57
Grade 5	17.71	11.84	13.10	58.33	64.47	63.10	23.96	23.68	23.81
All Grades	10.53	13.04	11.93	62.78	62.61	59.63	26.69	24.35	28.44

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.67	13.24	5.63	46.67	58.82	46.48	46.67	27.94	47.89
Grade 4	8.75	5.81	9.52	58.75	61.63	66.67	32.50	32.56	23.81
Grade 5	18.75	13.16	15.48	56.25	56.58	59.52	25.00	30.26	25.00
All Grades	11.65	10.43	10.55	53.76	59.13	57.34	34.59	30.43	32.11

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	3.33	8.82	7.04	73.33	79.41	70.42	23.33	11.76	22.54
Grade 4	6.25	10.47	11.11	80.00	72.09	69.84	13.75	17.44	19.05
Grade 5	10.42	11.84	8.33	75.00	72.37	71.43	14.58	15.79	20.24
All Grades	6.77	10.43	8.72	75.94	74.35	70.64	17.29	15.22	20.64

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	8.89	7.35	8.45	55.56	75.00	66.20	35.56	17.65	25.35
Grade 4	7.50	8.14	9.52	68.75	68.60	71.43	23.75	23.26	19.05
Grade 5	10.42	14.47	17.86	68.75	59.21	67.86	20.83	26.32	14.29
All Grades	9.02	10.00	12.39	64.29	67.39	68.35	26.69	22.61	19.27

Conclusions based on this data:

An analysis of the preliminary CAASPP ELA summative data shows that students at Ritchen Elementary demonstrated meaningful growth overall. When comparing the 2024–25 scores to those from the 2023–24 school year, the percentage of students meeting or exceeding the standards increased by 7%. This upward trend reflects the effectiveness of our instructional practices and our collective commitment to academic excellence.

To sustain and build upon this growth, Ritchen Elementary teachers will continue implementing evidence-based instructional strategies that provide all students with clearly articulated learning goals aligned to the Common Core State Standards. Depth of Knowledge (DOK) levels will be embedded throughout instruction to raise rigor within grade-level standards, using SBAC released items and STAR Custom assessments as core tools for planning and formative assessment.

Teachers will scaffold instruction to bridge students' prior knowledge and current skill levels to grade-level expectations. They will offer immediate, targeted feedback and reteach essential content based on real-time formative data. Instructional activities will also include frequent opportunities for student collaboration and peer modeling. All staff will maintain high expectations for student success in English Language Arts, ensuring that instruction remains rigorous, responsive, and engaging.

In addition, underperforming students will receive Tier I interventions during Universal Access (UA) time, including intensive small-group instruction before, during, and after school. These targeted supports are designed to strengthen foundational ELA skills and accelerate student achievement across all grade levels.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	92	69	71	90	68	71	90	68	71	97.8	98.6	100
Grade 4	80	87	63	80	86	63	80	86	63	100.0	98.9	100
Grade 5	96	77	86	96	76	85	96	76	85	100.0	98.7	98.8
All Grades	268	233	220	266	230	219	266	230	219	99.3	98.7	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2381.	2414.	2403.	5.56	11.76	8.45	17.78	27.94	28.17	25.56	29.41	25.35	51.11	30.88	38.03
Grade 4	2414.	2441.	2459.	1.25	5.81	14.29	18.75	22.09	19.05	30.00	39.53	42.86	50.00	32.56	23.81
Grade 5	2456.	2442.	2460.	6.25	7.89	8.24	12.50	14.47	15.29	34.38	21.05	35.29	46.88	56.58	41.18
All Grades	N/A	N/A	N/A	4.51	8.26	10.05	16.17	21.30	20.55	30.08	30.43	34.25	49.25	40.00	35.16

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	7.78	8.82	8.45	46.67	57.35	54.93	45.56	33.82	36.62
Grade 4	5.00	6.98	15.87	45.00	54.65	50.79	50.00	38.37	33.33
Grade 5	5.21	7.89	9.41	53.13	51.32	58.82	41.67	40.79	31.76
All Grades	6.02	7.83	10.96	48.50	54.35	55.25	45.49	37.83	33.79

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	8.89	8.82	16.90	57.78	66.18	49.30	33.33	25.00	33.80
Grade 4	5.00	8.14	14.29	62.50	55.81	63.49	32.50	36.05	22.22
Grade 5	6.25	7.89	3.53	58.33	51.32	67.06	35.42	40.79	29.41
All Grades	6.77	8.26	10.96	59.40	57.39	60.27	33.83	34.35	28.77

Conclusions based on this data:

An analysis of the preliminary CAASPP Math summative data shows that students at Ritchen Elementary demonstrated significant growth overall. When comparing the 2024–25 scores to those from the 2023–24 school year, the percentage of students meeting or exceeding the standards increased by 8%. This positive trajectory reflects the impact of our focused instructional practices and our ongoing commitment to academic excellence in mathematics.

To maintain and accelerate this growth, Ritchen Elementary teachers will continue to integrate math oracy strategies into the core mathematics program. These strategies are designed to enhance students' critical thinking and mathematical reasoning. At the same time, underperforming students will receive intensive, small-group intervention before, during, and after school to strengthen foundational skills and close achievement gaps.

Classroom teachers will also implement evidence-based instructional strategies that provide all students with clearly articulated learning goals aligned to the Common Core State Standards. Depth of Knowledge (DOK) levels will be woven throughout instructional activities to deepen rigor, using SBAC released questions and STAR Custom assessments to support and inform instruction. Students will regularly engage in problem-solving that promotes productive struggle and builds perseverance.

Instruction will be scaffolded to help students connect prior knowledge and current abilities to grade-level expectations. Teachers will provide immediate, targeted feedback and reteach essential math content as needed based on formative assessment data. Instructional routines will also include collaborative learning and peer modeling opportunities, fostering a classroom culture of shared growth and high expectations.

All staff at Ritchen Elementary remain committed to supporting student success in mathematics by delivering high-quality, data-informed instruction and ensuring that every student is equipped to meet and exceed grade-level standards.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1392.6	1377.8	1380.4	1408.8	1387.0	1390.2	1354.8	1356.1	1357.4	18	36	43
1	1452.2	1434.5	1425.4	1474.9	1453.6	1442.0	1428.7	1415.1	1408.3	20	19	26
2	1479.2	1473.1	1448.1	1473.2	1484.4	1445.9	1484.9	1461.2	1449.9	20	23	19
3	1474.1	1492.6	1486.0	1471.4	1495.2	1480.4	1476.4	1489.5	1491.0	28	17	21
4	1518.0	1521.6	1509.1	1516.3	1532.2	1513.6	1519.1	1510.5	1504.0	22	28	16
5	1526.8	1549.1	1532.1	1526.8	1550.1	1536.8	1526.4	1547.5	1527.0	28	15	21
All Grades		1475.7	1463.5							136	138	146

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	5.56	0.00	0.00	38.89	33.33	27.91	22.22	33.33	44.19	33.33	33.33	27.91	18	36	43
1	10.00	10.53	7.69	40.00	15.79	15.38	35.00	42.11	50.00	15.00	31.58	26.92	20	19	26
2	10.00	8.70	5.26	55.00	47.83	42.11	25.00	30.43	31.58	10.00	13.04	21.05	20	23	19
3	3.57	5.88	4.76	32.14	64.71	52.38	42.86	23.53	23.81	21.43	5.88	19.05	28	17	21
4	18.18	21.43	12.50	40.91	42.86	62.50	40.91	35.71	12.50	0.00	0.00	12.50	22	28	16
5	14.29	46.67	19.05	42.86	40.00	47.62	35.71	13.33	33.33	7.14	0.00	0.00	28	15	21
All Grades	10.29	13.04	6.85	41.18	39.86	37.67	34.56	31.16	35.62	13.97	15.94	19.86	136	138	146

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	22.22	0.00	11.63	27.78	38.89	18.60	27.78	27.78	39.53	22.22	33.33	30.23	18	36	43
1	35.00	10.53	19.23	30.00	47.37	26.92	35.00	31.58	34.62	0.00	10.53	19.23	20	19	26
2	15.00	21.74	15.79	50.00	47.83	42.11	30.00	21.74	31.58	5.00	8.70	10.53	20	23	19
3	10.71	35.29	38.10	39.29	47.06	23.81	35.71	11.76	23.81	14.29	5.88	14.29	28	17	21
4	31.82	60.71	50.00	54.55	28.57	25.00	13.64	10.71	12.50	0.00	0.00	12.50	22	28	16
5	39.29	73.33	47.62	53.57	26.67	33.33	3.57	0.00	14.29	3.57	0.00	4.76	28	15	21
All Grades	25.74	29.71	26.71	43.38	39.13	26.71	23.53	18.84	28.77	7.35	12.32	17.81	136	138	146

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	5.56	0.00	2.33	16.67	8.33	13.95	27.78	61.11	55.81	50.00	30.56	27.91	18	36	43
1	5.00	5.26	11.54	20.00	15.79	7.69	35.00	26.32	38.46	40.00	52.63	42.31	20	19	26
2	10.00	4.35	5.26	50.00	52.17	42.11	15.00	13.04	26.32	25.00	30.43	26.32	20	23	19
3	3.57	5.88	9.52	14.29	17.65	19.05	50.00	52.94	47.62	32.14	23.53	23.81	28	17	21
4	9.09	14.29	0.00	36.36	25.00	50.00	27.27	28.57	18.75	27.27	32.14	31.25	22	28	16
5	7.14	20.00	9.52	32.14	20.00	4.76	35.71	40.00	76.19	25.00	20.00	9.52	28	15	21
All Grades	6.62	7.25	6.16	27.94	22.46	19.86	33.09	38.41	46.58	32.35	31.88	27.40	136	138	146

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	22.22	2.78	11.63	44.44	69.44	62.79	33.33	27.78	25.58	18	36	43
1	40.00	26.32	30.77	60.00	57.89	46.15	0.00	15.79	23.08	20	19	26
2	10.00	26.09	31.58	85.00	65.22	47.37	5.00	8.70	21.05	20	23	19
3	7.14	17.65	38.10	78.57	76.47	57.14	14.29	5.88	4.76	28	17	21
4	54.55	46.43	37.50	45.45	53.57	50.00	0.00	0.00	12.50	22	28	16
5	21.43	33.33	38.10	67.86	66.67	57.14	10.71	0.00	4.76	28	15	21
All Grades	25.00	23.91	28.08	64.71	64.49	54.79	10.29	11.59	17.12	136	138	146

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	22.22	5.56	4.65	44.44	52.78	53.49	33.33	41.67	41.86	18	36	43
1	26.32	21.05	0.00	68.42	57.89	69.23	5.26	21.05	30.77	19	19	26
2	15.00	34.78	5.26	80.00	52.17	73.68	5.00	13.04	21.05	20	23	19
3	32.14	35.29	28.57	53.57	52.94	47.62	14.29	11.76	23.81	28	17	21
4	36.36	60.71	50.00	59.09	35.71	31.25	4.55	3.57	18.75	22	28	16
5	67.86	93.33	57.14	28.57	6.67	23.81	3.57	0.00	19.05	28	15	21
All Grades	35.56	36.96	19.86	54.07	44.93	51.37	10.37	18.12	28.77	135	138	146

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	5.56	0.00	2.33	55.56	80.56	58.14	38.89	19.44	39.53	18	36	43
1	15.00	10.53	15.38	35.00	21.05	26.92	50.00	68.42	57.69	20	19	26
2	5.00	17.39	0.00	75.00	52.17	68.42	20.00	30.43	31.58	20	23	19
3	0.00	0.00	0.00	46.43	52.94	61.90	53.57	47.06	38.10	28	17	21
4	4.55	3.57	0.00	54.55	53.57	62.50	40.91	42.86	37.50	22	28	16
5	10.71	26.67	14.29	60.71	53.33	61.90	28.57	20.00	23.81	28	15	21
All Grades	6.62	7.97	5.48	54.41	55.80	55.48	38.97	36.23	39.04	136	138	146

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	23.53	8.33	18.60	17.65	50.00	46.51	58.82	41.67	34.88	17	36	43
1	10.00	0.00	7.69	70.00	73.68	61.54	20.00	26.32	30.77	20	19	26
2	30.00	4.35	15.79	50.00	78.26	57.89	20.00	17.39	26.32	20	23	19
3	10.71	17.65	14.29	71.43	76.47	76.19	17.86	5.88	9.52	28	17	21
4	22.73	35.71	37.50	68.18	50.00	43.75	9.09	14.29	18.75	22	28	16
5	10.71	26.67	14.29	75.00	73.33	80.95	14.29	0.00	4.76	28	15	21
All Grades	17.04	15.22	17.12	61.48	63.77	59.59	21.48	21.01	23.29	135	138	146

Conclusions based on this data:

Data from the 2024–25 school year shows an overall average score of 1497, reflecting an 18-point increase compared to the 2023–24 school year. This growth is a promising indicator of the effectiveness of our instructional practices and support structures for English Learners.

In response to these results, Ritchen Elementary will continue to prioritize both Designated and Integrated English Language Development (ELD), ensuring that all teachers and support staff are well-informed of each English Learner's

current proficiency level. All English Learners will be closely progress-monitored to determine whether they are meeting their individual learning goals, allowing for timely and targeted support when needed.

As part of a schoolwide initiative, we will also focus on strengthening students' literacy skills by increasing oracy opportunities across all grade levels. Teachers will implement proven strategies such as thinking maps, graphic organizers, word walls, and anchor charts to support vocabulary development and reading comprehension. These tools will be embedded within instruction to make academic content more accessible and meaningful for all learners.

To further support English Learners, students will regularly engage in collaborative small-group activities that promote targeted academic conversations. Teachers will provide sentence frames, visuals, and other scaffolds to help students articulate their thinking and build oral language proficiency. Through these efforts, we aim to deepen students' engagement, accelerate their language acquisition, and ensure continued growth in literacy and achievement.

School and Student Performance Data

California School Dashboard
Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
493	**83.2%**	**34.3%**	**0.2%**
Total Number of Students enrolled in Emilie Ritchen Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	169	34.3%
Foster Youth	1	0.2%
Homeless	44	8.9%
Socioeconomically Disadvantaged	410	83.2%
Students with Disabilities	125	25.4%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	8	1.6%
American Indian	0	0.0%
Asian	13	2.6%
Filipino	9	1.8%
Hispanic	435	88.2%
Two or More Races	9	1.8%
Pacific Islander	0	0.0%
White	19	3.9%

Conclusions based on this data:

Based on Dashboard Student Population data, there were a total of three significant student groups at Ritchen Elementary during the 2024-2025 school year: English Learners (28.5%), Socioeconomically Disadvantaged (83.2%), and Students with Disabilities (30.0%). In addition, there was one significant student group based on race / ethnicity during the 2024-25 school year: Hispanic (88.2%).

Based on this data, Ritchen Elementary will focus on strengthening both Integrated and Designated English Language Development (ELD) for English Learners (ELs) throughout the instructional day, while, at the same time, analyzing formative and summative student achievement data for ELs, Socioeconomically Disadvantaged, White, and Students with Disabilities student groups in order to progress monitor student achievement outcomes, identify underperforming students, and develop targeted, intensive intervention for students not meeting grade-level standards.

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	**Chronic Absenteeism**  Yellow	**Suspension Rate**  Blue
Mathematics  Yellow		
English Learner Progress  Red		

Conclusions based on this data:

Based on 2024 Dashboard Overall Performance data for all students, Ritchen Elementary will continue to focus on improving student achievement outcomes in the areas of English Language Arts and Mathematics. Our academic focus will be on:

1) Quality first instruction: utilizing strategies in the classroom that produce high results (high effect size). Our three main instructional look-fors will be: A clear focus for lessons connected to standards and outcomes; student engagement, and frequent checks for understanding.

2) Professional learning communities: the focus will be on increasing our students' opportunities to write and demonstrate oracy both in ELA and math (math oracy increases conceptual understanding, and research shows that kids who talk about their reasoning or can write it out, learn math; kids that don't, struggle), along with continuous data review using formative and summative assessments to measure our overall effectiveness in increasing the learning of all our students.

Since Overall Performance for our English Learners was in the Red, our teachers will provide both Integrated and Designated English Language Development (ELD) to improve English Learners' language proficiency skills. Additionally, our school-wide focus will be on strenghening literacy skills by increasing oracy opportunities for all of our students. Teachers will utilize proven strategies such as thinking maps, graphic organizers, word walls and anchor charts to increase the literacy skills of all our students. Teachers will also provide our English Learners with plenty of opportunities to work in collaborative small groups using targeted academic conversations. Students will also be frequently provided with sentence prompts, pictures, and visuals to assist their development of oracy.

To maintain our focus throughout the year, our theory of action will be the following: By creating a clear focus on increasing the productive struggle of our students with test released questions (IAB, FIAB, Star Custom) and providing professional development about productive struggle and pacing, using our TOSA's and their resources, then teachers will be able to teach through activities that increase the productive struggle of our students with the test-released questions.

Our teachers will also focus on Tier 1 intervention in the classroom by utilizing focused universal access time to teach and reteach small groups of students that get identified as needing some support in their foundational skills using Star benchmark results. These students will meet with the teacher in a small group setting for 15-20 minutes a day, 2-3 times a week for 2-3 week cycles. Pre and post Star custom assessments will be used to track their progress towards their individual goals and to determine if the strategies that we are using are effective.

Since Overall Performance for all students within the Dashboard indicator of Chronic Absenteeism was in the very high range, Ritchen Elementary will monitor and address daily student tardies and absences and implement effective preventative programs and incentives to increase students' positive attendance. We will focus on three tiers of supports:

Tier 1:
Maintaining and increasing a positive school culture and climate
Attendance raffles
Perfect attendance class incentives

Tier 2:
Weekly attendance meetings monitoring student attendance
Collaboration with families
Small group intervention
Short term counseling
Breakfast club with ORC

Tier 3:
Home visits
SARB

School and Student Performance Data

Academic Performance

English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	1	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 Orange	 No Performance Color
27.0 points below standard	54.4 points below standard	0 Students
Increased 3.2 points	Declined 3.3 points	
222 Students	77 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Orange
0 Students	19.3 points below standard	33.9 points below standard
	Increased 15.1 points	Maintained 1.2 points
	19 Students	192 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
74.0 points below standard	Less than 11 Students	0 Students
Increased 18.4 points	3 Students	
60 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
Less than 11 Students	Less than 11 Students	29.4 points below standard
3 Students	5 Students	Increased 5.2 points
		199 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Less than 11 Students	Less than 11 Students	Less than 11 Students
5 Students	0 Students	7 Students

Conclusions based on this data:

The data shows that 37% of our students met or exceeded standards in ELA. Based on the small percentages of all grades 3-5 students meeting or exceeding standards, including those representing English Learner, Socioeconomically Disadvantaged, Students with Disabilities significant student groups, Ritchen Elementary classroom teachers will continue to implement evidence-based instructional practices in order to provide all students clearly articulated learning goals based on Common Core State Standards.

Our English Learners, Students with Disabilities and our Socioeconomically Disadvantaged subgroups were in the Orange. Therefore, to increase student achievement for English Learners in the area of English Language Arts, teachers will provide both Integrated and Designated English Language Development (ELD) to improve English Learners' language proficiency skills. Additionally, our school wide focus will be on increasing the literacy skills by increasing oracy opportunities for all of our students. Teachers will utilize proven strategies such as thinking maps, graphic organizers, word walls and anchor charts to increase the literacy skills of all our students. Teachers will also provide our English Learners with plenty of opportunities to work in collaborative small groups using targeted academic conversations. Students will also be frequently provided with sentence prompts, pictures, and visuals to assist their development of oracy.

For Students with Disabilities, teachers will continue to scaffold standards-based instruction to connect students' prior knowledge and current ability levels to grade-level standard expectations. For Socioeconomically Disadvantaged students, teachers will continue to integrate depths of knowledge levels throughout instructional activities to increase rigor within grade-level standards; provide immediate feedback; reteach core subject matter based on formative assessment data; provide opportunities for student collaboration and peer modeling; and promote high expectations for student success on grade-level Common Core State Standards.

School and Student Performance Data

Academic Performance

Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	3	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 Orange	 No Performance Color
40.4 points below standard	63.6 points below standard	0 Students
Increased 9.6 points	Declined 3.0 points	
222 Students	77 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
0 Students	43.8 points below standard	47.3 points below standard
	Increased 10.8 points	Increased 9.2 points
	19 Students	192 Students

Students with Disabilities	African American	American Indian
 Yellow 81.3 points below standard Increased 9.5 points 60 Students	 No Performance Color Less than 11 Students 3 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color Less than 11 Students 3 Students	 No Performance Color Less than 11 Students 5 Students	 Yellow 44.6 points below standard Increased 11.4 points 199 Students

Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students 5 Students	 No Performance Color Less than 11 Students 0 Students	 No Performance Color Less than 11 Students 7 Students

Conclusions based on this data:

Data shows that 31% of our students met or exceeded standards in Math. Based on the small percentages of all grades 3-5 students meeting or exceeding standards, including those representing English Learner, Socioeconomically Disadvantaged, Students with Disabilities significant student groups, Ritchen Elementary classroom teachers will focus on utilizing effective instructional strategies to increase math oracy throughout the instructional core Mathematics program to build students' critical thinking skills, while, at the same time, providing underperforming students intensive, small group intervention before, during, and after school.

Our English Learners subgroup was the only group in orange. Therefore, to increase student achievement for English Learners, teachers will provide opportunities for student collaboration and peer modeling to build English Learners' oral and written language skills and academic vocabulary in the area of Mathematics.

For Students with Disabilities, teachers will continue to scaffold standards-based instruction to connect students' prior knowledge and current ability levels to grade-level standard expectations.

For Socioeconomically Disadvantaged students, teachers will continue to integrate depths of knowledge levels throughout instructional activities to increase rigor within grade-level standards; provide immediate feedback; reteach core subject matter based on formative assessment data; and promote high expectations for student success on grade-level Common Core State Standards in the area of Mathematics.

School and Student Performance Data

Academic Performance

English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
	
Red	No Performance Color
39.8% making progress.	making progress.
Number Students: 108 Students	Number Students: 0 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
17.6%	38%	0.9%	34.3%

Conclusions based on this data:

Based on this data, all EL students will be progress monitored and their progress towards their individual goals will be monitored during our weekly PLCs and staff meetings. The 19 students in the decreased level and the 37 students in the maintained ELPI Level 1, 2L, 2H, 3L, or 3H categories will be provided additional support during universal access time with small group instruction targeting their specific skills that may need additional support based on their Star formative and summative assessment results.

Additionally, Ritchen Elementary classroom teachers will continue to strengthen both Integrated and Designated English Language Development (ELD) in order to increase English Learners' language proficiency skills throughout the instructional day. Students in Kindergarten will continue to receive 30 minutes of daily Designated ELD instruction, while students in grades 1-5 will continue to receive 45 minutes of daily Designated ELD instruction. English Learners will be clustered at each grade level to enable ELD teachers to provide targeted, standards-based language proficiency instruction using district-adopted curriculum materials. ELD teachers will integrate appropriate scaffolding techniques to bridge students' current oral and written language levels in reading, writing, listening and speaking to levels more representative of language proficiency and fluency. Oral and written language supports and scaffolds will also be integrated throughout all core subject areas by classroom teachers in order to enable English Learners to access grade level subject matter.

School and Student Performance Data

Academic Engagement

Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	3	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 Yellow	 No Performance Color
30.2% Chronically Absent	33.2% Chronically Absent	0 Students
Declined 6.1	Declined 4.6	
527 Students	187 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Orange	 Yellow
Fewer than 11 students - data not displayed for privacy	31.4% Chronically Absent	31.6% Chronically Absent
1 Student	Declined 18.6	Declined 7.3
	51 Students	446 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
38.4% Chronically Absent	Fewer than 11 students - data not displayed for privacy	0 Students
Declined 8.8	7 Students	
146 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
33.3% Chronically Absent	Fewer than 11 students - data not displayed for privacy	30.5% Chronically Absent
0	10 Students	Declined 6.9
15 Students		463 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
27.3% Chronically Absent	Fewer than 11 students - data not displayed for privacy	25% Chronically Absent
0	1 Student	Increased 1.2
11 Students		20 Students

Conclusions based on this data:

Based on 2024 Dashboard Chronic Absenteeism data for all students, including those representing English Learner, Socioeconomically Disadvantaged, Students with Disabilities significant student groups, Ritchen Elementary will continue to address students' and family's challenges to attend school daily. School staff, including the Outreach Coordinator, School Counselor, Attendance Tech, and Principal, will meet regularly to monitor student attendance, identify students that are close to being identified as chronically absent, and develop and implement appropriate and meaningful supports, services, and incentives to increase students' positive attendance. School staff will provide support to families and will recommend and/or refer students or parents to Ventura County-based social services, counseling, or other community-based services or programs with the intention of offering families support to address barriers which negatively impact student attendance.

School and Student Performance Data

Conditions & Climate

Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	5

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Blue	 Blue	 No Performance Color
0.2% suspended at least one day	0.5% suspended at least one day	0 Students
Declined 0.4%	Maintained 0%	
544 Students	194 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Blue	 Blue
Fewer than 11 students - data not displayed for privacy	0% suspended at least one day	0.2% suspended at least one day
1 Student	Maintained 0%	Declined 0.5%
	56 Students	460 Students

Students with Disabilities	African American	American Indian
 Blue	 No Performance Color	 No Performance Color
0% suspended at least one day	Fewer than 11 students - data not displayed for privacy	0 Students
Maintained 0%	8 Students	
150 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Blue
0% suspended at least one day	Fewer than 11 students - data not displayed for privacy	0.2% suspended at least one day
15 Students	10 Students	Declined 0.4%
		478 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
0% suspended at least one day	Fewer than 11 students - data not displayed for privacy	0% suspended at least one day
11 Students	1 Student	Maintained 0%
		21 Students

Conclusions based on this data:

Based on 2024 Dashboard Suspension Rate data for all students, including those representing English Learner, Socioeconomically Disadvantaged, Students with Disabilities significant student groups, Ritchen Elementary will continue its success in addressing students' behavioral needs through the implementation of a progressive discipline policy in order to minimize the need for student suspension. Classroom teachers will closely monitor and document student behavior throughout the instructional day and across a variety of contexts, including the classroom, playground, cafeteria, hallways, bathrooms, ingress, and egress. Classroom teachers will continue to maintain open lines of communication with parents to inform them of behaviors that negatively impact the safe, positive learning environment within the school. The school will communicate with Spanish-speaking parents in their primary language to ensure parents have a good understanding of their child's behavior at school. Minor infractions will be documented using a student behavior monitoring log. Major infractions will result in an office discipline referral, which will be followed up by the school principal. Consequences for student misbehavior will align to the severity of the infraction and will take into consideration the context of the infraction, the historical background of the student, as well as the students' social-emotional and academic needs. For most cases, restorative practices will be provided to address the social/emotional harm caused or created by the infraction. The discipline process will emphasize student accountability, self-reflection, and problem-solving in order to redirect student behavior and build positive outcomes with peers.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student Academic Engagement and Achievement
Dramatically accelerate student academic engagement and achievement across all Oxnard populations through coherent additive approaches, essential pedagogical principles, and high-leverage practices.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1 - Student Academic Engagement and Achievement

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Foster high intellectual performance.
Strengthen instruction and student engagement.
Develop student profile-driven lesson design.
Foster multilingualism.
Use technology to enhance instruction.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	2024-25 (preliminary) Percentage of students scoring at Met/Exceeded: All students - 44% 3rd grade - 32% 4th grade - 53% 5th grade -45%	2025-26 All students will demonstrate growth by moving one or two levels across the different bands in the SBAC and 3-5% of students will move from Nearly Met to Met/Exceeded on the SBAC in ELA.
CAASPP Math	2024-25 (preliminary) Percentage of students scoring at Met/Exceeded: All students - 39% 3rd grade - 43% 4th grade - 37% 5th grade - 37%	2025-26 All students will demonstrate growth by moving one or two levels across the different bands in the SBAC and 3-5% of students will move from Nearly Met to Met/Exceeded on the SBAC in Math.
ELPAC	2024-25 Percentage of students scoring at each level: Level 1 (Beginning Stage) - 20% Level 2 (Somewhat Developed) - 23% Level 3 (Moderately Developed) - 35%	2025-26 Decrease the percentage of students scoring at Level 1 to 15%; Decrease the percentage of students scoring at level 2 to 18%; Increase the percentage of students scoring at level 4 to 28%.

	Level 4 (Well Developed) -23%	
Star Early Literacy	2024-25 Spring Percentage of students scoring at each level: Overall: 32% At/Above Benchmark 15% On Watch 20% Intervention 33% Urgent Intervention Kinder: 45% At/Above Benchmark 10% On Watch 11% Intervention 34% Urgent Intervention First: 31% At/Above Benchmark 15% On Watch 33% Intervention 20% Urgent Intervention	2025-26 students will demonstrate growth by moving one or two levels across the different bands on Star Early Literacy and demonstrate 3-5% growth.
Star Reading Spring	2024-25 Spring Percentage of students scoring at each level: Overall: 10% At/Above Benchmark 21% On watch 19% Intervention 30% Urgent intervention Second Grade: 14% At/Above Benchmark 17% On Watch 17% Intervention 53% Urgent Intervention Third Grade: 6% At/Above Benchmark 33% On Watch 27% Intervention 33% Urgent Intervention Fourth Grade: 16% At/Above Benchmark 17% On Watch 28% Intervention 39% Urgent Intervention Fifth Grade: 16% At/Above Benchmark 39% On Watch 23% Intervention 23% Urgent Intervention	2025-26 All students will demonstrate growth by moving one or two levels across the different bands on Star Reading and demonstrate 3-5% growth.

Star Math	2024-25 Spring Percentage of students scoring at each level: Overall: 12% At/Above Benchmark 21% On watch 38% Intervention 34% Urgent intervention First: 9% At/Above Benchmark 34% On Watch 40% Intervention 17% Urgent Intervention Second: 8% At/Above Benchmark 28% On Watch 25% Intervention 38% Urgent Intervention Third: 11% At/Above Benchmark 38% On Watch 22% Intervention 29% Urgent Intervention Fourth: 11% At/Above Benchmark 30% On Watch 36% Intervention 23% Urgent Intervention Fifth: 19% At/Above Benchmark 15% On Watch 31% Intervention 35% Urgent Intervention	2025-26 All students will demonstrate growth by moving one or two levels across the different bands on Star Math and demonstrate 3-5% growth.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Staff will be provided with materials, supplies, and professional development to support full implementation of district-wide curriculum, enhance classroom instruction and technology, Canvas support, and reward students with academic incentives. TOSAs will provide professional development to our teachers to increase achievement in math and ELA oracy during tier 1 instruction. The focus will be on empowering our teachers to use the "Thinking Building Classrooms" approach to increase oracy. They will also provide professional	All Students	34,545 LCFF 4000-4999: Books And Supplies Warehouse charges, Publication Charges, Materials and Supplies, Academic Incentives, Computer Supplies and Software, and Equipment 4,000 Title I

	development in Lexia use to provide targeted interventions during the school day during UA time. In the area of ELA, we will provide additional support by: -progress monitoring to track their growth towards their goals and during PLCs. -target these students during our universal access time during Tier 1 instruction to meet their academic needs. -refer them to before or after school tutoring. -collaboratively discuss and share the impact of positive teaching strategies that are working for these students utilizing our formative and summative Star assessment data.		4000-4999: Books And Supplies Materials and Supplies District Funded 1000-1999: Certificated Personnel Salaries TOSA
1.2	The Moderate/Severe Special Day Class (SDC) at Ritchen Elementary provides a comprehensive functional life skills curriculum designed to promote independence and real-world readiness for students with significant learning needs. Instruction is highly individualized and centers around daily routines that foster growth in communication, self-care, and academic skill areas. The Mild to Moderate Autism (AUT) Program at Ritchen Elementary is built around evidence-based, structured practices that support both academic achievement and social-emotional development. Instruction follows the TEACCH model, incorporating structured teaching, predictable routines, and visual organization systems to reduce anxiety and promote independence. Weekly collaborative team meetings involving the classroom teacher, speech-language pathologist, occupational therapist, and site administrator to provide a cohesive, multidisciplinary approach to student support.	Students with Disabilities	District Funded 1000-1999: Certificated Personnel Salaries Program Managers and district provided behavior specialists No additional cost - Teacher PLC / collaboration during their regularly scheduled work day. 2500 Title I 4000-4999: Books And Supplies Imagine Learning 2,366 Title I 4000-4999: Books And Supplies Scholastic Magazine
1.3	In the area of English Language Arts (ELA), Students with Disabilities and English Learners were identified as performing two or more levels below the “All Students” group. To address these achievement gaps, Ritchen Elementary will implement a multi-tiered system of supports. This includes frequent progress monitoring to track growth toward IEP goals and collaborative data reviews during PLC meetings. Students will receive targeted instruction during Universal Access time as part of Tier 1 support, ensuring their academic needs are met within the core curriculum. To further support the academic growth and language development of English Learners (ELs), Ritchen Elementary integrates a variety of digital and print-based resources aligned with ELD standards and differentiated instruction.	Students with Disabilities English Learners Homeless Foster Youth	No additional cost - Teacher PLC / collaboration during their regularly scheduled work day. ELOP Before and after school Tutoring offered by our classroom teachers 9,619 Title III 4000-4999: Books And Supplies Books, Materials and Supplies for EL: Brainpop

	Ritchen Elementary will also implement a schoolwide focus on improving literacy through increased oracy opportunities for all students. To meet the needs of McKinney-Vento and foster youth, the school will provide additional academic and social-emotional support. Student progress will be closely monitored, with support provided through a collaborative effort involving the Outreach Resource Center (ORC), school counselor, administration, and assigned teachers.		ESL, Imagine Learning, Scholastic
1.4	Provide additional targeted assistance through Para-educators to Kindergarten to support small group classroom instruction during English Language Arts and Mathematics.	All Students	14,000 Title I 2000-2999: Classified Personnel Salaries Classified Salaries: Instructional Assistants 5,085 Title I 3000-3999: Employee Benefits Classified Benefits
1.5	All students will get an opportunity to participate in enrichment opportunities, such as field trips and the Petting Zoo.	All Students	5,000 Title I 5000-5999: Services And Other Operating Expenditures Transportation and fees 1,750 LCFF 5800: Professional/Consulting Services And Operating Expenditures Petting Zoo
1.6	Continue maintenance agreement for duplo machine and copy machines to make copies to support implementation of district adopted curriculum for all core subjects and ELD.	All Students	2,275 LCFF 5000-5999: Services And Other Operating Expenditures Duplo Machine supplies and Copy Machines maintenance agreements
1.9	Continue implementing the Accelerated Reader Program and MyON programs school-wide, while providing students access to books leveled by AR reading levels within the school library to support students' literacy skills.	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures District-wide Renaissance contract District Funded 2000-2999: Classified Personnel Salaries Library/Media Tech Salary 3,000 LCFF 4000-4999: Books And Supplies AR Rewards and Incentives

1.17	Subscriptions and Apps for iPads will be purchased to supplement instructional activities in ELA, Math, and ELD; reinforce students' literacy skills; and enhance students' involvement in the Science and Technology Strand Focus.	All Students	6,000 Title I 5800: Professional/Consulting Services And Operating Expenditures Site licenses
1.20	Continue implementing the RTI/MTSS model through the CST and SST process in order to provide Tier I, II, and III- level interventions to underperforming students in ELA and Math during Core Instruction, Universal Access, ELD, before/after school tutoring, and small group intervention from our Literacy Intervention Teacher (LIT). Also for all of our IEPs, we will need funding to pay for substitute teachers.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Literacy Intervention Teacher 27,156 LCFF - Intervention 1000-1999: Certificated Personnel Salaries ISP for added ELA intervention 6,062 LCFF - Intervention 3000-3999: Employee Benefits ISP benefits 1,000 Title I 1000-1999: Certificated Personnel Salaries Certificated Extra Hours for Help / Tutoring 225 Title I 3000-3999: Employee Benefits Certificated Staff Benefits 16,000 LCFF 1000-1999: Certificated Personnel Salaries Teacher Substitute's / Floaters for covering SST and IEPs 3,572 LCFF 3000-3999: Employee Benefits Teacher Substitute's / Floaters for covering SST and IEPs 2,001 Title I 4000-4999: Books And Supplies Materials and Supplies
1.22	The After School Program will be offered to students in grades TK-5 and will provide enrichment for students through opportunities for collaborative learning and hands-on academic activities.	All Students	ASES
1.25	A Teacher Liaison will be designated to coordinate communication with the After School Program and help the program support school needs by organizing curriculum, providing modeling,	All Students	ASES

	mentoring, and professional development for after school staff in ELA and Math.		
1.26	An art teacher and a music teacher that are shared with two other school sites will be utilized to expose all of our students to an Art program that covers media arts, folk art, painting, sculpture, photography, craft arts, create expressions and script writing along with a music program. Music and Art materials and supplies will also be purchased.	All Students	99,461 Prop 28 1000-1999: Certificated Personnel Salaries Art and Music Teacher Salaries 33,143 Prop 28 3000-3999: Employee Benefits Art and Music Teachers Benefits 3,179 Prop 28 4000-4999: Books And Supplies Music and Art Supplies
1.35			
1.36			

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

During the 2024–25 school year, Emilie Ritchen Elementary implemented a schoolwide focus on building rigor across all grade levels while scaffolding instruction to support students in accessing and mastering grade-level standards. Students were encouraged and supported in meeting their Accelerated Reader trimester goals as part of a broader effort to build literacy skills and foster a love for reading. Teachers prioritized the development of students' writing abilities across all core content areas to promote critical thinking and strengthen their readiness for state-wide summative assessments. Instructional teams also implemented Mathematical Mindset strategies and Thinking Classroom structures across grade levels to deepen students' mathematical reasoning and academic vocabulary.

Within the framework of Professional Learning Communities (PLCs), grade-level teams collaborated regularly to analyze student data from a range of formative assessments—including STAR Early Literacy, Reading, Math, CAASPP Interim Assessment Blocks, writing prompts, ELD assessments, and curriculum-embedded measures—as well as summative assessments such as CAASPP and ELPAC. This collaborative data analysis informed instructional decisions and guided the identification of priority standards. Through ongoing monitoring, teachers were able to adjust instruction and implement timely interventions. The Student Success Team (SST) process was used to identify students requiring intensive, evidence-based small group instruction, which was provided by classroom teachers, the Literacy Intervention Teacher, and the Intervention Support Provider (ISP).

These efforts yielded measurable results. Preliminary CAASPP data from spring 2025 shows that the school achieved progress on all instructional goals. English Language Arts (ELA) proficiency increased from 37% to 44%, and Math proficiency rose from 31% to 38%. This growth confirms the effectiveness of Ritchen’s data-driven instructional practices, the targeted interventions provided, and the collaborative focus on continuous improvement across content areas.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major identifed differences. Ritchen Elementary will continue to focus on building strong academic foundations for all students while being more purposeful and systemic with evidence-based teacher collaboration and instructional strategies.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

As a result of the analysis of the 2024–25 SPSA implementation and schoolwide achievement outcomes, several key adjustments have been made to strengthen the effectiveness of this goal for the upcoming 2025–26 school year. The data revealed a need for improved, systemic, and evidence-based collaboration among grade-level teams. In response, the SPSA now emphasizes more purposeful and structured collaboration within Professional Learning Communities (PLCs), with a continued focus on student data analysis, instructional alignment, and timely intervention. There will also be an increased emphasis on using common formative assessment benchmarks across grade levels to more closely monitor academic progress and guide instructional decisions throughout the year.

The 2024–25 outcomes also highlighted the importance of strengthening academic writing across all content areas and continuing to integrate Thinking Classroom strategies in both Mathematics and English Language Arts. These approaches are intended to further develop students' critical thinking, academic discourse, and problem-solving skills, which will remain a key instructional focus in 2025–26.

To support these instructional improvements, Strategy/Activity 1.1 has been updated for 2025–26 to include expanded access to professional development, instructional materials, and academic incentives. Staff will receive resources and training to support the full implementation of district-wide curriculum, enhanced technology use, Canvas integration, and student recognition systems. Teachers on Special Assignment (TOSAs) will provide professional development focused on increasing student achievement in ELA and Math, particularly through the use of "Thinking Building Classrooms" strategies to enhance oracy during Tier 1 instruction. TOSAs will also provide training in Lexia to support differentiated intervention during Universal Access (UA) time. Teachers will consistently progress monitor student growth in ELA using STAR assessments and other formative data, share effective instructional strategies in PLCs, and refer students to before- and after-school tutoring as needed to close achievement gaps.

Additionally, Strategy/Activity 1.8 has been expanded to provide targeted academic and language development support for English Learners, Students with Disabilities, foster youth, and McKinney-Vento students during the 2025–26 school year. A Multi-Tiered System of Supports (MTSS) will continue to be implemented, ensuring students who are performing two or more levels below grade level receive direct, differentiated support. This will include targeted instruction during UA time, structured small-group learning, and extended support opportunities through before- and after-school tutoring.

To enhance language access and literacy for English Learners, Ritchen Elementary will utilize a combination of research-based programs, including Imagine Learning, BrainPOP ESL, and Scholastic News Magazines. These programs offer scaffolded, high-interest content that promotes vocabulary development, comprehension, and access to academic concepts. A schoolwide emphasis on increasing oracy will continue, with teachers employing tools such as thinking maps, graphic organizers, anchor charts, and structured sentence frames to support oral language development and academic discussion in all subjects.

Students identified as McKinney-Vento or in foster care will receive additional academic and social-emotional support through coordination between classroom teachers, the Outreach Resource Center (ORC), school counselor, and administrative team. These students will be intentionally supported through small-group instruction and opportunities for structured collaboration and academic conversations, ensuring equitable access to learning.

Together, these updates to Strategies 1.1 and 1.8 for the 2025–26 school year reflect a proactive, data-driven response to student needs and ensure that all learners benefit from high-quality instruction, targeted intervention, and equitable supports aligned to academic and language development goals.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Learning Environment and School Climate
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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2 - Learning Environment and School Climate

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Support a multi-tiered system of support (MTSS).
Foster access, equity and inclusion.
Utilize restorative practices.
Create affirming learning environment and relationships.
Maintain safe and inviting facilities and grounds.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Data	2024-25 Average Daily Attendance Rate was 92%.	2025-26 Maintain or exceed the targeted 95% attendance rate.
Student Suspension Data	2024-25 A total of 1 student was suspended (suspension rate = 0.5%).	2025-26 Decrease total number of students suspended to 0 (suspension rate = 0%)
Attendance - Chronic Absenteeism Rate	2024-25 31% of all students (N=439) were chronically absent. 30% of EL students (N=125) were chronically absent. 32% of SPED students (N=132) were chronically absent.	2025-26 Reduce Chronic Absenteeism rate for all students to 26%. Reduce the Chronic Absenteeism rate for EL students to 25%. Reduce the Chronic Absenteeism rate for SPED students to 27%.
Panorama Data: Emotion Regulation	2024-25 44% of all the students that submitted responses (149) responded favorably.	2025-26 Increase the number of students that respond favorably to 49%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Attendance rates will be closely monitored, and Mini-SARB meetings will be held for students exhibiting excessive tardies or absences. A tiered system of support will be implemented to address attendance concerns and promote a positive school culture. Tier 1 interventions will focus on fostering a supportive school climate through schoolwide initiatives such as promoting kindness, implementing attendance raffles, and offering class-based incentives for perfect attendance. Tier 2 interventions will include weekly attendance data reviews, collaborative meetings with families, small group support sessions, short-term counseling, and participation in the "Breakfast Club" led by the outreach specialist to build relationships and reinforce the importance of regular attendance. Tier 3 interventions will involve home visits and formal referrals to the School Attendance Review Board (SARB) for students with ongoing chronic attendance issues. In addition, the school will closely monitor the attendance of Students with Disabilities, McKinney-Vento students, and foster youth. Individual attendance goals and incentive plans will be created for these students, and their progress will be tracked in alignment with their annual goals and objectives to ensure appropriate support and early intervention.	All Students Students with Disabilities Foster Youth Homeless	District Funded 2000-2999: Classified Personnel Salaries Outreach Coordinator Salary See goal 1.1 - Incentives
2.3	Continue implementation of the Positive Student Behavior Support (PBIS) Program to promote a safe and nurturing school learning environment throughout the school.	All Students	No additional cost
2.4	Continue Campus Supervision to ensure safety of all students.	All Students	District Funded 2000-2999: Classified Personnel Salaries 6 Campus Supervisors 500 LCFF 2000-2999: Classified Personnel Salaries Campus Supervisor Extra Help 182

			LCFF 3000-3999: Employee Benefits Classified benefits
2.5	Office and custodial staff will effectively maintain daily school operations to respond to student safety needs, monitor student attendance, and assist in documenting and filing incident reports.	All Students	1,000 LCFF 2000-2999: Classified Personnel Salaries Clerical Extra Help and Overtime 363 LCFF 2000-2999: Classified Personnel Salaries Clerical Substitutes
2.6	Students will be recognized and rewarded for positive behavior through monthly Eagle Raffle drawings and incentive-based celebrations.	All Students	See goal 1.1
2.7	All staff and students will participate in monthly emergency preparedness drills: fire, earthquake, and lock down drills, including one annual evacuation drill.	All Students	No additional cost
2.9	The PBIS Committee will monitor the Comprehensive School Safety Plan and make revisions as necessary to improve ongoing emergency disaster preparedness.	All Students	No additional cost
2.10	Ensure confidentiality of documents and information.	All Students	350 LCFF 5800: Professional/Consulting Services And Operating Expenditures Contract for shredding services- Shred-It (Cintas).
2.11	Purchase and monitor inventory of recess equipment to provide playground activities for students. Provide extracurricular activities such as sports dance programs.	All Students	500 LCFF 4000-4999: Books And Supplies Playground/PE equipment expenses
2.12	Monitor student drop off/pick up procedures and make changes as necessary to ensure student safety, reduce hazards, and alleviate traffic congestion.	All Students	250 LCFF 4000-4999: Books And Supplies Safety equipment
2.14	To support students' social-emotional learning, particularly in the area of emotion regulation, staff will implement daily classroom meetings where students have the opportunity to share news, express concerns, reflect on the day's learning, and build classroom community. As part of Tier 1 support, the school counselor will deliver developmentally appropriate core curriculum lessons in all classrooms. These lessons will focus on equipping students with practical coping strategies to manage emotions and navigate difficult situations. In addition, the	All Students Foster Youth Homeless	District Funded 1000-1999: Certificated Personnel Salaries Counselor Salary District Funded 2000-2999: Classified Personnel Salaries ORC Salary

	counselor will organize schoolwide events that promote a sense of belonging and support students' academic, social-emotional, and college and career development. For Tier 2 support, the counselor will identify students in need of additional assistance and provide small group counseling focused on building resiliency, identifying emotions, and developing coping skills. The school will also prioritize the SEL needs of McKinney-Vento and foster youth. The counselor, in collaboration with the Outreach Resource Center (ORC), administration, and classroom teachers, will closely monitor the progress and well-being of these students. The team will work closely with families to ensure students receive appropriate SEL support, as well as essential resources such as clothing, shoes, school materials, and food. Teachers will play a key role in monitoring and supporting these students during classroom meetings and day-to-day interactions. Scheduled check-ins will be conducted to ensure students' needs are being met consistently and proactively addressed throughout the school year.		
2.22			
2.24			
2.26			
2.27			
2.30			

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

During the 2024–25 school year, Ritchen Elementary implemented a wide range of strategies and activities aligned to the goal of creating and maintaining safe, affirming, equitable, and enriched culturally and linguistically sustaining multilingual learning environments that support high intellectual performance across all content areas and promote 21st century success. Instructional staff intentionally focused on fostering inclusive, student-centered classrooms where all

learners—especially multilingual students and historically underserved groups—felt represented, supported, and challenged academically.

Professional development for teachers centered on using culturally responsive teaching practices, oracy-building strategies, and integrating “Thinking Building Classrooms” into both ELA and Math to enhance student engagement and academic discourse. Teachers on Special Assignment (TOSAs) supported Tier 1 instruction by modeling lessons, coaching staff, and providing resources that empowered teachers to make instruction both rigorous and accessible. District-adopted curriculum was supplemented with digital and print-based programs such as Imagine Learning, BrainPOP ESL, and Scholastic News to support multilingual learners and ensure equitable access to complex content across disciplines.

Classroom instruction was further supported by a strong Multi-Tiered System of Supports (MTSS) model, with intervention services provided during Universal Access time and before- and after-school tutoring to meet the needs of students requiring additional academic and language support. Social-emotional learning (SEL) was embedded throughout the school day through class meetings, counselor-led lessons, and small group supports focused on emotional regulation, resilience, and fostering belonging—especially for McKinney-Vento students, foster youth, and students with disabilities.

To promote a safe and welcoming school culture, Ritchen implemented monthly recognition systems, including Eagle raffle drawings, kindness awards, and attendance incentives. Events led by the counselor and Outreach Resource Center strengthened student connection and community. Transition supports were provided to both incoming kindergarten students and outgoing fifth graders to ensure continuity of care and academic confidence at key points in their educational journey.

Overall, the implementation of these strategies resulted in measurable improvements in both academic outcomes and school climate indicators. Preliminary CAASPP data showed significant gains in proficiency across ELA and Math, while student engagement in oracy and collaborative learning improved across grade levels. These results confirm the effectiveness of the school’s intentional focus on creating equitable, enriching, and culturally sustaining environments that prepare students for long-term academic and social success.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major identified differences. Ritchen Elementary will continue to focus on building strong foundations in social and emotional learning supports, while ensuring a safe and positive school climate for all students.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on the analysis of the 2024–25 SPSA, chronic absenteeism, and suspension rate data, the Ritchen Elementary PBIS Committee will increase the frequency of discipline data reviews to identify areas of focus and provide timely recommendations to staff in order to strengthen the school’s positive learning environment. To promote positive behavior and attendance, the school will enhance its recognition systems by more frequently celebrating student success through initiatives such as Kindness Awards. This action is reflected in Strategy 2.6 of this goal. Additionally, the PBIS Committee will continue to collaborate with staff to develop and implement learning activities that reinforce schoolwide behavior expectations across all areas of the campus—including the playground, hallways, restrooms, cafeteria, and front office—as outlined in Strategy 2.3.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Guidance and support to the site.
Provide strategic direction, guidance, and support focused on improving the quality of instruction, interaction, and engagement in every classroom, so that all students reach high levels of academic excellence, multilingual achievement, global competency, and healthy identity development, agency and voice.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 3 - Guidance and Support to Sites and District Departments.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Foster a culture of empowerment.
Provide professional learning and support.
Provide recognition to staff and students.
Utilize student assessment to measure student learning.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	2024-25 (preliminary) Percentage of students scoring at Met/Exceeded: All students - 44% 3rd grade - 32% 4th grade - 53% 5th grade -45%	2025-26 All students will demonstrate growth by moving one or two levels across the different bands in the SBAC and 3-5% of students will move from Nearly Met to Met/Exceeded on the SBAC in ELA.
CAASPP Math	2024-25 (preliminary) Percentage of students scoring at Met/Exceeded: All students - 39% 3rd grade - 43% 4th grade - 37% 5th grade - 37%	2025-26 All students will demonstrate growth by moving one or two levels across the different bands in the SBAC and 3-5% of students will move from Nearly Met to Met/Exceeded on the SBAC in Math.
Professional Development for Teachers	Provided in-house PD sessions focused on Tier 1 instruction, Thinking Building Classrooms, Lexia, ST Math, ELD standards, and oracy development. TK–1st received 3 sessions each in ELA and Math. 2nd–5th participated in 4 TOSA-led	2025-26 Increase the number of grade-level-specific professional development sessions to a minimum of 5 per year in both ELA and Math, and expand offerings in digital literacy and formative assessment practices.

	sessions focused on literacy and numeracy intervention strategies.	
Student Trimester Awards	100% of classes participated in trimester award assemblies. Over 75% of students received at least one award in areas including academics, attendance, and acts of kindness. 18 students reclassified. 45 students earned medals for meeting or exceeding standards in SBAC ELA and Math.	2025-26 Maintain 100% class participation. Increase reclassified student count by 10% and SBAC achievement medal recipients by 15%.
Staff Recognition	Weekly staff celebrations were held during meetings to highlight contributions using STAR data and positive behavior supports. 3 staff were recognized with the Shining Star Award and 2 were honored with the Masons' Outstanding Educator Award.	2025-26 Expand weekly recognitions and increase Shining Star recipients to at least 5. Include recognition of classified staff and add 2 new site-level awards to promote staff morale.
Student Motivation and Data Tracking	All students in 2nd–5th grades tracked STAR scores and set personal growth goals. STAR growth was celebrated through classroom incentives and goal charts.	2025-26 Ensure 100% of 2nd–5th grade students track STAR growth goals and provide quarterly recognition for student improvement. Introduce goal-setting practices in 1st grade by spring 2026.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Ritchen's academic focus will be centered on building strong foundations in reading, writing, and mathematics. Our ongoing professional development, utilizing teachers on special assignment (TOSAs), will be focused on providing our teachers with strategies to increase the productive struggle of our students with the test released questions from the state assessments.	All Students	District Funded 1000-1999: Certificated Personnel Salaries TOSAs
3.2	As part of our commitment to fostering a culture of empowerment and continuous improvement, Ritchen Elementary actively recognizes and celebrates staff who demonstrate excellence in instruction, student engagement, and relationship-building throuigh activities such as the Shining Star Award and the Masons Award, which spotlight educators who model excellence in instruction, leadership, and student support. In addition, weekly staff meetings include dedicated time for teacher and support staff recognition, where data is used to highlight those making a positive difference in student growth and school climate.	All Students	No additional cost
3.4	A variety of assessment tools will be used to monitor student progress in Reading, Writing, Math, and English Language Development (ELD). CAASPP Interim Assessment Blocks, curriculum-	All Students	District Funded

	based unit assessments, and formative assessments such as STAR (ELA, Math, and ELD) will be implemented regularly to inform instruction and guide targeted intervention. In addition to these measures, the annual summative SBAC and ELPAC assessments will be used to evaluate overall student achievement and language proficiency. Teachers will also utilize Star Custom assessments to develop focused checks for understanding that align with specific academic standards. To further support foundational literacy development, the Sonday Program will be implemented as a multisensory, phonics-based intervention tool.		5800: Professional/Consulting Services And Operating Expenditures District-wide Renaissance contract 2,520 Title I 4000-4999: Books And Supplies Star Custom 1,988 Title I 4000-4999: Books And Supplies Sonday System
3.6	Students are empowered through formal and informal leadership roles that promote voice, responsibility, and civic engagement. The Student Eagle Leaders plays an active role in shaping schoolwide events, supporting kindness campaigns, and representing student interests at school functions. Students participate in the Superintendent Fellows and Principal Fellows programs, which provide leadership development and opportunities for student voice at the district level. Ritchen also emphasizes student ownership of the school environment through campus beautification efforts. Teachers are provided with leadership opportunities by serving as committee chairpersons for key site initiatives, including Leadership Team, PBIS, MTSS, ELAC, and academic data teams.	All Students	No additional cost.
3.7	Social-Emotional Learning (SEL) is integrated throughout classrooms, schoolwide systems, and community practices to ensure all students had access to the tools, relationships, and emotional supports needed to thrive both academically and personally. The school counselor delivered developmentally appropriate core SEL lessons to all classrooms, aligned with the American School Counselor Association (ASCA) domains of academic, social/emotional, and college/career readiness. Monthly “Eagle” awards assemblies acknowledged students for demonstrating strong character and academic effort. In addition, monthly raffles were held to celebrate random acts of kindness, with students being nominated by peers and staff for	All Students	Incentives --> See goal 1.1 No additional cost No additional cost

	showing compassion, responsibility, or helpfulness throughout the month. Tier 2 supports were provided to students identified through the Student Success Team (SST) process, teacher referrals, or behavior data. The school counselor led small group counseling sessions focused on building emotional vocabulary, developing social skills, and practicing healthy coping mechanisms. At the Tier 3 level, the school provided immediate and intensive support for students in crisis or experiencing significant emotional or behavioral challenges. The counselor worked closely with families and outside agencies to coordinate services, while also providing short-term interventions on campus to ensure student well-being and safety. The school's Positive Behavioral Interventions and Supports (PBIS) framework, structured through the STOIC model—Structure, Teach expectations, Observe and monitor, Interact positively, and Correct fluently—further supported SEL efforts by reinforcing consistent behavior expectations across campus. Special attention was given to McKinney-Vento students, foster youth, and students with disabilities. These students received wraparound support coordinated by the school counselor, Outreach Resource Center (ORC), administration, and classroom teachers.		
3.12			

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

During the 2024–25 school year, Ritchen Elementary made meaningful progress toward the goal of improving the quality of instruction, interaction, and engagement in every classroom, ensuring that all students move toward high levels of academic excellence, multilingual achievement, global competency, and healthy identity development, agency, and voice. This work was guided by a strategic focus on fostering a culture of empowerment, providing professional learning and support, recognizing staff and student success, and using assessment data to inform instruction—all of which were key identified needs aligned to this goal.

To foster a culture of empowerment, Ritchen prioritized student agency and teacher leadership. Teachers engaged in weekly Professional Learning Communities (PLCs), where they collaboratively analyzed formative and summative assessment data—including STAR Custom, CAASPP Interim Assessment Blocks, and released test questions—to identify learning gaps, adjust instruction, and design targeted supports. These data-driven practices not only

strengthened instructional quality but also empowered teachers to respond to student needs in real time, leading to greater student ownership of learning.

Professional learning played a central role in this progress. With the guidance of Teachers on Special Assignment (TOSAs), staff participated in focused training on oracy development, Thinking Building Classrooms, and the integration of academic language and digital tools to improve engagement. These high-leverage instructional strategies were embedded into daily practice, particularly for English Learners and underperforming student groups, resulting in stronger student participation and academic growth.

Recognition of staff and students was intentionally embedded throughout the school year. Teachers who demonstrated impactful instruction, strong student relationships, and data-informed practice were honored through the Shining Star Award, the Masons Award, and weekly recognitions during staff meetings. These celebrations reinforced a positive school culture and highlighted the value of collaborative, student-centered teaching. Students were also regularly recognized for their academic effort, growth, and positive behavior through Eagle assemblies and monthly kindness raffles, further promoting a safe and affirming learning environment.

The use of student assessment data to guide instruction was foundational to these efforts. Teachers relied on ongoing formative assessments to monitor learning, differentiate instruction, and assess the effectiveness of strategies. As a result of these cohesive and well-aligned practices, preliminary CAASPP scores showed a 7% increase in both English Language Arts and Mathematics proficiency—clear evidence that the strategies and systems in place were effective in driving student achievement.

Overall, the implementation of this goal was highly effective in addressing the identified needs. Ritchen will build on these successes in the 2025–26 school year by expanding professional development, deepening SEL integration, increasing opportunities for recognition, and continuing to use student data to drive equitable, high-quality instruction in every classroom.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major identified differences. Ritchen Elementary will continue to focus on building strong academic foundations for all students while being more purposeful and systemic with evidence-based teacher collaboration and instructional strategies.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on the analysis of implementation and outcomes from the 2024–25 school year, several refinements will be made to strengthen this goal in the 2025–26 SPSA. These include expanding professional development opportunities focused on SEL integration and academic discourse, increasing the frequency of staff and student recognition to further promote a culture of empowerment, and incorporating additional formative assessment checkpoints to more closely monitor student progress throughout the year. These changes are reflected in updated strategies and activities under Goal 3, specifically in Strategy 3.1 (instructional support and professional learning), Strategy 3.2 (recognition systems), and Strategy 3.4 (use of formative data to drive instruction).

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 4 - Family/Community Alliances for Student Success

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Create Student Profile Alliances.
Foster family engagement and support.
Provide parent/family resources.
Foster community partnerships and relationship building.
Promote higher education.
Strengthen family/community communications.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent attendance at Back to School Night	85% of parents attended Back to School Night.	Increase the percentage of parents attending Back to School Night to 90%.
PTA Membership	The total number of PTA Memberships was 34.	Increase the total number of PTA Memberships to 54.
Parent attendance at ELAC meetings	The average number of parents attending ELAC meetings was 6.	Increase the average number of parents attending ELAC meetings to 10.
Family Engagement and LCAP Annual Survey Results: Barriers to Engagement	75% of our parents who responded to the survey stated that their schedule was a barrier to getting more involved with the school.	Reduce the percentage of parents who cannot get involved with the school due to their schedule limitations to 50%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Continue providing essential programs, support services, and workshops (e.g., parent training and	All Students	District Funded

	education) to identified students and families. All programs/services will be held in person and via zoom. They will alternate between during the school day and in the evenings so that all parents have more opportunities to attend. As needed, we connect our families with the following support agencies: -Ventura County Behavioral Health - "Logrando Bein Estar" -Interface Counseling -Support for families who have special needs children: V.C.O.E., SELPA, Tri-Counties, and Rainbow Connection -Oxnard Public Library -V.C.O.E. Tobacco Prevention Brite Program -Padres Juntos Promoviendo La Educacion (Parents together Promoting our Education) -School on Wheels - Tutoring & support for our McKinnney Vento students/families		2000-2999: Classified Personnel Salaries Outreach Coordinator Salary 400 Title III 2000-2999: Classified Personnel Salaries Verbal Translation Costs
4.2	Continue implementing the school's Parent Compact and Parent Involvement Policy to strengthen home-school partnerships.	All Students	No additional cost
4.3	Schedule Parent-Teacher Conferences to improve home-school partnerships aimed at improving students' educational success.	All Students	800 Title III 2000-2999: Classified Personnel Salaries Verbal Translation - Extra Help and OT 290 Title III 3000-3999: Employee Benefits Classified Benefits
4.4	Continue coordinating monthly ELAC meetings to support English Learners and families, provide parent education, and improve parent involvement. ELAC meetings will be held in person and via zoom. They will alternate between during the school day and in the evenings so that all parents have more opportunities to attend. Refreshments will be provided.	English Learners	600 Title III 4000-4999: Books And Supplies Supplies and refreshments for meetings
4.5	Ritchen staff will coordinate on-site transition meetings for incoming kindergarten students to ensure a smooth and successful start to their academic journey. Families will be invited to attend an orientation that includes an open Q&A session, where they will receive information about kindergarten expectations, goals, and learning outcomes. To support a successful transition to middle school, staff from local middle schools will be invited to present to our fifth-grade students. These presentations will introduce students to the middle school environment, programs, and expectations,	All Students	No additional cost

	helping to ease anxiety and build readiness for the next phase of their education.		
4.6	Title 1 meetings will be held to inform parents of school goals, programs, and activities twice a year, at the beginning and the end of year. These will be the Back to School Night in the Fall and Open House in the Spring.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Staff salaries
4.7	Encourage and provide direct support to parents to complete school volunteer clearance process so that parents can engage in meaningful and productive opportunities to participate in their children's classrooms to support their academic and social-emotional growth.	All Students	No additional cost
4.8	IEP meetings and 504 meetings will be held to plan individual student support instructional needs and other supports.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Substitute Salary and benefits-see Goal 1.20
4.9	After School Program Parent Nights will be offered to provide parents with nutrition education, hands-on tips, games and strategies parents can employ to assist students with healthy habits and schoolwork.	All Students	ASES
4.10	To create more opportunities for parents to attend and volunteer in school activities, Ritchen will continue to build on the following: Awards assemblies, student plays and performances, talent shows, Jogathon, petting zoo, family math nights, field trips, room parents, movie nights, school dances, sports banquets, sports programs, skate nights, Day of the Dead Celebration, Folklorico student performances, Giving tree, canned food drive, and parent work shops centered around bullying and cyber safety, mental health awareness and fire alarm safety, how to read your child's report card/test scores, and Kinder orientation. In order to encourage more parent attendance, we will prioritize sending out flyers of our events, at the very least, a month in advance so parents can make scheduling arrangements. We will also make sure we stagger our events, by offering some during the school day and some after school. Encourage families to attend the OSD Creates end-of-year celebration, which honors and showcases student work that reflects the core attributes of the OSD Student Profile.	All Students	District Funded 2000-2999: Classified Personnel Salaries Outreach Coordinator Salary and Office Support Staff District Funded 1000-1999: Certificated Personnel Salaries Admin and Counselor Salaries
4.11	Coordinate School Site Council (SSC) meetings and jointly develop agendas with Council member input.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Principal Salary

			District Funded 2000-2999: Classified Personnel Salaries ORC Salary
4.12	To foster a positive school culture and increase meaningful parent involvement, Ritchen Elementary will implement schoolwide recognition programs that celebrate academic achievement, positive behavior, and acts of kindness. Families will be invited to attend monthly awards assemblies and participate in the coordination and support of incentive-based events such as the Eagle Store and the annual Accelerated Reader (AR) Carnival.	All Students	Incentives - See goal 1.1 District Funded 1000-1999: Certificated Personnel Salaries Admin and Counselor Salaries District Funded 2000-2999: Classified Personnel Salaries ORC Salary

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Analysis of the 2024–25 SPSA indicated that parent and family engagement played a significant role in supporting student success, particularly by reinforcing positive behavior, academic growth, and student motivation. This conclusion was drawn from ongoing observation of increased student participation and performance in incentive-based programs, stronger home-school collaboration during academic conferences and intervention meetings, and a noticeable rise in parent volunteerism at key school events.

Ritchen's English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), and School Site Council (SSC), in partnership with the Outreach Coordinator, provided multiple entry points for families to engage meaningfully in the life of the school. These groups not only encouraged parent participation, but also helped shape a welcoming and responsive school culture. The school's Parent Involvement Policy outlined clear ways families could volunteer and contribute, which helped formalize engagement opportunities.

Throughout the year, families were invited to participate in Parent-Teacher Conferences and Student Success Team (SST) meetings, where they collaborated with staff to review student data and co-develop strategies for academic and behavioral success. The Outreach Coordinator also offered targeted parent education sessions designed to help families support learning at home and navigate school systems more effectively.

Activities such as the monthly Eagle Store, Awards Assemblies, and the Accelerated Reader (AR) Carnival functioned as high-leverage engagement tools. These events, supported by the PTA and coordinated by school staff, provided visible, student-centered celebrations of academic achievement and positive behavior. Teachers and staff recognized students for demonstrating academic growth and acts of kindness, and these recognitions were presented by the Principal and Counselor in ways that included families and reinforced the home-school connection.

As a result of these collective efforts, Ritchen experienced a steady increase in parent participation. For example, ELAC meetings in the latter part of the year consistently drew an average of six parents, reflecting deeper engagement among families of English Learners. At the AR Carnival, 12 parents volunteered to help supervise and support the event, demonstrating increased family involvement in academic celebration and student recognition efforts.

This analysis highlights the importance of integrating specific strategies related to parent-led academic incentives and celebrations into future SPSA actions, ensuring these impactful activities are both intentional and aligned with school goals. Moving forward, we will formalize these programs under our family engagement strategies to better track their implementation and effectiveness.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major identifed differences.Throughout the 2025-26 school year, Ritchen Elementary will continue to focus on building strong parent and family engagement to support student success for all students.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on analysis of the 2024-2025 SPSA and school outcomes, one area in which Ritchen Elementary staff will focus is providing parents more opportunities to engage in parenting support programs to promote positive student well-being outside of school. This focus area is being addressed in our strategy 4.1. Additionally school staff will also continue to support parents in aligning structures and positive reinforcement strategies implemented during the school day to those offered within the home environment in order to connect academic, social and emotional learning between the school and the home. This focus area is being addressed in our strategy/activity 4.1 and 4.2.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Transformational leadership and infrastructure
Create a coherent and sustainable districtwide infrastructure and culture to support and communicate the district's identity and strategic work on behalf of all students; facilitate strategic plan implementation; monitor progress and assess effectiveness and sustainability; and position the district as a leader in equitable and excellent education.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 5 - Transformational leadership and infrastructure

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Ensure strategic plan implementation.
Work toward schoolwide coherence.
Provide accountability and progress monitoring of implementation.
Develop human capital.
Foster communications.
Support finance and technology infrastructure.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Progress Monitoring Meetings	Quarterly meetings will all teachers	2025-26 All teachers will be met with at least four times a year following the Districts Star Testing Windows for data review and progress monitoring.
CAASPP ELA	2024-25 (preliminary) Percentage of students scoring at Met/Exceeded: All students - 44% 3rd grade - 32% 4th grade - 53% 5th grade -45%	2025-26 All students will demonstrate growth by moving one or two levels across the different bands in the SBAC and 3-5% of students will move from Nearly Met to Met/Exceeded on the SBAC in ELA.
CAASPP Math	2024-25 (preliminary) Percentage of students scoring at Met/Exceeded: All students - 39% 3rd grade - 43% 4th grade - 37% 5th grade - 37%	2025-26 All students will demonstrate growth by moving one or two levels across the different bands in the SBAC and 3-5% of students will move from Nearly Met to Met/Exceeded on the SBAC in Math.

Parent Communication / Workshops	2024-25 LCAP Annual Survey: 43% of our families that submitted responses shared that they need more communication about how our school supports students in meeting Common Core State Standards and English Language Development (ELD).	2025-26 Increase the number of families that are responding favorably to 55%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Continue implementation of structured Professional Learning Communities (PLCs) to analyze formative and summative data (STAR, IABs, ELPAC), identify priority standards, and collaboratively plan instruction. Focus areas include refining Tier 1 instruction, identifying re-teaching needs, and implementing interventions. Provide targeted ELA support for students performing below grade level through Tier 1 Universal Access, before/after school tutoring, and ongoing PLC-based data analysis.	All Students English Learners Socioeconomically Disadvantaged Students with Disabilities	District Funded 1000-1999: Certificated Personnel Salaries No additional cost - Teacher PLC / collaboration during their regularly scheduled work day. UA occurs during the school day. ELOP 1000-1999: Certificated Personnel Salaries Tutoring
5.2	Facilitate monthly Leadership Team meetings with grade-level and program representatives. The team will analyze schoolwide data, monitor SPSA implementation, and make recommendations aligned to strategic plan goals.	All Students	1500 LCFF 1000-1999: Certificated Personnel Salaries Teacher extra hours 335 LCFF 3000-3999: Employee Benefits Teacher extra hours benefits
5.3	Implement a structured onboarding and mentoring program for new certificated and classified staff. Support will include coaching, mentor pairings, access to planning tools, and regular check-ins to build human capital and staff retention.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Certified support staff willing to mentor new staff in addition to Admin support and guidance.
5.4	Maintain consistent internal communication systems through weekly staff bulletins and the use of ParentSquare for staff-wide messaging, document sharing, and updates on key instructional and operational goals.	All Students	District Funded District Funded

			2000-2999: Classified Personnel Salaries ORC and Support Staff
5.5	Conduct Student Monitoring Conferences at least three times per year to evaluate academic, attendance, and behavioral data. Teams will identify students needing Tier 2 or Tier 3 supports and review progress across all content areas. Also conduct triannual Progress Monitoring Meetings with each teacher following district STAR testing windows. Teachers will set and track academic goals for all students, using this data to adjust instruction and intervention.	All Students	LCFF 1000-1999: Certificated Personnel Salaries Substitute Salaries - refer to goal 1.20
5.6	TOSAs will provide professional development to support oracy and academic discourse through the “Thinking Building Classrooms” model. PD will also include use of Lexia and ST Math for targeted support during Universal Access.	All Students	District Funded 1000-1999: Certificated Personnel Salaries District Provided Tosas
5.7	Teachers will integrate CommonLit as a supplemental ELA tool biweekly. Lessons will include standards-aligned comprehension tasks, RACER writing prompts, and book club-style discussions that support academic conversation and writing. Students not meeting expectations will receive guided writing support.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Part of every day instruction
5.8	Students will track their own STAR assessment data throughout the year. Data logs and goal setting will be embedded into classroom routines and used during progress monitoring to promote motivation and academic ownership.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Part of every day instruction
5.9	Offer parent workshops on Common Core and ELD standards, including Family Literacy Night and Family Math Night. These events will strengthen the school-home connection and build capacity for families to support academic success.	All Students	Certain Teachers, Admin, ORC and Counselor Volunteer their time to make these events happen.

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

During the 2024–25 school year, Ritchen Elementary successfully implemented a wide range of systems designed to foster schoolwide coherence, improve internal communication, develop staff capacity, and promote a data-driven culture. Through structured Professional Learning Communities (PLCs), grade-level teams engaged in weekly collaboration focused on analyzing formative and summative data—including STAR, CAASPP Interim Assessment Blocks (IABs), and ELPAC—to guide instruction, identify learning gaps, and implement targeted support for students across all content areas.

The leadership team met monthly to review sitewide instructional and climate data, evaluate progress toward SPSA goals, and provide recommendations for adjustments. These meetings proved to be an essential structure for maintaining focus on continuous improvement and for supporting schoolwide alignment with strategic initiatives.

New staff were supported through monthly induction meetings and mentoring check-ins that addressed classroom management, curriculum pacing, and site-based expectations. This ongoing support helped retain staff and build consistency across classrooms. Internal communication was strengthened through weekly staff bulletins and the use of ParentSquare to ensure timely and transparent messaging across all employee groups.

Progress monitoring systems were enhanced significantly this year. Teachers participated in triannual Student Monitoring Conferences and STAR data meetings where individual student goals were reviewed and revised. Students themselves took ownership of their learning by tracking their own STAR data in personal logs, celebrating growth, and setting future goals—an approach that visibly boosted student motivation and agency.

Targeted instructional strategies were implemented through Universal Access time, small-group intervention, and before- and after-school tutoring. CommonLit, introduced thanks to a teacher recommendation, was used biweekly to support reading comprehension, writing, and academic discussion. Teachers reported success with its high-interest texts and the RACER writing process. Classroom “book clubs” helped foster oral language development and academic discourse.

TOSAs provided site-based professional development in the “Thinking Building Classrooms” model, as well as training on using Lexia and ST Math as tools to personalize instruction and accelerate student learning. These supports increased teacher confidence and instructional quality during Tier 1 instruction and intervention periods.

To further support coherence between school and home, parent workshops on Common Core and ELD standards were held, including a successful Family Literacy Night and Family Math Night. These events deepened family understanding of the academic expectations and helped strengthen partnerships that support student achievement.

Overall, the implementation of Goal 5 strategies led to improved internal systems for monitoring progress, increased use of student data to drive instruction, stronger onboarding for staff, and more consistent communication structures. These systems collectively contributed to improved academic outcomes and a more coherent, collaborative school culture.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major-identified differences. Ritchen Elementary will continue to focus on building strong foundations in acadmeic, social and emotional learning supports, while ensuring a safe and positive school climate for all students.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on the analysis of Goal 5 implementation during the 2024–25 school year, several refinements will be made for the 2025–26 SPSA to strengthen systems of support, progress monitoring, and instructional coherence. The strategies and systems implemented this year proved effective in improving data-driven instruction, and internal communication, however, areas for improvement emerged that warrant strategic adjustments.

Strategy 5.5 will now include more structured student goal-setting using individual Star data logs, and teachers will receive additional support to calibrate and implement consistent goal-setting practices across classrooms. Strategy 5.7 was added in response to positive feedback and results from the use of CommonLit. It will continue to be used intentionally as a tool to support reading comprehension, RACER writing, and academic discourse. Strategy 5.8 will be expanded to include quarterly student data reflections to reinforce motivation, agency, and ownership of learning. Strategy 5.9 will be enhanced with additional parent workshop sessions focused on academic language development, Universal Access strategies, and supporting structured writing routines at home.

In addition, the Leadership Team described in Strategy 5.2 will now include expanded roles for teacher leaders in key focus areas such as instructional technology, ELD, PBIS, and academic data support, addressing the need for continued development of human capital and ensuring the sustainability of schoolwide systems.

These changes are reflected in the updated strategies for Goal 5 in the 2025–26 SPSA and are intended to deepen the impact of the infrastructure and systems that support high-quality instruction, meaningful engagement, and equitable outcomes for all students.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$58,394.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$293,517.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$46,685.00
Title III	$11,709.00

Subtotal of additional federal funds included for this school: $58,394.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF	$66,122.00
LCFF - Intervention	$33,218.00
Prop 28	$135,783.00

Subtotal of state or local funds included for this school: $235,123.00

Total of federal, state, and/or local funds for this school: $293,517.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	46,685	0.00
Title III	11,709	0.00
LCFF	66,122	0.00
LCFF - Intervention	33,218	0.00
Prop 28	135,783	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	66,122.00
LCFF - Intervention	33,218.00
Prop 28	135,783.00
Title I	46,685.00
Title III	11,709.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	145,117.00
2000-2999: Classified Personnel Salaries	17,063.00
3000-3999: Employee Benefits	48,894.00
4000-4999: Books And Supplies	67,068.00
5000-5999: Services And Other Operating Expenditures	7,275.00
5800: Professional/Consulting Services And Operating Expenditures	8,100.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	17,500.00
2000-2999: Classified Personnel Salaries	LCFF	1,863.00
3000-3999: Employee Benefits	LCFF	4,089.00
4000-4999: Books And Supplies	LCFF	38,295.00
5000-5999: Services And Other Operating Expenditures	LCFF	2,275.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	2,100.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	27,156.00
3000-3999: Employee Benefits	LCFF - Intervention	6,062.00
1000-1999: Certificated Personnel Salaries	Prop 28	99,461.00
3000-3999: Employee Benefits	Prop 28	33,143.00
4000-4999: Books And Supplies	Prop 28	3,179.00
1000-1999: Certificated Personnel Salaries	Title I	1,000.00
2000-2999: Classified Personnel Salaries	Title I	14,000.00
3000-3999: Employee Benefits	Title I	5,310.00
4000-4999: Books And Supplies	Title I	15,375.00
5000-5999: Services And Other Operating Expenditures	Title I	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	6,000.00
2000-2999: Classified Personnel Salaries	Title III	1,200.00
3000-3999: Employee Benefits	Title III	290.00
4000-4999: Books And Supplies	Title III	10,219.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	281,939.00
Goal 2	3,145.00
Goal 3	4,508.00

Goal 4	2,090.00
Goal 5	1,835.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Nauman Zaidi	Principal
Alejo Perez	Classroom Teacher
Manuel Hernandez	Classroom Teacher
Traci McMurray	Classroom Teacher
Brizet Morales	Other School Staff
Jennifer Guzzo	Parent or Community Member
Silvia Nunez	Parent or Community Member
Victor Napoles	Parent or Community Member
Judy Bernal	Parent or Community Member
Kelly Ochoa	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on April 30, 2025.

Attested:

Principal, Nauman Zaidi on April 30, 2025

SSC Chairperson, Jennifer Guzo on April 30, 2025

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal
Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need
Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of

adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group
Clear 	**Name** English Learner Advisory Committee President: Jose Ordonez

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on April 30, 2025

Attested:

Clear 	Principal, Nauman Zaidi on April 30, 2025
Clear 	SSC Chairperson, Jennifer Guzo on April 30, 2025

School Year: **2025-26**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Rose Avenue Elementary School	56725386055370	May 15, 2025	August 20, 2025

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Rose Avenue Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

☒ Schoolwide Program

Rose Avenue Elementary School, The School of Science and Wellness, is diligently working to align our Single Plan for Student Achievement (SPSA) with the five core goals outlined in the Oxnard School District's Local Control and Accountability Plan (LCAP). In addition, our efforts are intentionally guided by the priorities and vision set forth in the district's Strategic Plan, Oxnard Empowers, to ensure coherence, equity, and excellence across all areas of our school community.
LCAP Goal 1: Student Academic Engagement and Achievement: Dramatically accelerate student academic engagement and achievement across all Oxnard populations through coherent additive approaches, essential pedagogical principles, and high-leverage practices.
LCAP Goal 2: Learning Environment and School Climate: 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.
LCAP Goal 3: Guidance and Support to Sites and District Departments: Provide strategic direction, guidance, and support to sites and district departments focused on improving the quality of instruction, interaction, and engagement in every classroom, in every school so that all students reach high levels of academic excellence, multilingual achievement, global competency, and healthy identity development, agency, and voice.
LCAP 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.
LCAP Goal 5: Transformational Leadership and Infrastructure: Create a coherent and sustainable districtwide infrastructure and culture to support and communicate the district's identity and strategic work on behalf of all students; facilitate strategic plan implementation; monitor progress and assess effectiveness and sustainability; and position the district as a leader in equitable and excellent education.

Rose Avenue Elementary School is dedicated to aligning their daily work with the Oxnard School District's Vision of Changing the World! We will strive to support our students and provide them with positive experiences to become Inspired, Accomplished, Multilingual Global Citizens in School and Beyond. In the Oxnard School District, we nurture self-confident and empowered multilingual global citizens, strong in their multiple identities and potential, who achieve inspired levels of individual, community, and social accomplishment in school and beyond in their endeavors. Rose Avenue Elementary School is also dedicated to aligning their daily work with the Oxnard School District's Mission. Our goal is to IGNITE students' passions for learning and empower them to achieve brilliance. TRANSFORM our classroom and school expectations, relationships, and practices to more fully align with our values. NURTURE caring communities that develop students' full identities, linguistic/cultural/academic excellence, social-emotional health, and life potential. EMBRACE high-leverage services and approaches that translate our values into action.

Oxnard School District has created a strategic plan, Oxnard Empowers, in order to ensure that we fully develop our student profile and work toward fulfilling our Mission and Vision. Our strategies/activities support our values and principles: Equity and Excellence; Safe and Affirming Environments; Achievement/Performance, Multilingualism, Global and Socio-Cultural Competence; Relationships built on Integrity, Mutual Trust, Respect and Caring; and Professional Accountability and Service. Our goals can be realized by following a Theory of Action, which constitutes committing to a vision of success; to be relentless in clarifying and supporting classroom leadership; to build school leadership; to benefit from organized district leadership; and to engage our families and community, which will lead us to become a highly effective and equitable school. A guiding focus for the district is on five strategic goals which form the framework for powerful and sustainable school and district transformation: Student Academic Engagement and Achievement; a Positive and Safe Learning Environment and School Climate; Guidance and Support to Sites; Family/Community Alliances for Student Success and Transformational Leadership and Infrastructure.

All of our strategies/activities are designed to further these pedagogical principals:
1. Identify, activate, and build on student strengths.
2. Affirm student identities by challenging the devaluation of minoritized students' identities.
3. Establish powerful relationships that nurture equity and success.
4. Engage students actively in the learning process., by amplifying student voice.
5. Create environments of enrichment, rather than remediation, that engage students' multilingual repertoires.

6. Situate learning in the lives of students by connecting to their lives.
7. Elicit high intellectual performances that help connect students' identities to academic engagement.
8. Address the prerequisites for learning, including incorporating pedagogical practices that challenge coercive relations of power.

The Mission of Rose Avenue Elementary School is to empower students to become lifelong learners and productive citizens. Our Vision is that Rose Avenue Elementary School is committed to creating a nurturing environment that embraces a growth mindset, promotes critical thinking, and encourages collaborative learning. As stated in our Values Statement, the school community has internalized that we are a dedicated school community that engages in effective collaboration, utilizes data-driven instruction, and celebrates our achievements. Through the collaborative efforts of students, staff, parents, and school families in support of our shared Vision, Mission, and Values, we are committed to empowering students to reach their fullest potential.

As described in our Vision and Mission Statements, Rose Avenue Elementary School is committed to providing a Common Core standards-based educational program that meets both the academic and social-emotional needs for all students, including all significant student groups (English Learners, Hispanic/Latino, Students with Disabilities, Migrant, and Socioeconomically Disadvantaged). Throughout the 2025-2026 school year, Rose Avenue Elementary School will emphasize building rigor across the grade levels in all content areas, expanding the depths of knowledge across all disciplines, and increasing student engagement with access to academic language across the disciplines. As we continue with one of our foci as a "School of Science", teachers will continue to integrate scientific practices, hands-on activities and experiments as we continue the implementation of our adopted Science curriculum, "Twig Science", and continue with the implementation of the Next Generation Science Standards (NGSS).

As outlined in Oxnard Empowers Goal 1, Students' Academic Engagement and Achievement, our dedicated teachers will focus on data driven instruction, scaffold instruction to strengthen students skills' on grade-level standards, provide small group instruction, and assess students on a regular basis using Star and other class assessments to monitor student growth in the core areas of Reading and Math. Our work at Rose Avenue will also be driven and modified as needed as we strive to meet the seven components of the OSD Student Profile.
1. Students will be able to learn through and with others as they become creative writers, successful readers and mathematical thinkers.
2. Students will be technologically, artistically, academically, and linguistically prepared to succeed and to lead.
3. Students will be prepared for the future and challenged to select rigorous courses. Students will also be equipped with the tools, knowledge, and skills to be high school, college, and career ready.
4. Students will be compassionate, multilingual, multicultural, and global thinkers as they are able to understand and to convey pride in their identity, heritage, and history.
5. Students will be prepared to succeed in local and state measures in all academic areas.
6. Students will be confident, solution oriented, and demonstrate a growth mindset as they advocate for themselves and for others.
7. Students will create, communicate, collaborate, design, and apply new knowledge in a variety of contexts.

The Teachers will work in Professional Learning Communities (PLCs) to analyze data, share best practices, identify essential learning standards, create Common Formative Assessments (CFAs), and to plan for first instruction with necessary interventions. Teachers will continue to capitalize on technology via the use of students' 1:1 devices and will continue to utilize the district's adopted Learning Management System, Canvas, in order to enhance instruction, provide resources to students and to communicate with school families. Students will continue to use district provided applications via their iPads which include Lexia Core 5, ST Math, MyOn and Accelerated Reader (AR) to support their academics.

As outlined in Oxnard Empowers Goal 2, Learning Environment and School Culture, our school will also continue to utilize the Multi-Tiered Systems of Support (MTSS) by monitoring student performance with the implementation of Tier 1 Level of instruction with needed interventions for all students. Students who are not meeting grade level expectations will be identified through the Student Success Team (SST) process in order to establish Tier 2 and/or Tier 3 Levels of intervention and extra supports. These Tier 2 and Tier 3 Levels of Intervention will be provided by classroom teachers during small group instruction, English Language Development, after school tutoring, instruction by our site's Literacy Intervention Teacher, and by our school's Intervention Services Providers (ISP), who will also support students' academic skills in small group settings.

Rose Avenue Elementary School takes pride in our Positive Behavior Intervention Supports (PBIS) achievements which include the 2017 PBIS Bronze Award, 2018 PBIS Silver Award, and 2019 PBIS Platinum Award. The Pumas take pride in building a school culture that is nurturing, inclusive and welcoming to all students, staff, families, and community members. We plan to continue our implementation of schoolwide CHAMPS/STOIC protocols and the Second Step Curriculum in order to provide the school community with a positive, safe and productive learning environment. Rose

Avenue's PBIS Team will meet on a monthly basis to analyze student discipline data, identify areas of focus, and provide recommendations to staff in order to strengthen our school's positive learning environment. Our students' social, emotional and behavioral needs will also be met through the MTSS/SST processes as we identify students in need of individual and/or small group counseling services, which will be provided by our School Counselor. As we continue with our school focus as a "School of Wellness," Rose Avenue School will provide many opportunities for social-emotional wellness with positive schoolwide activities that will enhance students' and staff connections to our learning environment such as school spirit weeks, Restorative Justice practices, Monday Morning Meetings, school assemblies, Growth Mindset practices, Kindness Week, Mental Health Awareness, Wellness Wednesdays, and Anti-Bullying Awareness.

As outlined in Oxnard Empowers Goal 4, Family/Community Alliances for Student Success, Rose Avenue parents and community members are integral in supporting their child to reach their fullest potential. Our English Learner Advisory Committee (ELAC), School Site Council (SSC), and Parent Teacher Association (PTA) will continue to meet on a regular basis via a hybrid model through both in-person and zoom meetings in order to increase access for all school families. We will continue to maintain constant communication with our school community members through our school website, our school's marquee, flyers, mass communication/messages via Parent Square, and social media platforms (Facebook and Instagram). Our School Principal, Outreach Coordinator, School Counselor, and Teachers will encourage parents to become active participants in their children's schooling through facilitating a variety of engaging and meaningful workshops based on parent and family needs. Once our parents/guardians have completed Human Resource's requirements for school volunteers, all parents/guardians will be invited to volunteer in classrooms and will be provided with multiple opportunities to participate in the school's educational program.

Educational Partner Involvement

How, when, and with whom did Rose Avenue Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Rose Avenue Elementary School’s teachers, staff, and educational partners, including site governance groups, were actively involved in the development of the School Plan for Student Achievement (SPSA) for the 2025–2026 school year.

The Leadership Team convened on May 7, 2025, to review and discuss the five SPSA goals, the proposed 2025–2026 school budget, and the necessary supports and resources needed to meet both academic and social-emotional outcomes. Prior to that, the Principal facilitated a staff meeting on May 6, 2025, to share the SPSA goals, schoolwide spring academic data, and budget allocations. This session served as an introduction to planning for annual measurable outcomes.

To further inform goal development, Professional Learning Communities (PLCs) met on April 29, 2025 and May 6, 2025, to analyze baseline academic data from Star Early Literacy, Reading, and Math assessments. These sessions helped each grade-level team formulate expected academic goals for the 2025–2026 school year. A first draft of the SPSA was shared by the Principal with all teachers and support staff on May 20, 2025. This included an overview of the SPSA goals, grade-level outcomes, and proposed strategies and activities aligned with planned site expenditures.

In addition to staff engagement, key parent and community groups also contributed meaningfully to the SPSA process. The English Learner Advisory Committee (ELAC) met on March 28 and May 9, 2025. The first meeting provided an opportunity to review the SPSA goals and offer input, while the second focused on the finalized draft—particularly the use of Title III funds and strategies to support English Learners in progressing toward reclassification. ELAC also discussed strategies to enhance parent engagement. The School Site Council (SSC) met on March 27, 2025, to review and provide feedback on the SPSA goals and current 2024–2025 expenditures. On May 15, 2025, the Principal presented the full draft of the 2025–2026 SPSA and associated budget for SSC approval. The Parent Teacher Association (PTA) supported the SPSA’s development by aligning its budget and planned activities to reinforce the school’s overarching goals.

Through this collaborative approach, Rose Avenue Elementary has ensured that the 2025–2026 SPSA reflects the shared vision, priorities, and needs of its entire school community.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

The Oxnard School District continues to experience a shortage of substitute teachers, but the District Office has provided our school with a "Floater" substitute one day a week to support our site when classroom teachers are absent. We have utilized our Literacy Teacher, Literacy TOSA, or Intervention Services provider when an extra floater is not available to cover teacher absences as needed.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Rose Avenue School performed in the red category for English Learner Progress. English Learners will continue to be provided with Designated English Language Development (ELD) on a daily basis with times based on their particular grade levels. Transitional Kindergarten and Kindergarten students will continue to receive 30 minutes of daily Designated ELD instruction, while students in first through fifth grades will continue to receive 45 minutes of daily Designated ELD instruction. During Designated ELD instruction, students will enhance their language acquisition through scaffolded instruction focused on oral (listening and speaking) and written (reading and writing) English language domains. All teachers will provide access to Integrated ELD throughout the day across the discipline areas including English Language Arts, Math, Social Studies, Science, Physical Education, and other areas. Integrated ELD strategies will include various opportunities for student engagement, access to vocabulary and academic terms, and scaffolded supports in each language domain as needed. Reclassified Fluent English Proficient (RFEP) students will continue to be academically monitored by their classroom teachers for a duration of four years per California State requirements.

In addition, we will continue to operate as Professional Learning Communities (PLCs), using consistent data analysis of English Learner progress to guide our work during staff meetings, student monitoring conferences, and Wednesday collaboration days. These efforts will be supported through our Multi-Tiered System of Supports (MTSS), encompassing Tier 1, Tier 2, and Tier 3 interventions. Our approach will include targeted small group instruction focused on core English Language Development (ELD) and English Language Arts (ELA) standards. We will regularly monitor student progress toward SMART goals (Specific, Measurable, Attainable, Relevant, and Timely) during Student Monitoring, Student Study Team (SST), and Individualized Education Program (IEP) meetings. Additional strategies such as frontloading of key content and reteaching will be implemented as needed to ensure student success.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Students with Disabilities at our site performed two performance levels below the overall student population, falling within the "Very Low" (Red) performance band in English Language Arts (ELA). To address this academic gap, teachers will collaborate with their grade-level colleagues during Professional Learning Communities (PLCs) and partner with the site's Literacy TOSA. This collaboration will focus on data analysis, identification of essential learning standards, and the development of Common Formative Assessments (CFAs) to guide high-quality first instruction. Additionally, teachers will continue to develop and monitor SMART goals aligned to English Language Arts within students' Individualized Education Programs (IEPs), ensuring targeted support and measurable progress.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

In addition to Dashboard data, our staff frequently partakes in data analysis with our local assessment platforms which include Renaissance/Star (standards-based assessments for reading and math) and Panorama Education (social emotional survey data).

Based on our Star Spring Window, our Kindergarten and First Grade students are performing at a 54% Student Growth Percentile (SGP) on the Star Early Literacy assessment, which is equivalent to 54% of our students demonstrating growth at or above typical growth. Though this is high growth towards the standards, an average of 43% of our students are performing at or above benchmark. Based on our Star Reading assessment, our Second-Fifth Grade students are

performing at a 62% Student Growth Percentile (SGP), which is equivalent to 62% of our students demonstrating growth at or above typical growth. Though this is high growth towards the standards, an average of 30% of our students are performing at or above benchmark in Reading. Based on our Star Math assessment, our First-Fifth Grade students are performing at a 59% Student Growth Percentile (SGP), which is equivalent to 59% of our students demonstrating growth at or above typical growth. Though this is high growth towards the standards, an average of 35% of our students are performing at or above benchmark in Math.

To address the academic needs of our students, our site will operate as a Professional Learning Community (PLC), leveraging consistent data analysis to drive instructional decisions and support strategies. This collaborative work will be embedded in staff meetings, ongoing student monitoring conferences, and weekly Wednesday collaboration sessions. Our commitment to student achievement will continue through the implementation of a comprehensive Multi-Tiered System of Supports (MTSS), encompassing Tier 1 universal instruction, Tier 2 targeted interventions, and Tier 3 intensive supports. Central to our instructional approach is the delivery of targeted small group instruction focused on essential English Language Arts (ELA) and mathematics standards. Teachers will regularly engage in progress monitoring aligned to SMART (Specific, Measurable, Attainable, Relevant, Timely) goals during Student Monitoring, Student Study Team (SST), and Individualized Education Program (IEP) meetings to ensure that student growth remains on track. The Sonday Phonics Program will be utilized as a Tier 2 intervention to support students in building foundational literacy skills. Additionally, instructional scaffolds will be implemented as needed to ensure all learners can access and succeed with grade-level content. To further strengthen instructional practice, the principal will conduct routine classroom walkthroughs followed by structured observation and feedback cycles with teachers. These practices will support the identification of effective instructional strategies and provide valuable insights that inform continuous improvement in meeting the academic needs of all students.

Based on our Panorama Survey for the winter window, our students are performing at the 80th-99th percentile in the areas of positive Teacher and Student Relationships (78%), when compared to students nationally. In the area of Self Management and Social Awareness, our students are performing at the 20th-39th percentile when compared to students nationally. Though our students are performing at the 60th-79th percentile in Growth Mindset, 54% of students reported having a positive Growth Mindset. Though our students are performing at the 40th-59th percentile in Emotional Regulation, 46% of students reported having a strong sense of Emotion Regulation.

To address students' social-emotional learning (SEL) needs, our site will continue to function as a Professional Learning Community (PLC), utilizing consistent data analysis to identify and respond to areas of concern. This collaborative process will be integrated into staff meetings, student monitoring conferences, PBIS team meetings, and weekly Wednesday collaboration sessions. Teachers will work closely with the School Counselor, Outreach Specialist, and School Administrators to cultivate a safe, inclusive, and supportive learning environment that promotes the well-being of all students. These efforts will be anchored in our Multi-Tiered System of Supports (MTSS), which provides a structured framework of Tier 1, Tier 2, and Tier 3 interventions.

Tier 1 supports will focus on schoolwide practices such as the implementation of CHAMPS expectations, Guidelines for Success, monthly spirit weeks, Monday morning announcements, Second Step SEL lessons, and regular schoolwide assemblies designed to reinforce positive behavior and community values. For students requiring additional support, Tier 2 and Tier 3 interventions will include small group SEL sessions facilitated by the School Counselor, individualized counseling, structured check-ins and check-outs with support personnel, the development and implementation of Behavior Intervention Plans, and referrals to outside mental health services when appropriate. Student progress toward SMART goals will be consistently monitored through Student Study Team (SST) meetings and Individualized Education Program (IEP) reviews. Through these coordinated and responsive practices, our goal is to ensure that every student receives the SEL support they need to thrive both emotionally and socially within the school community.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Rose Avenue Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%		0	
African American	0.42%	0.6%	0.23%	2	3	1
Asian	0.63%	0.4%	%	3	2	
Filipino	%	0%	0.23%		0	1
Hispanic/Latino	97.07%	97.98%	98.17%	464	486	428
Pacific Islander	%	0%	0.92%		0	4
White	1.88%	0.81%	0.23%	9	4	1
Multiple/No Response	%	0.2%	0.23%		1	1
			Total Enrollment	478	496	436

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	88	127	58
Grade 1	72	70	51
Grade 2	69	70	75
Grade3	70	70	77
Grade 4	83	74	74
Grade 5	96	85	80
Total Enrollment	478	496	436

Conclusions based on this data:

In recent years, student enrollment has declined, influenced by several factors, including the rising cost of living within our county and local community. This trend mirrors similar decreases observed in neighboring schools and districts. For the 2024–2025 academic year, 98.8% of our student population identified as Hispanic/Latino. Students identifying as White and African American each represented 0.7% of the population, while Filipino students comprised 0.2%. At Rose Avenue Elementary School, we remain deeply committed to honoring and celebrating the cultural heritage and traditions of all student groups. Our educational programs are designed to reflect and respect the rich diversity within our school community.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	313	312	259	64.30%	65.5%	59.4%
Fluent English Proficient (FEP)	46	37	38	13.30%	9.6%	8.7%
Reclassified Fluent English Proficient (RFEP)				11.9%		

Conclusions based on this data:

Based on the analysis of English Learner enrollment at Rose Avenue Elementary, the percentage of English Learners has decreased by 10% in the 2024–2025 school year compared to 2023–2024. Nevertheless, a significant portion of our student population (49%) continues to be identified as active English Learners.

English Learners will continue to be provided with Designated English Language Development (ELD) on a daily basis with times based on their particular grade levels. Transitional Kindergarten and Kindergarten students will continue to receive 30 minutes of daily Designated ELD instruction, while students in first through fifth grades will continue to receive 45 minutes of daily Designated ELD instruction. During Designated ELD instruction, students will enhance their language acquisition through scaffolded instruction focused on oral (listening and speaking) and written (reading and writing) English language domains. All teachers will provide access to Integrated ELD throughout the day across the discipline areas including English Language Arts, Math, Social Studies, Science, Physical Education, and other areas. Integrated ELD strategies will include various opportunities for student engagement, access to vocabulary and academic terms, and scaffolded supports in each language domain as needed. Reclassified Fluent English Proficient (RFEP) students will continue to be academically monitored by their classroom teachers for a duration of four years per California State requirements.

School and Student Performance Data

Star Early Literacy

Rose Avenue Elementary School											
		Less than Proficient				Proficient				Star Early Literacy Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade K	52	13	25%	2	4%	5	10%	32	62%	Level 3	767
Grade 1	36	8	22%	5	14%	4	11%	19	53%	Level 4	831
Grade 2	20	9	45%	7	35%	2	10%	2	10%	Level 1	841

Conclusions based on this data:

Based off our Spring 2024-2025 Star Early Literacy assessment data, our Kindergarten and First Grade students have demonstrated high proficiency with their early literacy skills in order to be successful on Common Core State Standards. These literacy subdomains include word knowledge and skills, comprehension, and numbers and operations.

For Kindergarten, a majority of our students (62%), were At/Above Benchmark (Level 4) while 25% were at Urgent Intervention (Level 1). For First Grade, a majority of our students (47%) were At/Above Benchmark (Level 4) while 21% were at Intervention (Level 2). Due to a low-leveled score on the Star Reading, 20 Second Grade students were also tested on the Star Early Literacy. For Second Grade, a majority of our students (45%) were at Urgent Intervention (Level 1) while 35% were at Intervention (Level 2).

Based on the data, we conclude that our current First through Third grade students require targeted enrichment and intervention in critical literacy areas, including phonemic awareness, phonics, fluency, and vocabulary. These needs will be addressed through direct instruction and small group support provided by classroom teachers, the Literacy Intervention Teacher, and/or the Intervention Services Provider (ISP). To further support literacy development and comprehension, students will continue using Lexia Core5, MyOn, and Accelerated Reader as supplemental tools.

School and Student Performance Data

Star Reading

Rose Avenue Elementary School											
		Less than Proficient				Proficient				Star Reading Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 2	55	23	42%	13	24%	13	24%	6	11%	Level 1	889
Grade 3	67	30	45%	17	25%	13	19%	7	10%	Level 1	936
Grade 4	85	50	59%	14	16%	10	12%	11	13%	Level 1	959
Grade 5	72	33	46%	19	26%	16	22%	4	6%	Level 1	996

Conclusions based on this data:

Based off our Spring 2024-2025 Star Reading assessment data, our Second Grade through Fifth Grade students demonstrate the need to continue building upon their literacy skills in order to be successful on Common Core State Standards. These literacy domains include literature, informational text, foundational skills, and language.

For Second Grade, a majority of our students (42%) were at Urgent Intervention (Level 1) while 24% were at Intervention (Level 2) and On-Watch (Level 3). For Third Grade, a majority of our students (43%) were at Urgent Intervention (Level 1) while 23% were at Intervention (Level 2) and On-Watch (Level 3). For Fourth Grade, a majority of our students (59%) were at Urgent Intervention (Level 1) while 16% were at Intervention (Level 2). For Fifth Grade, a majority of our students (46%) were at Urgent Intervention (Level 1) while 26% were at Intervention (Level 2).

Based on the data, we conclude that our current Third through Fifth grade students require targeted enrichment and intervention in critical literacy areas, reading fluency, vocabulary, and comprehension. These critical literacy skills include: Key Ideas/Details, Craft and Structure, Integration of Knowledge and Ideas, and Level of Text Complexity. These supports will be delivered through high-quality Tier 1 instruction for all students, as well as through small group settings facilitated by classroom teachers, the Literacy Intervention Teacher, and/or the Intervention Services Provider (ISP). Students will continue to utilize Lexia Core5, MyOn, and Accelerated Reader (AR) to further strengthen their literacy and comprehension skills.

School and Student Performance Data

Star Math

Rose Avenue Elementary School											
		Less than Proficient				Proficient				Star Math Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 1	58	16	28%	21	36%	18	31%	3	5%	Level 2	840
Grade 2	55	11	20%	14	25%	15	27%	15	27%	Level 2	927
Grade 3	74	27	36%	17	23%	21	28%	9	12%	Level 2	957
Grade 4	85	38	45%	27	32%	13	15%	7	8%	Level 2	982
Grade 5	72	38	53%	16	22%	13	18%	5	7%	Level 1	1019

Conclusions based on this data:

Our Spring 2024-2025 Star Math assessment data shows that our current First Grade through Fifth Grade students have demonstrated high areas of strength in mathematics and they continue to build upon their mathematical skills in order to be successful on Common Core State Standards (CCSS). The domains include operations and algebraic thinking, geometry, measurement and data, and number and operations in base ten.

For First Grade, a majority of our students (36%) were at Intervention (Level 2) while 31% were at On Watch (Level 3). For Second Grade, a majority of our students (27%) were at On-Watch (Level 3) and At Grade Level (Level 4) while 25% were at Intervention (Level 2). For Third Grade, a majority of our students (37%) were at Urgent Intervention (Level 1) while 27% were at On-Watch (Level 3). For Fourth Grade, a majority of our students (45%) were at Urgent Intervention (Level 1) while 32% were at Intervention (Level 2). For Fifth Grade, a majority of our students (53%) were at Urgent Intervention (Level 1) while 22% were at Intervention (Level 2).

Based on the data, we conclude that our current Second through Fifth Grade students require targeted enrichment and intervention in key mathematical practices outlined in the Common Core State Standards (CCSS). These include: making sense of problems and persevering in solving them; reasoning abstractly and quantitatively; constructing viable arguments and critiquing the reasoning of others; modeling with mathematics; using appropriate tools strategically; attending to precision; looking for and making use of structure; and recognizing and expressing regularity in repeated reasoning. These critical areas will be delivered through high-quality Tier 1 instruction for all students, as well as through small group settings facilitated by classroom teachers, the Literacy Intervention Teacher, and/or the Intervention Services Provider (ISP). To strengthen mathematical understanding, teachers will continue implementing Mathematical Mindset Practices, and students will utilize ST Math as a supplemental resource.

Additionally, classroom teachers will maintain the use of rigorous math tasks informed by key principles from Building Thinking Classrooms in Mathematics. Our Transitional Kindergarten through Third Grade teachers will also continue applying Pre-K to Third Grade Coherence Collaboration (P3CC) strategies to enhance students' academic language and mathematical reasoning. These efforts aim to build a strong mathematical foundation that supports proficiency in the CCSS for Mathematics.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	74	76	80	73	76	79	73	76	79	98.6	100.0	98.8
Grade 4	87	80	76	85	80	76	85	80	76	97.7	100.0	100
Grade 5	97	88	80	96	85	80	96	85	80	99.0	96.6	100
All Grades	258	244	236	254	241	235	254	241	235	98.4	98.8	99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2353.	2346.	2368.	4.11	2.63	10.13	20.55	17.11	12.66	21.92	25.00	29.11	53.42	55.26	48.10
Grade 4	2408.	2408.	2408.	9.41	12.50	7.89	15.29	13.75	17.11	24.71	20.00	23.68	50.59	53.75	51.32
Grade 5	2449.	2434.	2442.	5.21	5.88	10.00	23.96	17.65	20.00	21.88	22.35	30.00	48.96	54.12	40.00
All Grades	N/A	N/A	N/A	6.30	7.05	9.36	20.08	16.18	16.60	22.83	22.41	27.66	50.79	54.36	46.38

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	4.11	1.32	5.06	63.01	53.95	60.76	32.88	44.74	34.18
Grade 4	3.53	7.50	7.89	67.06	60.00	61.84	29.41	32.50	30.26
Grade 5	7.29	8.24	7.50	67.71	57.65	53.75	25.00	34.12	38.75
All Grades	5.12	5.81	6.81	66.14	57.26	58.72	28.74	36.93	34.47

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	5.48	5.26	8.86	38.36	44.74	48.10	56.16	50.00	43.04
Grade 4	7.06	1.25	0.00	51.76	55.00	53.95	41.18	43.75	46.05
Grade 5	10.42	5.88	5.00	41.67	48.24	58.75	47.92	45.88	36.25
All Grades	7.87	4.15	4.68	44.09	49.38	53.62	48.03	46.47	41.70

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	4.11	5.26	5.06	69.86	69.74	67.09	26.03	25.00	27.85
Grade 4	3.53	6.25	6.58	82.35	66.25	60.53	14.12	27.50	32.89
Grade 5	7.29	4.71	10.00	62.50	64.71	60.00	30.21	30.59	30.00
All Grades	5.12	5.39	7.23	71.26	66.80	62.55	23.62	27.80	30.21

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	5.48	2.63	6.33	58.90	63.16	59.49	35.62	34.21	34.18
Grade 4	5.88	12.50	7.89	67.06	56.25	68.42	27.06	31.25	23.68
Grade 5	6.25	11.76	8.75	61.46	56.47	68.75	32.29	31.76	22.50
All Grades	5.91	9.13	7.66	62.60	58.51	65.53	31.50	32.37	26.81

Conclusions based on this data:

Based on the 2024-2025 ELA CAASPP Data in comparison to our 2023-2024 ELA CAASPP Data, Third Grade demonstrated an increase of 5% as a total of 27% of students Met or Exceeded Standard. For Fourth Grade, 25% of students Met or Exceeded Standard and this percentage was the same from the last academic year. For Fifth Grade, they demonstrated an increase of 7% as a total of 37% of students who Met or Exceeded Standard.

Based on the current 4th grade cohort data, the percentage of students who Met or Exceeded the standard increased by 3 percentage points, rising from 22% to 25%. Similarly, for the 5th grade cohort, there was a 12 percentage point increase in the percentage of students who Met or Exceeded the standard, improving from 25% to 37%.

Our school will continue to prioritize supporting students in meeting and exceeding grade-level standards. Teachers will engage in weekly collaborative sessions to analyze student data, reflect on instructional practices, and share effective strategies.

To address critical literacy needs, students will receive targeted enrichment and intervention in areas such as phonics, fluency, vocabulary, and comprehension. These supports will be delivered during core instruction by classroom teachers and reinforced through small group instruction during Universal Access time. Instructional support will be provided by classroom teachers, the Literacy Intervention Teacher, and/or the Intervention Services Provider (ISP). Students will continue to utilize Lexia/Core5 and Accelerated Reader (AR) to strengthen literacy and comprehension skills. During first instruction, teachers will implement high-quality instructional strategies and deliver rigorous, standards-aligned lessons designed to provide access to the core curriculum, ensure meaningful learning experiences, and improve student outcomes aligned with state expectations.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	74	76	80	73	76	79	73	76	79	98.6	100.0	98.8
Grade 4	87	80	76	85	80	76	85	80	76	97.7	100.0	100
Grade 5	97	88	80	96	85	80	96	85	80	99.0	96.6	100
All Grades	258	244	236	254	241	235	254	241	235	98.4	98.8	99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2380.	2365.	2365.	5.48	5.26	7.59	26.03	15.79	15.19	24.66	25.00	20.25	43.84	53.95	56.96
Grade 4	2412.	2424.	2433.	4.71	7.50	2.63	16.47	21.25	25.00	29.41	35.00	38.16	49.41	36.25	34.21
Grade 5	2422.	2427.	2453.	3.13	3.53	5.00	7.29	11.76	15.00	27.08	18.82	30.00	62.50	65.88	50.00
All Grades	N/A	N/A	N/A	4.33	5.39	5.11	15.75	16.18	18.30	27.17	26.14	29.36	52.76	52.28	47.23

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	8.22	5.26	5.06	49.32	42.11	41.77	42.47	52.63	53.16
Grade 4	9.41	8.75	5.26	40.00	48.75	55.26	50.59	42.50	39.47
Grade 5	3.13	2.35	7.50	46.88	51.76	41.25	50.00	45.88	51.25
All Grades	6.69	5.39	5.96	45.28	47.72	45.96	48.03	46.89	48.09

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.85	10.53	7.59	60.27	53.95	60.76	32.88	35.53	31.65
Grade 4	4.71	11.25	6.58	56.47	50.00	59.21	38.82	38.75	34.21
Grade 5	2.08	4.71	6.25	50.00	49.41	53.75	47.92	45.88	40.00
All Grades	4.33	8.71	6.81	55.12	51.04	57.87	40.55	40.25	35.32

Conclusions based on this data:

Based on the 2024-2025 Math CAASPP Data in comparison to our 2023-2024 Math CAASPP Data, Third Grade demonstrated an increase of 7% (from 22% to 29%) of students who Met or Exceeded Standard. For Fourth Grade, they demonstrated a decrease of 11% (from 27% to 16%) students who Met or Exceeded Standard. For Fifth Grade, they demonstrated a slight decrease of 2% (from 20% to 18%) students who Met or Exceeded Standard.

Our school remains committed to supporting all students in meeting and exceeding the Common Core State Standards (CCSS) in mathematics. Teachers will collaborate weekly to analyze student data, reflect on instructional practices, and share effective strategies to enhance student learning.

To develop students' proficiency in the Standards for Mathematical Practice, targeted enrichment and intervention will focus on critical skills, including: making sense of problems and persevering in solving them; reasoning abstractly and quantitatively; constructing viable arguments and critiquing the reasoning of others; modeling with mathematics; using appropriate tools strategically; attending to precision; looking for and making use of structure; and expressing regularity in repeated reasoning. These skills will be addressed through direct instruction and reinforced in small groups during Universal Access time, supported by classroom teachers and/or the Intervention Services Provider (ISP). During first instruction, teachers will implement high-quality instructional strategies, incorporate tasks from Building Thinking Classrooms in Mathematics, and deliver rigorous, standards-aligned lessons that promote meaningful learning and improved student outcomes. Classroom teachers will continue to apply Mathematical Mindset Practices to foster a growth-oriented learning environment, while students will utilize ST Math to further develop their mathematical understanding. Additionally, Transitional Kindergarten through Third Grade teachers will continue using Pre-K to Third Grade Coherence Collaboration (P3CC) strategies to strengthen students’ academic language and mathematical reasoning—laying the foundation for long-term success and proficiency in the CCSS for mathematics.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		1383.4	1388.8		1395.5	1402.7		1355.0	1356.0	0	73	47
1	1452.5	1442.2	1433.9	1464.9	1453.7	1442.9	1439.4	1430.2	1424.4	29	44	32
2	1469.4	1466.4	1475.9	1482.2	1468.5	1470.8	1456.0	1463.8	1480.6	50	52	46
3	1482.6	1487.5	1483.3	1478.8	1492.0	1478.6	1485.9	1482.6	1487.6	47	43	49
4	1528.5	1520.2	1518.7	1531.0	1517.4	1517.6	1525.4	1522.4	1519.2	59	37	39
5	1551.2	1524.2	1521.9	1547.1	1519.3	1517.3	1554.8	1528.6	1526.1	47	33	22
All Grades										232	282	235

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		2.74	4.26		21.92	17.02		41.10	53.19		34.25	25.53		73	47
1	7.14	4.55	6.25	42.86	36.36	18.75	28.57	38.64	46.88	21.43	20.45	28.13	28	44	32
2	14.89	7.69	8.70	34.04	36.54	52.17	29.79	40.38	21.74	21.28	15.38	17.39	47	52	46
3	10.64	13.95	14.29	34.04	37.21	32.65	29.79	30.23	28.57	25.53	18.60	24.49	47	43	49
4	37.29	29.73	28.21	30.51	37.84	35.90	23.73	16.22	28.21	8.47	16.22	7.69	59	37	39
5	40.43	21.21	27.27	42.55	30.30	36.36	12.77	39.39	27.27	4.26	9.09	9.09	47	33	22
All Grades	24.12	11.35	13.62	35.96	32.27	32.34	24.56	35.46	34.47	15.35	20.92	19.57	228	282	235

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		4.11	10.64		26.03	19.15		38.36	44.68		31.51	25.53		73	47
1	25.00	13.64	9.38	50.00	45.45	25.00	14.29	29.55	56.25	10.71	11.36	9.38	28	44	32
2	36.17	13.46	19.57	29.79	59.62	45.65	23.40	11.54	21.74	10.64	15.38	13.04	47	52	46
3	14.89	27.91	26.53	48.94	41.86	38.78	19.15	23.26	16.33	17.02	6.98	18.37	47	43	49
4	54.24	43.24	46.15	32.20	35.14	33.33	8.47	13.51	17.95	5.08	8.11	2.56	59	37	39
5	63.83	30.30	40.91	29.79	54.55	40.91	6.38	6.06	9.09	0.00	9.09	9.09	47	33	22
All Grades	40.79	19.15	24.26	36.84	42.20	33.62	14.04	22.70	28.09	8.33	15.96	14.04	228	282	235

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		1.37	2.13		8.22	17.02		45.21	59.57		45.21	21.28		73	47
1	7.14	4.55	6.25	14.29	15.91	12.50	35.71	40.91	37.50	42.86	38.64	43.75	28	44	32
2	6.38	11.54	13.04	36.17	28.85	43.48	27.66	32.69	21.74	29.79	26.92	21.74	47	52	46
3	8.51	0.00	8.16	27.66	37.21	22.45	36.17	27.91	46.94	27.66	34.88	22.45	47	43	49
4	22.03	18.92	15.38	27.12	29.73	28.21	28.81	35.14	33.33	22.03	16.22	23.08	59	37	39
5	17.02	6.06	0.00	25.53	30.30	36.36	51.06	42.42	45.45	6.38	21.21	18.18	47	33	22
All Grades	13.16	6.38	8.09	27.19	23.05	26.38	35.53	37.94	40.85	24.12	32.62	24.68	228	282	235

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		4.11	6.38		72.60	70.21		23.29	23.40		73	47
1	37.04	40.91	21.88	55.56	54.55	68.75	7.41	4.55	9.38	27	44	32
2	23.40	19.23	21.74	70.21	73.08	65.22	6.38	7.69	13.04	47	52	46
3	36.17	27.91	24.49	42.55	58.14	61.22	21.28	13.95	14.29	47	43	49
4	54.24	32.43	43.59	38.98	56.76	51.28	6.78	10.81	5.13	59	37	39
5	34.04	24.24	13.64	61.70	63.64	72.73	4.26	12.12	13.64	47	33	22
All Grades	37.89	22.34	22.13	52.86	64.54	64.26	9.25	13.12	13.62	227	282	235

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		10.96	10.64		41.10	55.32		47.95	34.04		73	47
1	17.86	13.64	0.00	71.43	65.91	71.88	10.71	20.45	28.13	28	44	32
2	34.04	23.08	13.04	57.45	61.54	73.91	8.51	15.38	13.04	47	52	46
3	28.26	34.88	24.49	50.00	53.49	57.14	21.74	11.63	18.37	46	43	49
4	47.46	48.65	48.72	47.46	37.84	46.15	5.08	13.51	5.13	59	37	39
5	85.11	66.67	59.09	14.89	30.30	27.27	0.00	3.03	13.64	47	33	22
All Grades	44.93	28.72	23.40	46.26	48.94	57.45	8.81	22.34	19.15	227	282	235

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		10.96	0.00		54.79	78.72		34.25	21.28		73	47
1	14.81	15.91	15.63	29.63	40.91	34.38	55.56	43.18	50.00	27	44	32
2	14.89	13.46	4.35	55.32	50.00	69.57	29.79	36.54	26.09	47	52	46
3	2.13	0.00	8.16	46.81	48.84	46.94	51.06	51.16	44.90	47	43	49
4	11.86	18.92	10.26	55.93	48.65	58.97	32.20	32.43	30.77	59	37	39
5	17.02	6.06	4.55	72.34	69.70	63.64	10.64	24.24	31.82	47	33	22
All Grades	11.89	10.99	6.81	54.19	51.77	59.57	33.92	37.23	33.62	227	282	235

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		6.85	21.28		31.51	36.17		61.64	42.55		73	47
1	10.71	2.27	3.13	67.86	72.73	65.63	21.43	25.00	31.25	28	44	32
2	12.77	19.23	17.39	51.06	65.38	63.04	36.17	15.38	19.57	47	52	46
3	36.17	27.91	10.20	46.81	53.49	67.35	17.02	18.60	22.45	47	43	49
4	44.07	48.65	25.64	45.76	40.54	64.10	10.17	10.81	10.26	59	37	39
5	40.43	24.24	36.36	57.45	63.64	50.00	2.13	12.12	13.64	47	33	22
All Grades	31.14	19.15	17.87	52.19	52.48	57.87	16.67	28.37	24.26	228	282	235

Conclusions based on this data:

Based off our Summative ELPAC Data from Spring 2024-2025, our Kindergarten through Fifth Grade students show the need to continue building upon their language proficiency skills in order to be successful on the ELD Standards. These language domains include both Oral (Listening and Speaking) and Written (Reading and Writing). For Kindergarten, a majority of our students (48%) were at Somewhat Developed (Level 2) while 26% were at Moderately Developed (Level 3). For First Grade, a majority of our students (38%) were at Moderately Developed (Level 3) while

34% were at Minimally Developed (Level 1). For Second Grade, a majority of our students (38%) were at Moderately Developed (Level 3), while 22% were at Somewhat Developed (Level 2).

For Third Grade, a majority of our students (35%) were at Somewhat Developed (Level 2), while 28% were at Moderately Developed (Level 3). The 9% of Well-Developed students (Level 4) will be able to reclassify if they meet the English Language Arts criteria. For Fourth Grade, a majority of our students (43%) were at Moderately Developed (Level 3) while 21% were at Somewhat Developed (Level 2). The 17% of Well-Developed students (Level 4) will be able to reclassify if they meet the English Language Arts criteria. For Fifth Grade, a majority of our students (35%) were at Somewhat Developed (Level 2), while 30% were at Moderately Developed (Level 3). The 3% of Well-Developed Students (Level 4) will be able to reclassify if they meet the English Language Arts criteria.

The data shown maintains that all students are making growth across the four domains in all assessed grade levels. The focus continues to be intentional Designated ELD and Integrated ELD instruction on a daily basis and throughout all content areas. All instructional practices should include the four domains of reading, writing, listening, and speaking in order to ensure all students make at least one year’s growth across the domains on the ELPAC.

School and Student Performance Data

California School Dashboard
Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
436	**94.3%**	**59.4%**	**0.0%**
Total Number of Students enrolled in Rose Avenue Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	259	59.4%
Foster Youth	0	0.0%
Homeless	109	25%
Socioeconomically Disadvantaged	411	94.3%
Students with Disabilities	104	23.9%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	0.2%
American Indian	0	0.0%
Asian	0	0.0%
Filipino	1	0.2%
Hispanic	428	98.2%
Two or More Races	1	0.2%
Pacific Islander	4	0.9%
White	1	0.2%

Conclusions based on this data:

Based on the 2024-2025 Dashboard for Student Population, there were a total of four significant student groups at Rose Avenue Elementary School: Socioeconomically Disadvantaged (94.3%), English Learners (59.4%), Homeless (25%), and Students will Disabilities (23.9%). Based on the Dashboard for Enrollment by Race/Ethnicity, there was one significant student group at Rose Avenue Elementary School: Hispanic (98.2%).

Based on the Student Population data for these three significant student groups, Rose Avenue Elementary School will focus on analyzing formative and summative assessments in order to progress monitor student achievement outcomes, identify underperforming students, and develop targeted intervention for students not meeting grade-level standards. To support the student group of Socioeconomically Disadvantaged students, Rose Avenue Elementary School will ensure that our students and families have equitable access to academic and social emotional support to ensure their success in school. To support the student group of English Learners, Rose Avenue Elementary School will focus on strengthening both Integrated and Designated English Language Development (ELD) for English Learners (ELs) throughout the instructional day. We will also analyze formative and summative assessments in order to progress monitor our English Learner's progress towards proficiency in their language acquisition especially in the ELPAC domains of Oral Expression (Listening and Speaking) and Written Expression (Reading and Writing). To support the student group of Homeless, we will offer various opportunities to support academic success, emotional well-being, and long-term outcomes by providing stability, access to resources, flexible instruction, and community collaboration. To support the student group of Students with Disabilities, Rose Avenue Elementary School will concentrate on providing access to the core standards and supports to meet both their academic and social emotional goals based on their Individualized Education Plans (IEPs). Our special education case managers will collaborate with their general education colleagues, special education counterparts, School Psychologist, and special education partners at the District Office in order to provide an enriching educational plan that meets their students' various needs.

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	**Chronic Absenteeism**  Yellow	**Suspension Rate**  Blue
Mathematics  Yellow		
English Learner Progress  Red		

Conclusions based on this data:

Based on the 2024 Fall Dashboard for Overall Performance for All Students, Rose Avenue Elementary School is at the Medium Performance Level (Yellow)) for English Language Arts, Mathematics, and for Chronic Absenteeism. We are at the High Performance Level (Blue) for our low Suspension Rate and at the Very Low Performance Level (Red) for English Learner Progress.

Based on the 2024 Overall Performance, Rose Avenue Elementary School will focus on analyzing formative and summative assessments in order to progress monitor student achievement outcomes, identify underperforming students, and develop targeted intervention for students not meeting grade-level standards in English Language Arts. Teachers and School Administration will meet three to five times a year during student monitoring conferences to monitor student progress, analyze academic data, and identify targeted standards needed to increase academic achievement. To address our “Medium” Level for Chronic Absenteeism, our attendance rates will be monitored frequently and attendance meditation meetings will be held at the site level for those students with excessive tardies and/or absences. The Attendance Mediation Team will consist of the ORC, Attendance Technician, School Administrator, and Parent/Guardian. Each month, the Attendance Team will provide attendance Incentives with the use of an "Attendance Punch Card" to increase students' daily attendance and decrease the rate of chronic absenteeism.

Based on the 2024 Fall Dashboard for Overall Performance for All Students, as Rose Avenue Elementary School is at the Medium Performance Level (Yellow) for Mathematics, we will focus on analyzing formative and summative assessments in order to progress monitor student achievement outcomes, identify underperforming students, and develop targeted intervention for students not meeting grade-level standards in Mathematics. Our site will continue to supplement the current Math curriculum with rigorous math tasks to increase students' problem solving skills and with Math strategies from the Pre-K to 3 Coherence Collaboration (P3CC). We will continue our collaboration with the Math Manager and Math TOSAs in order to increase our mathematical practices in the classroom. In order to maintain a “Low” level of suspension rates, School Administrators will continue to implement progressive discipline with the use of Restorative Justice practices, social emotional supports, referrals to the School Counselor as needed, and support positive behavior with our site’s PBIS efforts.

Based on the 2024 Fall Dashboard for Overall Performance for All Students, as Rose Avenue Elementary School is at the Very Low Level (Red) for English Learner Progress. Our English Learners will continue to be provided with Designated English Language Development (ELD) on a daily basis with times based on their particular grade levels. Transitional Kindergarten and Kindergarten students will continue to receive 30 minutes of daily Designated ELD instruction, while students in first through fifth grades will continue to receive 45 minutes of daily Designated ELD instruction. During Designated ELD instruction, students will enhance their language acquisition through scaffolded instruction focused on oral (listening and speaking) and written (reading and writing) English language domains. All teachers will provide access to Integrated ELD throughout the day across the discipline areas including English Language Arts, Math, Social Studies, Science, Physical Education, and other areas. Integrated ELD strategies will include various opportunities for student engagement, access to vocabulary and academic terms, and scaffolded supports in each language domain as needed. Reclassified Fluent English Proficient (RFEP) students will continue to be academically monitored by their classroom teachers for a duration of four years per California State requirements.

School and Student Performance Data

Academic Performance

English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	3	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 Orange	 No Performance Color
60.6 points below standard	67.3 points below standard	0 Students
Increased 4.4 points	Maintained 2.2 points	
224 Students	158 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Yellow	 Yellow
0 Students	63.1 points below standard	63.5 points below standard
	Increased 5.7 points	Increased 3.2 points
	60 Students	215 Students

Students with Disabilities	African American	American Indian
 Red 144.2 points below standard Maintained 0.0 points 62 Students	 No Performance Color Less than 11 Students 1 Student	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color 0 Students	 Yellow 60.4 points below standard Increased 3.8 points 222 Students

Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students 1 Student

Conclusions based on this data:

Based on the 2024 Fall Dashboard English Language Arts Performance for All Students/Student Groups increased 4.4 points and advanced one level to the Medium Performance Level (Yellow). Our Homeless (increased 5.7 points), Socioeconomically Disadvantaged (increased 3.2 points), and Hispanic (increased 3.8 points) student groups all advanced to the Medium Performance Level (Yellow). Our English Learners maintained 2.2 points and are currently at the Low Performance Level (Orange) and our Students with Disabilities are currently at the Very Low Performance Level (Red).

Rose Avenue Elementary School's classroom teachers will continue to implement evidence-based instructional practices in order to provide all students clearly articulated learning goals based on Common Core State Standards. For all student groups, teachers will continue to integrate high depths of knowledge levels throughout instructional activities to increase rigor within grade-level standards; provide immediate feedback; reteach core subject matter based on formative assessment data; provide opportunities for student collaboration and peer modeling; and promote high expectations for student success on grade-level Common Core State Standards. To increase student achievement for English Learners in the area of English Language Arts, teachers will provide both Integrated and Designated English Language Development (ELD) to improve English Learners' language proficiency skills. For Students with Disabilities, teachers will continue to scaffold standards-based instruction to connect students' prior knowledge and current ability levels to grade-level standard expectations. Rose Avenue Elementary School will concentrate on providing access to the core standards and supports to meet their academic and goals based on their Individualized Education Plans (IEPs) for our Students with Disabilities. Our special education case managers will collaborate with their general education colleagues, special education counterparts, School Psychologist, and Special Education partners at the District Office in order to provide an enriching educational plan that meets their students' various needs.

School and Student Performance Data

Academic Performance

Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	4	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 Yellow	 No Performance Color
62.6 points below standard	63.8 points below standard	0 Students
Increased 9.8 points	Increased 8.3 points	
224 Students	158 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Yellow	 Yellow
0 Students	59.6 points below standard	64.9 points below standard
	Increased 5.5 points	Increased 9.8 points
	60 Students	215 Students

Students with Disabilities	African American	American Indian
 Orange 126.8 points below standard Increased 21.7 points 62 Students	 No Performance Color Less than 11 Students 1 Student	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color 0 Students	 Yellow 62.6 points below standard Increased 8.7 points 222 Students

Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students 1 Student

Conclusions based on this data:

Based on the 2024 Fall Dashboard Mathematics Performance for All Students/Student Groups increased by 9.8 points and advanced to the Medium Performance Levels (Yellow). English Learners increased by 8.3 points and Homeless increased to 5.5 points as these two groups maintained at the Medium Performance Level (Yellow). The student groups represented by Socioeconomically Disadvantaged Students (increased 9.8 points) and Hispanic Students (Increased by 8.7 points) advanced to the Medium Performance Level (Yellow). Our Students with Disabilities increased by 21.7 points and advanced to the Low Performance Level (Orange).

Rose Avenue Elementary School's classroom teachers will focus on integrating Mathematical Mindset strategies and Pre-K to 3 Coherence Collaboration (P3CC) throughout the instructional core Mathematics program to build students' critical thinking skills, while, at the same time, providing underperforming students intensive, small group intervention before, during, and after the instructional day. For all student groups, teachers will continue to integrate depths of knowledge levels throughout instructional activities to increase rigor within grade-level standards; provide immediate feedback; reteach core subject matter based on formative assessment data; and promote high expectations for student success on grade-level Common Core State Standards in the area of Mathematics. To increase student achievement for English Learners, teachers will provide opportunities for student collaboration and peer modeling to build English Learners' oral and written language skills and academic vocabulary in the area of Mathematics. For Students with Disabilities, teachers will continue to scaffold standards-based instruction to connect students' prior knowledge and current ability levels to grade-level standard expectations. Rose Avenue Elementary School will concentrate on providing access to the core standards and supports to meet academic goals based on their Individualized Education Plans (IEPs). Our special education case managers will collaborate with their general education colleagues, special education counterparts, School Psychologist, and Special Education partners at the District Office in order to provide an enriching educational plan that meets their students' various needs.

School and Student Performance Data

Academic Performance

English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
Red	No Performance Color
42.4% making progress.	making progress.
Number Students: 184 Students	Number Students: 0 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
23.9%	33.7%	1.1%	41.3%

Conclusions based on this data:

Based on the 2024 Fall Dashboard English Learner Progress Indicator, our student group of English Learners is at the Very Low Performance Level (Red). Rose Avenue Elementary school’s classroom teachers will continue to strengthen both Integrated and Designated English Language Development (ELD) in order to increase English Learners' language proficiency skills throughout the instructional day. Students in grades Transitional Kindergarten through 5th grades will continue to receive daily Designated ELD instruction at their designated proficiency level to enable teachers to provide targeted, standards-based language proficiency instruction using district-adopted curriculum materials. ELD teachers will integrate appropriate scaffolding techniques to bridge students' current oral and written language levels in reading, writing, listening and speaking to levels more representative of language proficiency and fluency. Oral and written language supports and scaffolds will also be integrated throughout all core subject areas by classroom teachers in order to enable English Learners to access grade level subject matter.

School and Student Performance Data

Academic Engagement

Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	3	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 Yellow	 No Performance Color
25.7% Chronically Absent	20.7% Chronically Absent	0 Students
Declined 8.9	Declined 8.5	
460 Students	275 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Orange	 Yellow
0 Students	22.7% Chronically Absent	26.4% Chronically Absent
	Declined 9.1	Declined 8.5
	119 Students	436 Students

Students with Disabilities	African American	American Indian
 Orange 37.3% Chronically Absent Declined 8 126 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	 Yellow 24.8% Chronically Absent Declined 9.3 451 Students

Two or More Races	Pacific Islander	White
 No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	 No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student

Conclusions based on this data:

Based on the 2024 Fall Dashboard Chronic Absenteeism for All Students/Student Groups advanced to a Medium Performance Level (Yellow) and declined by 8.9 points. Our English Learners (declined 8.5 points), Socioeconomically Disadvantaged (declined 8.5 points), and Hispanic groups (declined 9.3 points) and All Students advanced to the Medium Performance Level (Yellow). Our Students with Disabilities advanced to the Low Performance Level (Orange) and declined 8 points. Our Homeless student group advanced to the Low Performance Level (Orange) and declined by 9.1 points. Attendance rates will be monitored and Attendance Meditation Meetings will be held at the site level for those students with excessive tardies and/or absences.

The Attendance Mediation Team will consist of the ORC, Attendance Technician, School Administrator, and Parent/Guardian. Each month, the Attendance Team will provide attendance incentives with the use of an "Attendance Punch Card" to increase students' daily attendance and decrease the rate of chronic absenteeism. School staff will provide support to families and will recommend and/or refer parents to Ventura County based social services, counseling, or other community-based services programs with the intention of offering families support to address barriers which negatively impact student attendance. In order to support Students with Disabilities in the area of Chronic Absenteeism, our special education case managers and Administrators will work with families as the nature of students' disabilities can impact their school attendance. The School Principal will work with both the Special Education Department and the Transportation Department as a majority of our Students with Disabilities receive transportation services as our Mild to Moderate Special Day Class is not offered at their home school.

School and Student Performance Data

Conditions & Climate

Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	5

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Blue	 Blue	 No Performance Color
0.4% suspended at least one day	0.4% suspended at least one day	0 Students
Declined 0.5%	Declined 1.1%	
468 Students	278 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Blue	 Blue
0 Students	0% suspended at least one day	0.5% suspended at least one day
	Declined 0.9%	Declined 0.5%
	123 Students	444 Students

Students with Disabilities	African American	American Indian
 Blue 0% suspended at least one day Declined 0.8% 127 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	 Blue 0.4% suspended at least one day Declined 0.5% 458 Students

Two or More Races	Pacific Islander	White
 No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	 No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student

Conclusions based on this data:

Based on the 2024 Fall Dashboard Suspension Rate for All Students/Student Group advanced to the High Performance Level (Blue) and declined 0.5%. All student groups (English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic) are at the High Performance Level (Blue). In order to maintain a “Low” level of suspension rates, School Administrators will continue to implement progressive discipline with the use of Restorative Justice practices, Social Emotional Supports, referrals to the School Counselor as needed, and support positive behavior with our site’s PBIS efforts. Our school will continue to be dedicated to establishing and reinforcing positive relationships with our students in order to maintain a positive learning environment.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student Academic Engagement and Achievement
Dramatically accelerate student academic engagement and achievement across all Oxnard populations through coherent additive approaches, essential pedagogical principles, and high-leverage practices.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1 - Student Academic Engagement and Achievement

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Foster high intellectual performance.
Strengthen instruction and student engagement.
Develop student profile-driven lesson design.
Foster multilingualism.
Use technology to enhance instruction.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Star Early Literacy: Kindergarten Star Reading: 1st -5th grades	The percentage of students who scored At or Above Benchmark on the End of Year 2025 Star Assessments: • Kindergarten-60% • 1st grade- 29% • 2nd grade- 40% • 3rd grade- 30% • 4th grade- 27% • 5th grade- 36%	Based on the 2024-2025 Grade Level Cohorts, the 2025-2026 Grade Level Cohorts will demonstrate growth by moving at least one to two levels across the different bands on the Star Assessments. The percentage of students who will score At or Above Benchmark will increase by 20% to: • Kindergarten- 60% • 1st grade- 50% • 2nd grade- 50% • 3rd grade- 60% • 4th grade- 50% • 5th grade- 47%
CAASPP ELA	The percentage of students who Met or Exceeded the standard on the CAASPP ELA at the end of the 2024-2025 school year: • 3rd grade- 27% • 4th grade- 25% • 5th grade- 38%	Based on the 2024-2025 Grade Level Cohorts, the 2025-2026 Grade Level Cohorts will demonstrate growth by moving one or two levels across the different bands on the CAASPP for ELA. The percentage of students who will score at Met or Exceeded will increase to: • 3rd grade- 45% • 4th grade- 47% • 5th grade- 45%
Star Math: 1st - 5th grades	The percentage of students who scored At or Above Benchmark on the End of Year 2025 Star Assessments: • 1st grade- 41% • 2nd grade- 56% • 3rd grade- 49% • 4th grade- 34% • 5th grade- 26%	Based on the 2024-2025 Grade Level Cohorts, the 2025-2026 Grade Level Cohorts will demonstrate growth by moving at least one to two levels across the different bands on the Star Assessments. The percentage of students who will score At or Above benchmark will increase by 20% to: • 1st grade- 60% • 2nd grade- 61% • 3rd grade- 76%

		• 4th grade- 69% • 5th grade- 54%
CAASPP Math	The percentage of students who Met or Exceeded the standard on the CAASPP Math at the end of the 2024-2025 school year: • 3rd grade- 30% • 4th grade- 16% • 5th grade- 18%	Based on the 2024-2025 Grade Level Cohorts, the 2025-2026 Grade Level Cohorts will demonstrate growth by moving one or two levels across the different bands on the CAASPP for Math The percentage of students who will score at Met or Exceeded will increase to: • 3rd grade- 35% • 4th grade- 43% • 5th grade- 41%
Accelerated Reader Quizzes: 2nd-5th grades	The percentage of students who Met Benchmark (85% and above) for the End of Year (2025): • 2nd grade-13% • 3rd grade- 24% • 4th grade- 39% • 5th grade- 51%	The percentage of students attaining grade benchmark level of 85% and above on the Accelerated Reader quizzes by the End of the 2025-2026 school year will increase at least by 20%. • 2nd grade- 33% • 3rd grade- 44% • 4th grade- 59% • 5th grade- 71%
ELPAC Reclassification rates	The percentage of English learners in 3rd-5th Grade who were Reclassified during the 2024-2025 school year: 27% (29/108)	All English Learners will demonstrate growth by moving at least one or two proficiency levels on the ELPAC. The percentage of 3rd-5th Grade English Learners who will meet the reclassification criteria will increase at least by 20%. This will result in 47% of English Learners in 3rd-5th grades to be reclassified during the 2025-2026 school year.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Under guidance of the EL Master plan and State Mandates: All TK-5th teachers will team by grade levels/proficiency levels for designated ELD for the mandated number of minutes and provide integrated ELD in all other content areas using	English Learners	12,000 Title III 5800: Professional/Consulting Services And Operating Expenditures

	effective strategies. Teachers will also be able to host after school tutoring for targeted intervention for English Learners, Newcomers, and Long-Term English Learners (LTELs) in order to increase the number of students who meet the criteria for reclassification and reduce the number of LTELs. In order to provide effective ELD strategies, teachers will be able to attend Professional Development opportunities to enhance their instruction. Teachers will also be able to consult with our English Learner TOSAs for lesson planning and best ELD Practices. The School Administrator, Teachers and ELAC Members/Parents will also be given the opportunity to attend CABE conferences to support their English Learners. The school site will provide supplemental materials and replenish computer supplies for ELPAC testing, such as headphones.		Professional Development (ELPAC, CABE, ELD, VCOE) 890 Title III 4000-4999: Books And Supplies Books other than textbooks District Funded 1000-1999: Certificated Personnel Salaries EL TOSAs 200 Title III 5000-5999: Services And Other Operating Expenditures CABE and VC CABE Memberships
1.2	School will provide staff with materials and supplies to support teacher collaboration, first instruction practices, professional development, and full-implementation of district-wide curriculum for both our Structured English Immersion (SEI) and Special Education Programs (Mild to Moderate, Resource and Speech Services). These funds will also be used to enhance classroom instruction and technology, provide appropriate interventions and enrichment opportunities, organize activities based on our strands (Science and Wellness), and reward students with both academic and social emotional incentives.	All Students	29,750 LCFF 4000-4999: Books And Supplies Materials, Supplies, Student Incentives 5,000 LCFF 5700-5799: Transfers Of Direct Costs Warehouse Charges 3,000 LCFF 5700-5799: Transfers Of Direct Costs Publications/Graphics Department
1.3	In order to provide additional interventions (Tier 1 and Tier 2), our school will hire one certificated Intervention Services Provider (ISP) to facilitate targeted intervention groups to support students' progress in the academic areas of ELA and Math. We will also utilize our Literacy Intervention Teacher to support and instruct targeted intervention groups for ELA. Funds will also be allocated for supplemental intervention resources for ELA and Math as needed.	All Students	26,663 Title I 1000-1999: Certificated Personnel Salaries Intervention Service Provider (ISP) 5,952 Title I 3000-3999: Employee Benefits Certificated Benefits (ISP) District Funded 1000-1999: Certificated Personnel Salaries Literacy Intervention Teacher 250 LCFF - Intervention 4000-4999: Books And Supplies Materials and Supplies
1.4	The After School Program will be offered to all students in order to provide academic support, enrichment opportunities, and hands-on activities.	All Students	ASES

			ELOP
1.5	In order to provide enrichment based on our school strand of Science and Wellness, we will hire a Limited Term Instructional Assistant who will support classroom teachers with Science lessons and experiments.	All Students	7,000 Title I 2000-2999: Classified Personnel Salaries Limited Term Instructional Assistant Salary 2,553 Title I 3000-3999: Employee Benefits Limited Term Instructional Assistant Benefits
1.6	All students will have access to Visual Arts Lessons as our site will have a part-time, credentialed teacher. These Visual Arts lessons may include folk art, painting, sculpture, photography, craft arts, creative expressions, graphic arts and design, computer coding, animation, music composition and ensembles, script writing, costume design, film, and video.	All Students	101,080 Prop 28 1000-1999: Certificated Personnel Salaries Part-Time Visual Arts Teacher Salary 38,978 Prop 28 3000-3999: Employee Benefits Part-Time Visual Arts Teacher Benefits 16,531 Prop 28 4000-4999: Books And Supplies Art supplies
1.7	The Library/Media Technician (LMT) will maintain and manage the site library, provide support to teachers and students, purchase books to replenish the library, and oversee the site's Accelerated Reading (AR) incentive program. The Accelerated Reader (AR) program and My-On program will continue to be implemented, school-wide, while students are provided access to books leveled by AR reading levels located in the school library. Each Trimester, students who obtain their AR goal will be able to attend an AR Incentive celebration. The LMT will also be able to provide extension activities such as Book Clubs and Literature Circles.	All Students	District Funded 2000-2999: Classified Personnel Salaries Library/Media Tech Salary Materials/Supplies/Incentives: See Goal 1.2 1,104 Title I 4000-4999: Books And Supplies Library Books/Books Other than Textbooks District Funded 5800: Professional/Consulting Services And Operating Expenditures Renaissance Contract
1.8	The Oxnard School District, in partnership with VCOE, will provide a Migrant Education Summer School program to provide academic and enrichment support to Migrant students.	English Learners	District Funded 5000-5999: Services And Other Operating Expenditures Contract for Migrant Services

1.9	Teachers will continue to provide enrichment opportunities, differentiated lessons, and accelerated instruction to meet the needs of our students that have been identified as GATE students and for other high performing students.	All Students	No additional costs
1.11	Support registration fees, assemblies, entrance fees and transportation for field trips that are aligned to Common Core State Standards, California Social Emotional Standards, and/or School Strand Focus (Science/Wellness).This will allow the site to provide first-hand interactive experiences. Field trips will be provided to students at the beginning of units to provide background and interest in future lessons.	All Students	6,000 Title I 5000-5999: Services And Other Operating Expenditures Field Trip Transportation 13,200 LCFF 5800: Professional/Consulting Services And Operating Expenditures Services, registration, assemblies, and entrance fees
1.13			
1.14	Replenish computer supplies and software as needed. (For example, replenish headphones and keyboards.)	All Students	1,000 LCFF 4000-4999: Books And Supplies Computer supplies
1.15	Monitor Special Education students' progress on annual goals in ELA, Math, ELD, Speech/Language, Motor Skills Development, and/or Social-Emotional during IEP Meetings. Work as an IEP Team to determine free and appropriate public education and make evidence-based decisions on students' least restrictive environment. Extracurricular activities will be inclusive of our Special Education students which includes, but is not limited to recess breaks, lunch, field trips, assemblies, and mainstreaming if noted in students' IEPS.	Students with Disabilities	18,000 LCFF 1000-1999: Certificated Personnel Salaries Floating Certificated Substitute Salaries for Teacher Release to attend SST Meetings, IEP Meetings, and Student Monitoring Conferences 3,083 LCFF 3000-3999: Employee Benefits Floating Certificated Substitute Benefits for Teacher Release to attend SST Meetings, IEP Meetings, and Student Monitoring Conferences
1.16	Special Education Team members will meet with our Special Education Manager once a month to determine the dates for IEPs, discuss student progress towards IEP goals, and to discuss possible Change of Placements.	Students with Disabilities	No additional cost

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Throughout the 2024-2025 school year, Rose Avenue Elementary School focused on building rigor across all the grade levels, while scaffolding instruction to strengthen students' skills to achieve proficiency on grade level standards in both our Structured English Immersion (SEI) Program and Mild to Moderate Special Education (SPED) Program. Teachers were able to collaborate frequently during PLCs to review data and make informed decisions on how to meet the needs of their students. Teachers were also given opportunities to attend professional development opportunities to enhance classroom practices and Tier 1 classroom interventions.

Within a Professional Learning Community (PLC), grade level teams and the Special Education department collaborated on a regular basis to analyze data from both formative (Star Early Literacy/Reading/Math) and summative (ELPAC) assessments to monitor student achievement and identify learning targets to modify instruction. This data analysis enabled teachers to identify students who need specific targeted interventions and referrals to the Student Success Team (SST).

Overall, the culmination of strategies supported Goal 1 as we saw an increase of systematic structures within the classrooms, an increase of progress monitoring towards grade level standards, the inclusion of appropriate Tier 1 and Tier 2 interventions, and a majority of our grade levels achieved academic gains on the 2024-2025 CAASPP. For English Language Arts CAASPP, our 3rd graders increased by 5% (27%) and our fifth grade increased by 7% (37%). Our fourth grade cohort increased by 3% while our fifth grade cohort increased by 12%. For Math CAASPP, our 3rd graders increased by 7%.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Funds were allocated for floating substitutes to provide classroom coverage during IEP meetings. At the time of the 2nd Interim, this budget category showed a negative balance; however, we successfully reallocated funds to ensure sufficient coverage was maintained tor the rest of the school year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on the analysis of the 2024-2025 SPSA, academic achievement results demonstrate the need for data driven and structured collaboration via Professional Learning Communities (PLCs); implementation of intervention via small groups at each grade level for English Language Arts and Math; an increased number of formative assessments to monitor student progress; professional development opportunities to support academic and social-emotional learning; and enrichment activities to promote a stimulating learning environment. These changes can be found in the following SPSA sections: Plan Description, Comprehensive Needs Assessment Components, and Planned Improvements for Goal 1.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Learning Environment and School Climate
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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2 - Learning Environment and School Climate

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Support a multi-tiered system of support (MTSS).
Foster access, equity and inclusion.
Utilize restorative practices.
Create affirming learning environment and relationships.
Maintain safe and inviting facilities and grounds.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama: Teacher Perception of Student Survey (Kinder-2nd Grade) Panorama Survey: 3rd-5th Grade Students	Spring 2025 Panorama Data: Kinder-2nd Grade • Emotion Regulation: 73% • Self-Management: 53% • Social Awareness: 66% Spring 2025 Panorama Data: 3rd-5th Grade • Emotion Regulation: 40% • Growth Mindset: 42% • Self-Management: 62% • Engagement: 43% • Sense of Belonging: 51% • Social Awareness: 50% • Teacher-Student Relationships: 68%	Increase positive Panorama survey results by 20% across Kinder-2nd Grade: • Emotion Regulation: 93% • Self-Management: 73% • Social Awareness: 86% Increase positive Panorama survey results by 20% across 3rd-5th Grades: • Emotion Regulation: 60% • Growth Mindset: 62% • Self-Management: 82% • Engagement: 63% • Sense of Belonging: 71% • Social Awareness: 70% • Teacher-Student Relationships: 88%
Suspension Rate	For the 2024-2025 school year, there was a total of 5 (0.01%) off-campus suspensions.	Maintain a very low off-campus suspension rate and continue to reduce the suspension rates.

Office Discipline Referrals	Based on Office Referral Data for the 2024-2025 school year, there were 310 office referrals.	Office Referrals will be reduced by 25% during the 2025-2026 school year.
Attendance Rate	The average school wide yearly attendance was 92% for the 2024-2025 school year. The Chronic Absence percentage was 8% for the 2024-2025 school year.	Increase the annual attendance rate by 5% during the 2025-2026 school year. Reduce the 2025-2026 Chronic Absence rate by 5%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Continue with implementation of the PBIS/CHAMPS/STOIC model both in the classroom and throughout the school campus. The PBIS Team will meet monthly to identify next steps and needed resources for school-wide CHAMPS implementation (safety and recess equipment use), "Re-CHAMP" the playground due to ongoing construction, monitor progress towards decreasing the overall number of office discipline referrals and suspensions, and to develop possible actions that support teachers who have concerns regarding individual student behavior.	All Students	Materials and Supplies: See Goal 1.2
2.2	The School Counselor will facilitate school enrichment activities and clubs to engage students in mindful, learning strategies and SEL activities. The School Counselor will also organize monthly "Wellness Wednesdays" where students and staff can participate in Wellness Centers and Calming Techniques. These Wellness Centers will also be provided during State Testing and other events where these resources are needed to decrease stress or anxiety throughout the year.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Counselor Salary Materials and Supplies: See Goal 1.2
2.3	Our School Counselor and Outreach Coordinator will provide PBIS/CHAMPs incentives to support positive student behavior and encourage all staff members to send families PAW-sitive Puma Postcards to recognize students who demonstrate positive behavior on campus. All students will be rewarded with positive behavior reinforcements via Puma/CHAMPS bucks that can be utilized at our CHAMPS store twice a month. The Counselor and ORC will also oversee the CHAMPS Activity Room, where students use calming, alternative activities/supports when experiencing a difficult time in the classroom or during recess.	All Students	Materials and Supplies: See Goal 1.2 District Funded 1000-1999: Certificated Personnel Salaries Counselor Salary District Funded 2000-2999: Classified Personnel Salaries ORC Salary
2.4	Attendance rates will be monitored and Attendance Meditation Meetings will be held at the site level for those students with excessive tardies and/or absences. The Attendance Mediation Team will consist of the ORC, Attendance Technician, School	All Students	District Funded 2000-2999: Classified Personnel Salaries

	Administrator, and Parent/Guardian. Each month, the Attendance Team will provide Attendance Incentives with the use of an "Attendance Punch Card" to increase students' daily attendance and decrease the rate of chronic absenteeism for students exhibiting challenges with daily attendance.		ORC and Attendance Technician's Salaries Materials and Supplies: See Goal 1.2
2.5	Office staff will effectively maintain daily school operations to respond to students safety/health needs, assist in documenting/filing incident reports, and supporting school families before, during, and after school hours as needed. This may include Spanish translations of school documents and Spanish interpretation.	All Students	250 Title III 2000-2999: Classified Personnel Salaries Clerical Overtime 150 Title III 3000-3999: Employee Benefits Clerical Overtime 500 LCFF 2000-2999: Classified Personnel Salaries Clerical Overtime 200 LCFF 3000-3999: Employee Benefits Clerical Overtime
2.8	Campus Supervisors will provide student supervision before school, during lunch and recess breaks, at school dismissal, and during school events that are after school or during working hours.	All Students	150 LCFF 2000-2999: Classified Personnel Salaries Campus Supervisors: Substitutes 750 LCFF 2000-2999: Classified Personnel Salaries Campus Supervisors: Extra help 211 LCFF 3000-3999: Employee Benefits Campus Supervisors: Extra help benefits 50 LCFF 3000-3999: Employee Benefits Campus Supervisors: Substitutes Benefits
2.9	Ensure confidentiality of documents containing student information. This includes replacements or repairs of copy machines and other items as needed.	All Students	2,810 LCFF 5000-5999: Services And Other Operating Expenditures Maintenance Agreement for Shredding Services 1,000 LCFF 5000-5999: Services And Other Operating Expenditures

			Repairs 1,764 LCFF 5000-5999: Services And Other Operating Expenditures Replacements
2.10	The Outreach Consultant will work with students, families, and school staff in order to provide student services, resources, referrals to outside agencies, and technology support.	All Students	District Funded 2000-2999: Classified Personnel Salaries ORC Salary
2.11	Establish and implement our Comprehensive School Safety Plan where all staff and students participate in: • Monthly fire drills • Per Trimester: Priority 1 & 2 Lockdown drills • Quarterly earthquake drills • Annual evacuation drill • Professional development for first aid and safety for all staff	All Students	No additional cost
2.13	Based on Panorama data and classroom needs, the School Counselor will provide social-emotional support for students and teachers with social-emotional classroom lessons. Our Counselor will also provide support for students and parents through individual/group counseling, facilitating social skill groups, and outside referrals to agencies for additional services.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Counselor Salary
2.14	Continue to provide school-based assemblies for: Drug, Tobacco, and Alcohol Prevention Education (Red Ribbon Week); Kindness Week; Academic and Positive Behavior Recognition/Awards; Student Enrichment; Anti-Bullying; and PBIS	All Students	Materials and Supplies: See Goal 1.2
2.16	Students and Staff will participate in monthly school spirit weeks and national awareness activities (ex: Unity Day, Anti-Bullying Awareness, Autism Awareness, Red Ribbon Week, Breast Cancer Awareness, Mental Health Awareness, Great Kindness Challenge, Epilepsy Awareness, etc.).	All Students	No additional cost
2.17	The safety committee will meet on a regular basis (each trimester or as needed) to review the School Safety Plan and make revisions as necessary to improve ongoing emergency disaster preparedness. The committee will also monitor entrance/exit procedures and make changes as necessary to ensure student safety, reduce hazards, and alleviate traffic congestion.	All Students	No additional cost
2.18	Ensure administrative site coverage when the School Principal is absent or off-site.	All Students	750 LCFF 1000-1999: Certificated Personnel Salaries Administrative Support/Extra Help 250 LCFF 3000-3999: Employee Benefits

			Administrative Support/Extra Help Benefits
2.19	School Principal, School Counselor, and ORC will engage in 1:1 check-ins with our Foster and Homeless youth to provide academic and/or social-emotional support. The support staff will also maintain constant communication with their parents, guardians, and outside agencies in order to ensure access to a positive and effective educational program.	Foster Youth Homeless Socioeconomically Disadvantaged	No additional cost
2.20	All staff will participate in mandatory trainings including: Mandated Reporting, Active Shooter, Threat Assessment, Bullying, Suicide Prevention, and Drug/Alcohol Policies.	All Students	No additional cost
2.21	The Panorama Survey will be administered 2 times a year (Fall and Spring) to students in order to obtain data about our school climate and our students' social-emotional needs.	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures Panorama contract
2.22	Ensure a successful transition from elementary school to middle school by coordinating with district Middle School sites to conduct elementary school visits to promote student interest in site programs. The site will support students with AVID applications and invite the Middle School Team for presentations as needed. SPED case managers will organize Middle School Transition IEP Meetings to ensure the continuation of SPED services.	All Students Students with Disabilities	Floating Certificated Substitutes for Teacher Release to attend IEP Meetings: See Goal 1.15

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Rose Avenue Elementary School continues to take pride in our Platinum Award recognition from the California Coalition of PBIS for our efforts in providing Positive Behavior Interventions and Supports to our school community. During the 2024-2025 school year, the Puma Staff remained dedicated to enhancing students' school connections, maintaining an inclusive environment, and continuing with safety protocols. The Principal, Outreach Coordinator, and Attendance Technician met regularly to monitor student attendance, identify students at-promise regarding chronic absenteeism, and implement support when necessary. The Principal, support staff, and Student Council Representatives planned for monthly Spirit Weeks and CHAMPs assemblies each trimester in order to enhance school connectedness and school safety. To provide a safe and engaging environment, our PBIS Team also met on a regular basis to restructure the playground during construction, revise CHAMPS protocols, and review office discipline referral data.
The PBIS Team monitored this data every other month to provide recommendations to school staff and to identify needed supports in the recreational areas. Based on PBIS recommendations and student interests, the school site was able to use funds to purchase recreational items due to our site's limited playground area for ongoing construction.

As we strived to meet our students' social, emotional, and behavioral needs, students were identified through the SST process to receive social-emotional services. Our school Counselor utilized the SST referrals and monitored social-emotional data via the Panorama Survey to provide 1:1 and/or group counseling, facilitate social skill groups, and refer students to outside counseling services when needed. Our district's progressive discipline matrix, CHAMPS model, and

Restorative Justice practices assisted teachers and the School Administrators with clear guidelines for responding to student behavior.

Overall, the culmination of strategies supported Goal 2 as we observed positive connections between our Puma community, an increase of PBIS structures both within and outside our classrooms, and an inclusion of social emotional strategies in a majority of our classroom settings. Our school Administrators and support staff were also able to form positive relationships as we counseled students, provided social emotional check-ins, and taught social skills.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Funds were allocated for Campus Supervisors to attend professional development for a CHAMPS refresher, but not all campus supervisors were able to attend due to their limited availability.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on the analysis of the 2024-2025 SPSA, Panorama Survey results demonstrate the need for data driven and structured collaboration via Professional Learning Communities (PLCs); classroom lessons by our School Counselor on Emotion Regulation, Growth Mindset, Self-Management, Sense of Belonging and Social Awareness; School Connection activities to enhance student, staff, and family engagement. The PBIS Team will continue to develop learning experiences that reinforce our schoolwide CHAMPS/STOIC expectations both in the classroom and outside the classroom. These changes can be found in the following SPSA sections: Plan Description, Comprehensive Needs Assessment Components, and Planned Improvements for Goal 2.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Guidance and support to the site.
Provide strategic direction, guidance, and support focused on improving the quality of instruction, interaction, and engagement in every classroom, so that all students reach high levels of academic excellence, multilingual achievement, global competency, and healthy identity development, agency and voice.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 3 - Guidance and Support to Sites and District Departments.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Foster a culture of empowerment.
Provide professional learning and support.
Provide recognition to staff and students.
Utilize student assessment to measure student learning.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Star Early Literacy: Kindergarten Star Reading: 1st -5th grades	The percentage of students who scored At or Above Benchmark on the End of Year 2025 Star Assessments: • Kindergarten-60% • 1st grade- 29% • 2nd grade- 40% • 3rd grade- 30% • 4th grade- 27% • 5th grade- 36%	Based on the 2024-2025 Grade Level Cohorts, the 2025-2026 Grade Level Cohorts will demonstrate growth by moving at least one to two levels across the different bands on the Star Assessments. The percentage of students who will score At or Above Benchmark will increase by 20% to: • Kindergarten- 60% • 1st grade- 50% • 2nd grade- 50% • 3rd grade- 60% • 4th grade- 50% • 5th grade- 47%
Star Math: 1st - 5th grades	The percentage of students who scored At or Above Benchmark on the End of Year 2025 Star Assessments: • 1st grade- 41% • 2nd grade- 56% • 3rd grade- 49% • 4th grade- 34% • 5th grade- 26%	Based on the 2024-2025 Grade Level Cohorts, the 2025-2026 Grade Level Cohorts will demonstrate growth by moving at least one to two levels across the different bands on the Star Assessments. The percentage of students who will score At or Above benchmark will increase by 20% to: • 1st grade- 60% • 2nd grade- 61% • 3rd grade- 76% • 4th grade- 69% • 5th grade- 54%
CAASPP ELA	The percentage of students who Met or Exceeded the standard on the CAASPP ELA at the end of the 2024-2025 school year: • 3rd grade- 27% • 4th grade- 25% • 5th grade- 38%	Based on the 2024-2025 Grade Level Cohorts, the 2025-2026 Grade Level Cohorts will demonstrate growth by moving one or two levels across the different bands on the CAASPP for ELA. The percentage of students who will score at Met or Exceeded will increase to: • 3rd grade- 45%

		• 4th grade- 47% • 5th grade- 45%
CAASPP Math	The percentage of students who Met or Exceeded the standard on the CAASPP Math at the end of the 2024-2025 school year: • 3rd grade- 30% • 4th grade- 16% • 5th grade- 18%	Based on the 2024-2025 Grade Level Cohorts, the 2025-2026 Grade Level Cohorts will demonstrate growth by moving one or two levels across the different bands on the CAASPP for Math The percentage of students who will score at Met or Exceeded will increase to: • 3rd grade- 35% • 4th grade- 43% • 5th grade- 41%
Panorama: Teacher Perception of Student Survey (Kinder-2nd Grade) Panorama Survey: 3rd-5th Grade Students	Spring 2025 Panorama Data: Kinder-2nd Grade • Emotion Regulation: 73% • Self-Management: 53% • Social Awareness: 66% Spring 2025 Panorama Data: 3rd-5th Grade • Emotion Regulation: 40% • Growth Mindset: 42% • Self-Management: 62% • Engagement: 43% • Sense of Belonging: 51% • Social Awareness: 50% • Teacher-Student Relationships: 68%	Increase positive Panorama survey results by 20% across Kinder-2nd Grade: • Emotion Regulation: 93% • Self-Management: 73% • Social Awareness: 86% Increase positive Panorama survey results by 20% across 3rd-5th Grades: • Emotion Regulation: 60% • Growth Mindset: 62% • Self-Management: 82% • Engagement: 63% • Sense of Belonging: 71% • Social Awareness: 70% • Teacher-Student Relationships: 88%
Professional Development for Teachers	Professional Development for the 2024-2025 School Year: • Universal Design for Learning (UDL): 2 sessions (TK-5th) • TK TOSA: 1 Session • Math TOSA: 2 sessions (3rd-5th) and 3 sessions (TK-2nd) • ELA TOSA: 0 sessions	Based on on the 2024-2025 Professional Development data, the site will increase the amount of in-school professional development opportunities by our district TOSAs. • ELA PD: 3 sessions • Math PD: 5 sessions • TK PD: 5 sessions • UDL: 2 sessions
Student Trimester Awards	Awards Assemblies for the 2024-2025 School Year: • 100% of classes recognized students for the three annual assemblies • 27% (29/108) 3rd-5th grade students reclassified to English Proficient students on the ELPAC	Based on on the 2024-2025 Student Awards data, the site will maintain 100% Trimester Award Participation. The percentage of 3rd-5th Grade English Learners who will meet the reclassification criteria will increase at least by 20%. This will result in 47% of English Learners in 3rd-5th grades to be reclassified during the 2025-2026 school year.

		The school site will begin to acknowledge students who met or exceeded the standard for ELA CAASPP and Math CAASPP. Students will be rewarded with a certificate and a medal.
Staff Recognition	Staff Acknowledgement for the 2024-2025 School Year: • Puma Pride Award (Site Acknowledgement): 9 awards (April-June 2025) • Shining Star Award (District Acknowledgement): 1 award	Based on on the 2024-2025 Staff Acknowledgement data, the site will increase to 25 Puma Pride Awards and 7 Shining Star Awards.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	The MTSS model will be implemented through SST and IEP meetings to monitor student achievement, guide first instruction, and identify students needing targeted interventions. Student Monitoring Conferences will occur 3–5 times a year, supported by a floating substitute for classroom coverage. Data from these meetings will inform interventions based on strategies from Summer 2025 PD, Site SIP Days, and Leadership Team initiatives. MTSS will also support improved attendance, behavior, and social-emotional needs through counseling and analysis of discipline and attendance data to identify students requiring additional support.	All Students	Floating Certificated Substitutes: See Goal 1.15
3.2	Continue with implementation of CAASPP Interim Assessment Blocks (IABs), District Writing Prompts, curriculum based assessments, and other formative assessments in order to assess and progress monitor all students in Reading, Writing, Math, and ELD throughout the school year. Continue with district-wide participation in summative assessments, including CAASPP and ELPAC (for English Learners).	All Students	No additional cost
3.3	All students in Kindergarten & 1st Grade will take Star Early Literacy Tests, while all students in 2nd-5th grade will take the Star Reading Tests to monitor and assess student progress during the five progress monitoring windows. All students in 1st-5th grade will take the Star Math test to monitor and assess student progress during the five progress monitoring windows.	All Students	No additional cost
3.4	Classroom Teachers will provide after school tutoring for intensive intervention in the areas of ELA, ELD, Math for all grade levels. Teachers will also have the opportunity to attend professional	All Students English Learners	7,000 LCFF 1000-1999: Certificated Personnel Salaries Teachers: Extra Help/Tutoring

	development to support their implementation of specific interventions.		2,250 LCFF 3000-3999: Employee Benefits Teachers: Extra Help/Tutoring Benefits ELOP 1000-1999: Certificated Personnel Salaries Teachers: Extra Help/Tutoring ELOP 3000-3999: Employee Benefits Teachers: Extra Help/Tutoring Benefits
3.5	The Leadership Team, PBIS Team, Classroom Teachers and Support Staff will be able to attend professional development opportunities and conferences to enhance professional growth throughout the year. This will include District and School Site SIP Days. Teachers will also be able to attend professional development opportunities hosted by our District's Math Manager, TOSAs (Ed Tech, Literacy, TK/K, ELD), and Science Instructional Specialist. Rose Avenue will also have a site-based Literacy TOSA that will support teachers with high quality, rigorous literacy instruction to meet the needs of our students.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Site-Based Literacy TOSA District Funded 1000-1999: Certificated Personnel Salaries Math Manager and District TOSAs District Funded 5800: Professional/Consulting Services And Operating Expenditures Safe and Civil Schools Contract
3.6	Campus Supervisors will also receive ongoing training by our School Administrator, School Counselor, and PBIS Committee Members to support our CHAMPS protocols, routines, and procedures.	All Students	Campus Supervisors Extra Help: See Goal 2.8
3.7	Certificated and classified staff will receive ongoing training on CHAMPS, Safe and Civil Schools, Restorative Justice practices, and NCPI. Further review, discussion, and implementation of CHAMPS will be conducted by the PBIS/CHAMPS Committee.	All Students	No additional cost
3.8	To foster a positive school culture and strengthen our sense of community, we will continue hosting our schoolwide Monday Morning Meetings. Each week, a different class leads the Pledge of Allegiance, followed by teachers recognizing student achievements. We also recognize staff members nominated by their peers for the "Puma Pride Award." The meeting concludes with the Student Council leading the school in reciting our newly adopted Student Creed.	All Students	No additional cost
3.9	To elevate student voice and strengthen leadership opportunities, our site will continue supporting key student leadership initiatives: Student Council (5th grade), the Puma Squad (Principal's Fellows, 3rd–	All Students	No additional cost

	5th grades), and the Campus Beautification Crew. These groups will lead monthly spirit weeks, promote awareness campaigns, and coordinate community outreach efforts. Additionally, we will nominate two 5th grade students to represent Rose Avenue as part of the Superintendent's Fellows program.		
3.10	To empower students and cultivate a growth mindset, our site will offer a variety of opportunities for students to showcase and present their learning. These include the Spelling Bee, Battle of the Books, Math Mindset Challenge, César Chávez Contest, African-American Speech Exposition, Oxnard Creates! and other enrichment events throughout the year.	All Students	Materials And Supplies: See goal 1.2
3.11	To provide students with meaningful athletic opportunities, we will continue to strengthen our Athletic Program, which includes basketball, volleyball, track, and the Puma Spirit Squad.	All Students	ELOP
3.12	Mindset Academy by SWEAT III will provide SEL, PBIS, Student Voice and character development group workshops. They will provide tools and strategies for staff, parents and staff, through assemblies and workshops. The focus of these sessions will be mindset development, student engagement and emotional intelligence, and will include four days of service.	All Students	Services, registration, and assemblies: See Goal 1.11

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Based on data from the 2024–2025 school year, most students across grade levels demonstrated overall improvement, indicating that the strategies and actions outlined in last year's plan were effective in advancing our goals. This progress can be attributed to a strong focus on grade-level instruction, targeted and intentional professional development, collaborative instructional planning days, the strategic use of standardized assessments to guide instruction, and consistent recognition of student growth and achievement. While these results are promising, we acknowledge that there is still important work ahead to ensure all students reach proficiency. As such, many of last year's goals will be continued to sustain momentum and promote further growth.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no significant differences between the intended implementation and the expenditures from last year. Most planned activities were implemented as expected and remained aligned with the allocated budget.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on the analysis of the 2024-2025 SPSA, academic achievement results demonstrate the need for data driven and structured collaboration via Professional Learning Communities (PLCs); implementation of intervention via small groups at each grade level for English Language Arts and Math; an increased number of formative assessments to monitor student progress; professional development opportunities to support academic and social-emotional learning; and enrichment activities to promote a stimulating learning environment. These changes can be found in the following SPSA sections: Plan Description, Comprehensive Needs Assessment Components, and Planned Improvements for Goal 3.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 4 - Family/Community Alliances for Student Success

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Create Student Profile Alliances.
Foster family engagement and support.
Provide parent/family resources.
Foster community partnerships and relationship building.
Promote higher education.
Strengthen family/community communications.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Participation at school meetings and workshops, as measured by sign-in sheets. (Examples: Title 1 Meetings, Coffee with the Principal, PTA, and SSC).	For the 2024-2025 School year, Parent Attendance ranged from 10-15 parents per meeting and/or workshop.	Parent attendance at school meetings and workshops will increase by 40% during the 2025–2026 school year.
Parent Participation in ELAC meetings, as measured by sign-in sheets.	For the 2024-2025 school year, Parent attendance at ELAC meetings ranged from 8-12 parents per meeting.	Parent attendance at ELAC meetings will increase by 40% during the 2025–2026 school year.
Panorama: Parent Survey: participation and results	For the 2024-2025 Winter Window, our site had 133 parent responses. School Climate: 80% Family Efficacy: 66% Barriers to Engage: 86% Family-School Communication: 73%	Parent Responses will increase by 100 responses during the 2024-2025 school year as measured by the Panorama survey. Our goal is to increase the Panorama Survey Results by 15% in the areas of: School Climate: 95%

	Family Engagement: 8%	Family Efficacy: 81% Barriers to Engage: 100% Family-School Communication: 88% Our goal is to increase the Panorama Survey Results by 50% in the area of: Family Engagement: 58%
Family participation during Family Engagement Nights (e.g., Literacy Night, Math Night, Science Night).	For the 2024-2025 school year, we had an average of 55 family members attend our Family Engagement Nights.	Family participation at Family Engagement Nights will increase to an average of 70 attendees per event.
Parent Square Enrollment via Q	For the 2024–2025 school year, 485 out of 742 parents (65%) were enrolled in Parent Square, while 257 parents (35%) were not enrolled.	Parent enrollment in Parent Square will increase by 35% during the 2024–2025 school year.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Continue to conduct Title 1 meetings to inform families of opportunities and supports supported by Title I funds.	All Students	No additional cost
4.2	Families will receive communication regarding our school's safety, procedures, events, and activities through Parent Square, the school website, marquee and social media accounts. The support staff (School Administrator, ORC, and Counselor) will continue with a monthly newsletter highlighting events, resources, and various topics to support their children's education.	All Students	No additional cost
4.3	With support from our school's Outreach Coordinator, parents will be welcomed to attend our site's monthly parent meetings (ELAC and SSC). Parents will also be encouraged to attend General PTA Meetings (1-3 a year) and "Coffee with the Principal" meetings (3-5 times a year).	English Learners All Students	District Funded 2000-2999: Classified Personnel Salaries ORC Salary
4.4	Continue to annually revise and implement the school's Parent Compact and Parent Involvement Policy to strengthen school-home partnerships and involve parents in revision of these documents.	All Students	No additional cost
4.5	Parents and families will be invited to attend assemblies where students will be rewarded for their academics and positive behavior during our Trimester Awards' Ceremonies. School Families will also be invited to a 5th Grade promotion ceremony at the end of the school year to celebrate their child's promotion to middle school.		Materials and Supplies: See Goal 1.2 170 LCFF 2000-2999: Classified Personnel Salaries Custodian: Extra Help 50 LCFF 3000-3999: Employee Benefits

			Custodian: Extra Help Benefts
4.6	We will continue to provide essential programs and support services for our school families through a collaborative effort led by the School Principal, Counselor, Outreach Coordinator, Support Staff, and Classroom Teachers. Parent trainings and workshops will remain a priority, ensuring families are equipped with the tools and knowledge to support their children's academic and social-emotional growth. The Outreach Coordinator and School Counselor will maintain focused support for parents in key areas, including student attendance, development of social skills, and effective use of digital platforms such as Canvas and district instructional applications (Lexia/Core5, ST Math, and myON). In addition, we will sustain and strengthen our partnerships with community agencies to share information about available resources and support services, ensuring that school families are informed and well-supported. This includes providing language interpretation services based on the needs of our school families.	All Students	1,500 Title III 2000-2999: Classified Personnel Salaries ORC: Overtime 505 Title III 1000-1999: Certificated Personnel Salaries ORC: Overtime Benefits 1,500 LCFF 1000-1999: Certificated Personnel Salaries Counselor: Extra Help 500 LCFF 3000-3999: Employee Benefits Counselor: Extra Help Benefits 500 LCFF 2000-2999: Classified Personnel Salaries Instructional Assistants: Extra Help 200 LCFF 3000-3999: Employee Benefits Instructional Assistants: Extra Help Benefits 500 LCFF 1000-1999: Certificated Personnel Salaries ORC: Overtime 200 LCFF 3000-3999: Employee Benefits ORC: Extra Help Benefits 500 Title III 1000-1999: Certificated Personnel Salaries Counselor Extra Help 112 Title III 3000-3999: Employee Benefits Counselor Extra Help
4.8	Parent/Teacher conferences and Student Meetings (IEPs, SSTs, 504s) will be conducted to inform families of student progress throughout the school year and at report card periods. Language interpretation/translation will be readily available for	All Students Students with Disabilities	1,500 Title III 2000-2999: Classified Personnel Salaries Verbal Translation-Extra Help 900

	parents. Parents will be expected to participate in these meetings either in person or via Zoom.		Title III 2000-2999: Classified Personnel Salaries Verbal Translation-Overtime 800 Title III 3000-3999: Employee Benefits Classified Benefits District Funded 2000-2999: Classified Personnel Salaries Mixteco Support Staff
4.9	The ORC will regularly check in with Migrant, Homeless, and Foster Families in order to provide resources, complete referrals to outside agencies, and to ensure their basic needs are met.	Foster Youth Socioeconomically Disadvantaged Homeless	District Funded 2000-2999: Classified Personnel Salaries ORC Salary
4.10	The school will host Back to School Night, Parent Orientations, Open House, as well as parent events focused on Literacy/ELA, Math, ELD, and/or Strand Focus (Science and Wellness), to increase parent engagement. These events will include: Literacy Night, Math Night, and Science Night.	All Students	Teachers' Extra Help: See Goal 1.16 ORC and Counselor Extra Hours: See Goal 3.8 Materials and Supplies: See Goal 1.2 200 LCFF 2000-2999: Classified Personnel Salaries Custodian: Overtime 100 LCFF 3000-3999: Employee Benefits Custodian: Overtime Benefits
4.11	Inform parents at ELAC meetings of the needed growth in ELD as measured by ELPAC assessments, the EL Master Plan, and Reclassification. The school will also host a Reclassification Celebration for all students and families for those that reclassify during the 2024-2025 school year.	English Learners	250 Title III 2000-2999: Classified Personnel Salaries Babysitting (Campus Supervisors) 150 Title III 3000-3999: Employee Benefits Babysitting (Campus Supervisors) Benefits
4.12	Encourage and provide support to parents to complete Oxnard School District's school volunteer clearance process, so parents can participate in their children's education in order to support their academic and social-emotional growth.	All Students	No additional cost

4.13	In collaboration with the Manager of Equity, Family, and Community Engagement, Rose Avenue School Families will be encouraged to attend the district's Family and Community Engagement committee.	All Students African American Asian American English Learners Hispanic Native American	District Funded 1000-1999: Certificated Personnel Salaries Manager of Equity, Family, and Community
4.16	Provide a parent orientation event for incoming TK-Kindergarten students to familiarize them with school and classroom expectations.	All Students	Teacher Extra Hours: See Goal 1.16
4.18	After School Program Parent Nights will be offered to provide parents with nutrition education, high school requirements, and other engaging activities.	All Students	ASES No additional cost
4.19	In collaboration with our PTA, we will continue to plan and host a variety of family engagement activities, including the Fall Festival, Family Movie Nights, school dances, Lotería/Bingo Nights, the Winter Program, and other community-building events.	All Students	PTA/PTO Materials and Supplies: See Goal 1.2 Teacher Extra Hours: See Goal 1.16

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Parents and families are vital partners in supporting student achievement. At our school, we foster meaningful involvement through our School Site Council (SSC), English Learner Advisory Committee (ELAC), and Parent Teacher Association (PTA), all of which actively promote parent engagement in school activities and decision-making. Throughout the 2024–2025 school year, the School Principal, Outreach Coordinator, and School Counselor hosted a series of Parent and Family Education Nights. These sessions addressed key topics such as report cards and grading practices, student attendance, growth mindset, and other relevant areas identified through parent feedback. Additionally, teachers met with families during scheduled Parent-Teacher Conferences and continued communication throughout the year to discuss student progress toward grade-level standards and identify strategies for support at home.

We maintained ongoing communication with families through Parent Square, the school website, our social media platforms (Facebook and Instagram), and our school marquee. We also observed increased participation at Family Engagement Nights, including Lotería, Movie Nights, and Science Night. Given the positive response, we plan to continue offering these engaging events in the 2025–2026 school year.

Overall, our efforts contributed to progress toward Goal 4, though with varied results. While Parent-Teacher Conferences had high attendance, participation in parent/family workshops and the Panorama Family Survey was low. To address this, our support staff will develop a family interest survey to better align workshop topics with parent needs. We will also

invite parents to complete the Panorama Survey on campus, offering support during the designated survey window to increase participation.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Although funds were allocated for Parent/Family Workshops and Trainings, attendance from our school families was low. To increase parent participation at these events, we will develop and distribute an interest survey to gather input and better align future workshops with the needs and interests of our families. Additionally, our support staff will collaborate with local agencies to provide relevant parent workshops and expand access to community resources.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on the analysis of the 2024–2025 SPSA, Rose Avenue School staff will prioritize fostering meaningful and accessible strategies to enhance parent involvement and family engagement. Our team remains committed to creating a variety of opportunities that empower families to actively support their children's academic success. To support this effort, the school will continue offering technological support and training on key district-adopted platforms, including Lexia, ST Math, MyOn, AR, and Canvas, our learning management system. These trainings will equip parents with the tools and knowledge needed to assist their children’s learning at home. In addition, our support staff will partner with local agencies to provide relevant parent workshops and connect families with valuable community resources. These focus areas and planned actions are detailed in the following sections of the SPSA: Plan Description, Comprehensive Needs Assessment Components, and Planned Improvements for Goal 4.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Transformational leadership and infrastructure
Create a coherent and sustainable districtwide infrastructure and culture to support and communicate the district's identity and strategic work on behalf of all students; facilitate strategic plan implementation; monitor progress and assess effectiveness and sustainability; and position the district as a leader in equitable and excellent education.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 5 - Transformational leadership and infrastructure

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Ensure strategic plan implementation.
Work toward schoolwide coherence.
Provide accountability and progress monitoring of implementation.
Develop human capital.
Foster communications.
Support finance and technology infrastructure.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Star Early Literacy: Kindergarten Star Reading: 1st -5th grades	The percentage of students who scored At or Above Benchmark on the End of Year 2025 Star Assessments: • Kindergarten-60% • 1st grade- 29% • 2nd grade- 40% • 3rd grade- 30% • 4th grade- 27% • 5th grade- 36%	Based on the 2024-2025 Grade Level Cohorts, the 2025-2026 Grade Level Cohorts will demonstrate growth by moving at least one to two levels across the different bands on the Star Assessments. The percentage of students who will score At or Above Benchmark will increase by 20% to: • Kindergarten- 60% • 1st grade- 50% • 2nd grade- 50% • 3rd grade- 60% • 4th grade- 50% • 5th grade- 47%
Star Math: 1st - 5th grades	The percentage of students who scored At or Above Benchmark on the End of Year 2025 Star Assessments: • 1st grade- 41% • 2nd grade- 56% • 3rd grade- 49% • 4th grade- 34% • 5th grade- 26%	Based on the 2024-2025 Grade Level Cohorts, the 2025-2026 Grade Level Cohorts will demonstrate growth by moving at least one to two levels across the different bands on the Star Assessments. The percentage of students who will score At or Above benchmark will increase by 20% to: • 1st grade- 60% • 2nd grade- 61% • 3rd grade- 76% • 4th grade- 69% • 5th grade- 54%
CAASPP ELA	The percentage of students who Met or Exceeded the standard on the CAASPP ELA at the end of the 2024-2025 school year: • 3rd grade- 27% • 4th grade- 25% • 5th grade- 38%	Based on the 2024-2025 Grade Level Cohorts, the 2025-2026 Grade Level Cohorts will demonstrate growth by moving one or two levels across the different bands on the CAASPP for ELA. The percentage of students who will score at Met or Exceeded will increase to: • 3rd grade- 45%

		• 4th grade- 47% • 5th grade- 45%
CAASPP Math	The percentage of students who Met or Exceeded the standard on the CAASPP Math at the end of the 2024-2025 school year: • 3rd grade- 30% • 4th grade- 16% • 5th grade- 18%	Based on the 2024-2025 Grade Level Cohorts, the 2025-2026 Grade Level Cohorts will demonstrate growth by moving one or two levels across the different bands on the CAASPP for Math The percentage of students who will score at Met or Exceeded will increase to: • 3rd grade- 35% • 4th grade- 43% • 5th grade- 41%
Panorama: Teacher Perception of Student Survey (Kinder-2nd Grade) Panorama Survey: 3rd-5th Grade Students	Spring 2025 Panorama Data: Kinder-2nd Grade • Emotion Regulation: 73% • Self-Management: 53% • Social Awareness: 66% Spring 2025 Panorama Data: 3rd-5th Grade • Emotion Regulation: 40% • Growth Mindset: 42% • Self-Management: 62% • Engagement: 43% • Sense of Belonging: 51% • Social Awareness: 50% • Teacher-Student Relationships: 68%	Increase positive Panorama survey results by 20% across Kinder-2nd Grade: • Emotion Regulation: 93% • Self-Management: 73% • Social Awareness: 86% Increase positive Panorama survey results by 20% across 3rd-5th Grades: • Emotion Regulation: 60% • Growth Mindset: 62% • Self-Management: 82% • Engagement: 63% • Sense of Belonging: 71% • Social Awareness: 70% • Teacher-Student Relationships: 88%
Professional Development for Teachers	Professional Development for the 2024-2025 School Year: • Universal Design for Learning (UDL): 2 sessions (TK-5th) • TK TOSA: 1 Session • Math TOSA: 2 sessions (3rd-5th) and 3 sessions (TK-2nd) • ELA TOSA: 0 sessions	Based on on the 2024-2025 Professional Development data, the site will increase the amount of in-school professional development opportunities by our district TOSAs. • ELA PD: 3 sessions • Math PD: 5 sessions • TK PD: 5 sessions • UDL: 2 sessions

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Our site remains committed to strengthening the structure of our Professional Learning Communities (PLCs) to improve student achievement and	All Students	

	ensure progress toward grade-level standards. The PLC Guiding Coalition will continue to participate in five professional development sessions with Solution Tree and will share key takeaways with the entire staff. These strategies and practices will be implemented during Wednesday Collaboration Days, Student Monitoring Conferences, and select Tuesday staff meetings. As a team, we will work collaboratively to address the four guiding questions that drive effective PLCs: 1. What do we want students to know and be able to do?; 2. How will we assess their progress toward mastery?; 3. How will we respond when students struggle to reach mastery?; 4. How will we extend learning for students who have already demonstrated mastery?		Floating Certificated Substitutes: See Goal 1:15 District Funded
5.2	The school's Leadership Team, PBIS Committee, and PLC Guiding Coalition will meet monthly to review progress toward the Oxnard School District's Strategic Plan (Oxnard Empowers) and the site's SPSA, ensuring alignment of goals and initiatives. Progress updates will be regularly shared with teachers during staff meetings.	All Students	No additional cost
5.3	The school administrator will regularly share progress toward the Oxnard School District's Strategic Plan and the site's SPSA to ensure alignment of goals and initiatives. These updates will be provided during SSC, ELAC, and Title I meetings.	All Students	No additional cost
5.4	The school administrator will meet regularly with all staff groups, including office personnel, support staff, custodians, paraeducators, and campus supervisors, to check in and ensure consistent implementation of the Strategic Plan.	All Students	No additional cost
5.5	With support from our Technology Services Technician (TST), students and families will continue with implementation of our Learning Management System, Canvas, and with district-wide applications (Lexia/Core 5, ST Math, and myON). The TST will also support staff, students, and families with troubleshooting 1:1 devices and with other technological needs.	All Students	District Funded 2000-2999: Classified Personnel Salaries Technology Services Technician
5.6	To provide consistent, internal communication with staff, Parent Square Messages/ Alerts, Outlook Emails/Calendar Invites, and a weekly bulletin are utilized.	All Students	District Funded

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Based on data from the 2024–2025 school year, we identified key connections and strengthened the implementation of the Oxnard School District's Strategic Plan by ensuring consistent alignment between site-level actions and district-wide goals. Monthly leadership team meetings and regular updates to parent groups—including SSC, ELAC, Title I, and

staff—provided a clear structure for accountability and progress monitoring. The ongoing development of Professional Learning Communities (PLCs), paired with targeted professional development through Solution Tree, reflected a strong commitment to building human capacity and fostering a unified instructional vision. By prioritizing collaborative planning around essential learning standards and promoting the sharing of best practices, the site actively worked toward achieving schoolwide coherence. Additionally, the use of multiple communication platforms ensured that families and staff remained informed, connected, and supported, ultimately strengthening communication and the school-home partnership. These communication platforms included Parent Square, Social Media, Family Newsletters (monthly), and Weekly Bulletins for all staff.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no significant differences between the intended implementation and the expenditures from last year. Most planned activities were implemented as expected and remained aligned with the allocated budget.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on the analysis of the 2024-2025 SPSA, academic achievement results demonstrate the need for data driven and structured collaboration via Professional Learning Communities (PLCs); implementation of intervention via small groups at each grade level for English Language Arts and Math; an increased number of formative assessments to monitor student progress; professional development opportunities to support academic and social-emotional learning; and enrichment activities to promote a stimulating learning environment. These changes can be found in the following SPSA sections: Plan Description, Comprehensive Needs Assessment Components, and Planned Improvements for Goal 5.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$68,979
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$320,456.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$49,272.00
Title III	$19,707.00

Subtotal of additional federal funds included for this school: $68,979.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF	$94,638.00
LCFF - Intervention	$250.00
Prop 28	$156,589.00

Subtotal of state or local funds included for this school: $251,477.00

Total of federal, state, and/or local funds for this school: $320,456.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	49,272.00	0.00
Title III	19,707.00	0.00
LCFF	94,638.00	0.00
LCFF - Intervention	250.00	0.00
Prop 28	156,589.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	94,638.00
LCFF - Intervention	250.00
Prop 28	156,589.00
Title I	49,272.00
Title III	19,707.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	156,498.00
2000-2999: Classified Personnel Salaries	13,670.00
3000-3999: Employee Benefits	55,789.00
4000-4999: Books And Supplies	49,525.00
5000-5999: Services And Other Operating Expenditures	11,774.00
5700-5799: Transfers Of Direct Costs	8,000.00
5800: Professional/Consulting Services And Operating Expenditures	25,200.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	27,750.00
2000-2999: Classified Personnel Salaries	LCFF	2,270.00
3000-3999: Employee Benefits	LCFF	7,094.00
4000-4999: Books And Supplies	LCFF	30,750.00
5000-5999: Services And Other Operating Expenditures	LCFF	5,574.00
5700-5799: Transfers Of Direct Costs	LCFF	8,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	13,200.00
4000-4999: Books And Supplies	LCFF - Intervention	250.00
1000-1999: Certificated Personnel Salaries	Prop 28	101,080.00
3000-3999: Employee Benefits	Prop 28	38,978.00
4000-4999: Books And Supplies	Prop 28	16,531.00
1000-1999: Certificated Personnel Salaries	Title I	26,663.00
2000-2999: Classified Personnel Salaries	Title I	7,000.00
3000-3999: Employee Benefits	Title I	8,505.00
4000-4999: Books And Supplies	Title I	1,104.00
5000-5999: Services And Other Operating Expenditures	Title I	6,000.00
1000-1999: Certificated Personnel Salaries	Title III	1,005.00
2000-2999: Classified Personnel Salaries	Title III	4,400.00
3000-3999: Employee Benefits	Title III	1,212.00
4000-4999: Books And Supplies	Title III	890.00
5000-5999: Services And Other Operating Expenditures	Title III	200.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	12,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	292,234.00
Goal 2	8,835.00
Goal 3	9,250.00
Goal 4	10,137.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Diana Perez	Principal
Veronica Barraza	Classroom Teacher
Charlotte Hwan	Classroom Teacher
Michelle Robledo Canchola	Classroom Teacher
Alejandra Santos	Other School Staff
Lucy Fernandez	Parent or Community Member
Sanjuana Franco	Parent or Community Member
Melissa Garcia	Parent or Community Member
Martha Gutierrez	Parent or Community Member
Tania Rangel	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

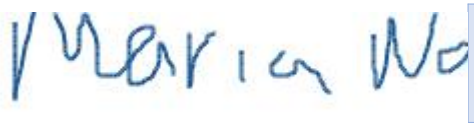
Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/15/2025.

Attested:

	Principal, Diana Perez on 5/15/2025
	SSC Chairperson, Michelle Robledo Canchola on 5/15/2025

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of

adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023

School Year: **2025-26**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sierra Linda Elementary	56725386055388	May 15, 2025	August 20, 2025

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous

cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Sierra Linda Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

☒ Schoolwide Program

The Vision at Sierra Linda is: Empowering ALL Children to Achieve Excellence. Our Mission is: We encourage children to become creative, academically competent, responsible citizens within a safe and healthy environment where all individuals are nurtured and respected. Our vision and mission are in line with the vision and mission of the Oxnard School District. The Mission of the Oxnard School District is: Changing the World!
Inspired, Accomplished, Multilingual Global Citizens – In School and Beyond
The Oxnard School District's Vision is: Ignite, Transform, Nurture, Embrace.

Oxnard School District has created a strategic plan in order to ensure that we work toward fulfilling our Mission, Vision, and Student Profile.

Our strategies support our values and principles: Equity and Excellence; Safe and Affirming Environments; Achievement/Performance, Multilingualism, Global and Socio-Cultural Competence; Relationships built on Integrity, Mutual Trust, Respect, and Caring; and Professional Accountability and Service.

A guiding focus for the district are the five strategic goals which form the framework for powerful and sustainable school and district transformation: Student Academic Engagement and Achievement; a Positive and Safe Learning Environment and School Climate; Guidance and Support to Sites; Family/Community Alliances for Student Success and Transformational Leadership and Infrastructure.
All of our strategies/activities are designed to further these pedagogical principals:
1. Identify, activate, and build on student strengths.
2. Affirm student identities by challenging the devaluation of minoritized students' identities.
3. Establish powerful relationships that nurture equity and success.
4. Engage students actively in the learning process., by amplifying student voice.
5. Create environments of enrichment, rather than remediation, that engage students' multilingual repertoires.
6. Situate learning in the lives of students by connecting to their lives.
7. Elicit high intellectual performances that help connect students' identities to academic engagement.
8. Address the prerequisites for learning, including incorporating pedagogical practices that challenge coercive relations of power.

Sierra Linda Elementary is committed to providing a rigorous and supportive instructional program that equips every student for success in college and career pathways while fulfilling the Oxnard School District Student Profile, Vision, and Mission. Our focus is on ensuring high-quality teaching and learning that meets the diverse needs of all students. Our dedicated staff fully implements the Common Core State Standards and integrates technology school-wide, including 1:1 devices for TK-5 students and research-based programs like Star Assessment, Lexia/Core5, myON, ST Math, and Accelerated Reader.

We will achieve our goals by following a clear Theory of Action: committing to a shared vision of success, strengthening classroom leadership, building school and district leadership capacity, and engaging families and the broader community. Together, these strategies will support our continuous improvement toward becoming a highly effective and equitable school.

Guided by our shared Vision and Mission, the Sierra Linda staff is dedicated to delivering a high-quality instructional program that meets the diverse academic needs of every student and supports Goal 1.0 of the Strategic Plan by promoting student achievement and engagement. Teachers collaborate regularly in grade-level teams to plan together and review data during staff and collaboration meetings. They use these sessions to design standards-aligned lessons that enhance student learning. Staff also participate in ongoing professional development at both the district and school levels to continuously improve their instructional practices.

Our teachers are fully committed to the implementation of the Common Core State Standards (CCSS) and to cultivating higher-order thinking for all students. In addition, we continue to integrate our strand focus of Health and Art into the curriculum and provide targeted funding and enrichment activities to support these areas.

Integrated English Language Development (ELD) is embedded throughout all subject areas and explicitly taught during designated instructional time. The progress of our English Learners is carefully monitored during grade-level meetings, student monitoring conferences, and the Multi-Tiered System of Supports (MTSS) process. Supplemental programs and tools further enhance learning for all students. Accelerated Reader fosters reading comprehension and a love of literature, while ST Math and Lexia/Core5 offer targeted practice in key math and reading skills. Teachers also use various technology-based resources to support students' foundational skill development.

Every student is equipped with an iPad for use at home and at school. Staff receive ongoing training in utilizing iPads effectively and regularly exchange ideas for enriching instruction through digital tools. Students also receive explicit instruction in digital citizenship, and parents are informed about the academic benefits of technology to support their children's education at home.

Sierra Linda provides differentiated reading instruction across all grade levels, supported by district-funded Literacy Intervention Teachers. These specialists work with small groups of students, using data from Star Reading Assessments and Leveled Literacy Interventions to deliver targeted instruction. Our school exited Additional Targeted Support and Improvement (ATSI) status due to improved SBAC scores, which reflects the success of these targeted interventions. Strategies such as after-school tutoring, targeted universal access/flex time, and small-group instruction contribute to sustained academic progress. Our Special Education teachers collaborate closely with general education staff to ensure all students benefit from inclusive, differentiated instruction and rigorous learning experiences. Supplemental and intervention materials, as well as ongoing formative assessments, help teachers address individual student needs and support accelerated learning in reading and math.

In alignment with Goal 2.1 of the Strategic Plan, Sierra Linda utilizes a Multi-Tiered System of Supports (MTSS) to address both academic and social-emotional needs. This MTSS model ensures all students receive timely interventions, and our school's Student Success Team—which includes the principal, school psychologist, counselor, special education team, classroom teachers, Outreach Specialist, and parents—meets regularly to review progress and plan supports. Our school-wide Positive Behavior Interventions and Supports (PBIS) program, utilizing CHAMPS strategies, emphasizes self-control, responsibility, self-confidence, and cooperation. These proactive strategies build capacity among students and staff to foster resilience, cultivate a growth mindset, and encourage safe, positive behavior. A full-time school counselor provides additional social-emotional supports, working individually and in small groups as needed.

As part of Goal 4.2 of the Strategic Plan, Sierra Linda actively promotes family engagement and partnership in the educational process. Parents participate in decision-making through committees like the School Site Council, English Learner Advisory Council, Title I Meetings, and informal gatherings such as Coffee with the Principal and Coffee with the ORC/Counselor. Parents receive regular communication on student progress and school activities through weekly phone messages, conferences, progress reports, text updates, Parent Square, and behavior charts. Our Outreach Specialist and Counselor help connect families with vital community services and host parenting classes like the Parent Project. In addition, transitional workshops and parent education sessions on topics such as parenting skills, technology use, curriculum, and assessments support parents in assisting their children's academic and personal growth at all stages of their education.

At Sierra Linda, we provide a safe and nurturing learning environment where each child and adult is valued and respected in an atmosphere that promotes the attainment of one's academic, social, and emotional potential. It is a place where we work together to develop exemplary character traits and scholarly attributes that embrace OSD's Student Profile and will need for success in life. We strive to promote a school environment wherein our core values of equity, integrity, purpose, perseverance, and compassion are evident in every interaction with students, community, and each other, thus, effectively meeting Every Student Succeeds Act (ESSA) requirements.

Educational Partner Involvement

How, when, and with whom did Sierra Linda Elementary consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Strategic Goal 4.2 emphasizes creating meaningful family engagement opportunities. At Sierra Linda, we recognize parents as essential partners in their children's education. The Single Plan for Student Achievement (SPSA) is reviewed collaboratively with parents during School Site Council (SSC), Title I, English Learner Advisory Committee (ELAC), and PTA meetings. Parents in each group have the opportunity to review the plan and provide input on strategies to improve student outcomes. Recommendations gathered from parent groups are then submitted to the School Site Council for consideration.

The School Site Council, in partnership with the Leadership Team and staff, revises the SPSA annually during April, May, and June, with ELAC also submitting their feedback during their April and May sessions. Throughout this process, all parent committees (SSC, ELAC, and PTA) participate in the development and review of the SPSA before it is finalized and approved by the School Site Council.

Our staff, parents, and other educational partners are encouraged to offer ongoing feedback on actions that support student achievement. SPSA goals and strategies serve as a central focus for discussion at parent meetings, parent workshops, staff meetings, and collaborative sessions. Progress toward these goals is shared regularly with all educational partners, ensuring continuous engagement and shared responsibility for student success.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

We had previously set aside funds to hire substitute teachers so that our staff could participate in classroom observations, collaborative lesson planning with district TOSAs, and data review meetings. However, due to a shortage of available substitutes on the scheduled dates, we were unable to carry out these activities.

Another challenge we faced was the limited availability of teachers and staff to provide after-school tutoring, especially for students who are not meeting grade-level standards and for English learners. Additionally, time constraints and transportation issues limited our ability to offer consistent after-school tutoring throughout the year. This disproportionately impacted students who rely on school-provided transportation, particularly those in our Students with Disabilities subgroup.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Based on our 2023-2024 California School Dashboard data, we had some areas that showed a need for improvement.

In the area of ELA, our English Learners were in Red. Their status in the 2023-2024 school year was -84 points distance from standard. Our Hispanic students were in Orange. Their status for the 2023-2024 school year was -67 points distance from standard. These students maintained their distance from the standard as compared to the previous year. Our Socioeconomically Disadvantaged students were in Orange. Their status for the 2023-2024 school year was -67 points distance from standard. These students also maintained their distance from the standard as compared to the previous year. Our Students with Disabilities were in Orange. Their status for the 2023-2024 school year was -138 points distance from standard. These students showed an increase of 15 points as compared to the previous year. Our goal for these students will be to progress monitor all of these students closely by establishing formative SMART goals and reviewing their progress through our MTSS process and student progress monitoring meetings. We will also target these students during our universal access time, during their Designated ELD time, and Tier 1 instruction to meet their academic needs. We will refer them to before or after-school tutoring.

In the area of Math, we did not have any student groups in red. Our English Learner students were in Orange. Their status for the 2023-2024 school year was -76 points distance from standard. These students maintained their distance from the standard as compared to the previous year. Our Students with Disabilities were in Orange. Their status for the 2023-2024 school year was -118 points distance from standard. These students showed an increase of 20 points as compared to the previous year. These groups maintained their growth in comparison to the "All Students" group. Our goal will be to progress monitor all of these students closely by establishing formative SMART goals and reviewing their IEP goals to ensure we are meeting their academic needs in Math. We will also target these students during our universal access time during Tier 1 instruction to meet their academic needs. We will refer them to after-school tutoring. We will also have our teachers work with our Math TOSA's on instructional strategies to support their needs.

In the area of chronic absenteeism, we did not have any groups in red. Our Students with Disabilities were in Orange. Their status for the 2023-2024 school year was 23.8% chronically absent. These students showed a decrease of 13% in chronically absent students as compared to the previous year. Our Homeless students were in Orange. Their status for the 2023-2024 school year was 36% chronically absent. These students showed a decrease of 11.6% in chronically absent students as compared to the previous year. Therefore, improving attendance for these student groups will continue to be a priority for our school, and we will work with our Special Education Department and Pupil Services Department on transportation needs. Our Tier 1 interventions will include a focus on creating a positive school culture and climate focused on promoting kindness (Kindness Club), attendance raffles, perfect attendance class incentives, individual attendance incentives, and school counselor check-ins. Our Tier 2 interventions will include bi-weekly attendance data meetings, collaboration meetings with families (mini-SARB), small group interventions, and short-term counseling. Our Tier 3 interventions will be home visits and SARB.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Our English Learners were the group that was two or more performance levels below the “All Students” performance. As stated above, we will be progress monitoring all of these students closely by establishing formative SMART goals. We will also target these students during our universal access time during Tier 1 instruction to meet their academic needs. We will also refer them to before or after-school tutoring. In the area of mathematics, we had our Students with Disabilities two or more performance levels below the “all-student” performance group. We will be progress monitoring all of these students closely by establishing formative SMART goals. We will also target these students during our universal access time during Tier 1 instruction to meet their academic needs. Also, they will be referred to after-school tutoring.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Monthly data from both formal and informal classroom observations conducted in TK through 5th grades throughout the school year informed the development of the goals, actions, and services outlined in the School Plan for Student Achievement. Analysis of this observational data revealed the need for enhanced, systemic, purposeful, and evidence-based lesson planning and collaboration. It also underscored the necessity for more common formative assessment benchmarks to monitor student progress closely, a stronger emphasis on academic writing across all core subjects, and a continued focus on integrating math problem-solving strategies to enhance critical thinking and oracy skills in Mathematics. Additionally, we plan to increase the use of state test-released questions for the SBAC and leverage Star Custom assessments to challenge our students with these types of questions.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Sierra Linda Elementary. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.19%	0.19%	%	1	1	
African American	0.75%	1.34%	1.27%	4	7	6
Asian	%	0.38%	%		2	
Filipino	0.94%	1.53%	1.27%	5	8	6
Hispanic/Latino	92.86%	91.97%	92.80%	494	481	438
Pacific Islander	0.38%	0.19%	0.21%	2	1	1
White	3.76%	3.25%	3.18%	20	17	15
Multiple/No Response	1.13%	1.15%	1.27%	6	6	6
			Total Enrollment	532	523	472

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	103	124	56
Grade 1	82	78	48
Grade 2	93	82	73
Grade3	84	97	79
Grade 4	74	78	93
Grade 5	96	64	78
Total Enrollment	532	523	472

Conclusions based on this data:

Based on our most recent enrollment data, we have experienced an overall decline of 29 students compared to the previous year. Within this decrease, the number of Hispanic/Latino students has dropped by 20 students. The number of African-American students has remained the same, while the number of Filipino students has decreased by one. Meanwhile, the number of White students has increased by two.

In response to these demographic trends, we will continue to implement a Culturally Responsive teaching approach that emphasizes an asset-based model. Our commitment to honoring and celebrating the diverse cultural backgrounds of all students remains strong through inclusive activities that highlight different cultures and traditions. Moving forward,

we will also closely monitor data across all student subgroups to ensure that we are meeting their needs and upholding equitable practices for every learner.

As a district, we have experienced a steady decline in student enrollment over the past several years, and this trend is also reflected at Sierra Linda. One contributing factor is that students who are "overflowed" to our site often return to their home schools during the school year when space becomes available at those sites. Additionally, the high cost of living in our county and community has had a negative impact on overall enrollment.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	282	276	225	47.40%	53.0%	47.7%
Fluent English Proficient (FEP)	26	15	20	9.30%	4.9%	4.2%
Reclassified Fluent English Proficient (RFEP)				17.4%		

Conclusions based on this data:

Sierra Linda's English Learner (EL) population has decreased by 20 students, yet the number of students meeting reclassification criteria remains steady. Based on assessment data, we recognize that our EL students require additional support to fully access the core curriculum. To address this, Kindergarten students receive 25 minutes of daily Designated ELD instruction, while students in grades 1–5 receive 30 minutes of daily Designated ELD instruction.

Students are strategically clustered at each grade level to allow ELD teachers to provide targeted, standards-aligned language instruction using district-adopted curriculum and supplemental materials. ELD teachers employ research-based scaffolding strategies to bridge students' current oral and written language skills to higher levels of proficiency and fluency across reading, writing, listening, and speaking. These language supports and scaffolds also extend into all core subject areas, ensuring that classroom teachers help ELs access grade-level content with greater success.

Additionally, integrated ELD instruction is purposefully designed to support EL students across all content areas. To further bolster language development and promote reclassification, after-school tutoring will be offered, focusing on preparing students for the ELPAC assessment and moving them toward successful reclassification.

School and Student Performance Data

Star Early Literacy

Sierra Linda Elementary											
		Less than Proficient				Proficient				Star Early Literacy Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade K	43	2	5%	2	5%	4	9%	35	81%	Level 3	767
Grade 1	46	2	4%	5	11%	11	24%	28	61%	Level 4	831
Grade 2	5	5	100%	0	0%	0	0%	0	0%	Level 1	841

Conclusions based on this data:

As of April 2025, 90% of Kindergarten students and 85% of 1st grade students at Sierra Linda scored At or Above Benchmark on the Star Early Literacy assessment. These results reflect an increase in the number of students reaching this level compared to April 2024. In 2nd grade, all students take the Star Reading assessment; however, students who score below a set threshold also take the Star Early Literacy assessment. In April 2025, only 5 second-grade students scored at the Urgent Intervention level on the Star Early Literacy assessment, representing a decrease of 21 students from April 2024.

Additionally, a small group of students across all grade levels scored at the On Watch level. Targeted interventions will be focused on these students to support their progress toward reaching the At or Above Benchmark level. Staff continue to collaborate and plan strategically to address the needs of all learners through ongoing PLCs, staff meetings, and data discussions with the administrator, ensuring that all students receive the support they need to achieve academic success.

School and Student Performance Data

Star Reading

Sierra Linda Elementary											
		Less than Proficient				Proficient				Star Reading Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 2	52	19	37%	12	23%	9	17%	12	23%	Level 1	903
Grade 3	69	27	39%	20	29%	9	13%	13	19%	Level 2	943
Grade 4	63	28	44%	11	17%	10	16%	14	22%	Level 1	968
Grade 5	94	38	40%	23	24%	23	24%	10	11%	Level 1	1002

Conclusions based on this data:

A review of the April 2025 Star Reading data indicates that 40% of 2nd-grade students and 32% of 3rd-grade students have reached the At or Above level. In 4th grade, 38% of students met this benchmark, and in 5th grade, 33% achieved the At or Above level. To improve these outcomes, we will continue to allocate targeted resources to reading support and create additional learning opportunities to help all students progress toward proficiency. Our goal is for every student to advance by at least one performance level, ensuring that our school meets the district's Star Reading benchmark and continues to support strong academic growth.

School and Student Performance Data

Star Math

Sierra Linda Elementary											
		Less than Proficient				Proficient				Star Math Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 1	48	4	8%	20	42%	18	38%	6	13%	Level 2	861
Grade 2	52	17	33%	14	27%	16	31%	5	10%	Level 2	904
Grade 3	68	23	34%	15	22%	18	26%	12	18%	Level 2	962
Grade 4	62	27	44%	11	18%	15	24%	9	15%	Level 1	987
Grade 5	94	48	51%	29	31%	8	9%	9	10%	Level 1	1012

Conclusions based on this data:

A review of the April 2025 Star Math assessment data indicates that 50% of 1st grade students, 40% of 2nd grade students, 44% of 3rd grade students, and 39% of 4th grade students achieved the At or Above Benchmark level. In 5th grade, 19% of students met this level. To support student growth in mathematics, we will strategically allocate additional resources at every grade level to enhance instruction and close learning gaps. Our goal is to help every student advance by at least one proficiency level and ensure that our school meets the district's benchmark for students scoring At or Above Benchmark. In particular, the District Math Manager and TOSAs will collaborate closely with 5th-grade teachers to review data, plan instruction, and target areas for improvement during the 2025–2026 school year.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	81	96	78	81	95	78	81	95	78	100.0	99.0	100
Grade 4	72	79	97	72	78	97	72	78	97	100.0	98.7	100
Grade 5	99	62	82	97	62	82	97	62	82	98.0	100.0	100
All Grades	252	237	257	250	235	257	250	235	257	99.2	99.2	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2382.	2370.	2373.	13.58	7.37	10.26	14.81	23.16	15.38	23.46	20.00	28.21	48.15	49.47	46.15
Grade 4	2383.	2435.	2406.	4.17	12.82	15.46	11.11	21.79	12.37	22.22	30.77	21.65	62.50	34.62	50.52
Grade 5	2434.	2404.	2436.	3.09	4.84	8.54	18.56	6.45	18.29	21.65	19.35	24.39	56.70	69.35	48.78
All Grades	N/A	N/A	N/A	6.80	8.51	11.67	15.20	18.30	15.18	22.40	23.40	24.51	55.60	49.79	48.64

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	9.88	6.32	7.69	56.79	62.11	60.26	33.33	31.58	32.05
Grade 4	1.39	12.82	15.46	65.28	60.26	54.64	33.33	26.92	29.90
Grade 5	7.22	3.23	10.98	53.61	43.55	57.32	39.18	53.23	31.71
All Grades	6.40	7.66	11.67	58.00	56.60	57.20	35.60	35.74	31.13

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	8.64	6.32	5.13	43.21	47.37	43.59	48.15	46.32	51.28
Grade 4	0.00	3.85	4.12	44.44	58.97	46.39	55.56	37.18	49.48
Grade 5	3.09	4.84	2.44	50.52	40.32	47.56	46.39	54.84	50.00
All Grades	4.00	5.11	3.89	46.40	49.36	45.91	49.60	45.53	50.19

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	7.41	7.37	6.41	75.31	62.11	73.08	17.28	30.53	20.51
Grade 4	5.56	8.97	6.19	76.39	69.23	76.29	18.06	21.79	17.53
Grade 5	8.25	6.45	8.54	74.23	64.52	68.29	17.53	29.03	23.17
All Grades	7.20	7.66	7.00	75.20	65.11	72.76	17.60	27.23	20.23

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	9.88	13.68	12.82	64.20	51.58	55.13	25.93	34.74	32.05
Grade 4	0.00	14.10	12.37	63.89	67.95	56.70	36.11	17.95	30.93
Grade 5	9.28	6.45	8.54	57.73	43.55	60.98	32.99	50.00	30.49
All Grades	6.80	11.91	11.28	61.60	54.89	57.59	31.60	33.19	31.13

Conclusions based on this data:

We compared several years of data with last year's CAASPP data. We have identified specific areas of strength/weakness per grade level. Based on our preliminary 2024-2025 CAASPP data, the percentage of students scoring at the “Overall At or Above” standard increased by 9% in 3rd grade and by 9% in 4th grade compared to the previous year. Fifth grade also showed a modest 2% increase in the percentage of students achieving “Overall At or Above” on the ELA CAASPP.

Writing has been identified as a key area of focus across all grade levels. To address this priority, staff are committed to working collaboratively to enhance instructional practices, boost student engagement, and meet diverse academic needs. Dedicated time will be allocated during staff meetings, PLCs/collaboration sessions, and grade-level data meetings (with district TOSAs) to share best practices, with a primary emphasis on writing, language arts, and formative assessments.

Grade-level teams will also dedicate up to two additional hours each month to review student progress and plan next steps. Teachers and TOSAs will work together to establish common topics and grade-level-specific focus areas during collaboration sessions with the administrator. These focus areas will also be discussed and monitored during monthly Leadership Team meetings.

As part of this cycle, collaborative time will involve analyzing student data, creating common assessments, and reviewing student work. Following data reviews every four to six weeks, teachers will adjust small-group interventions based on student needs. Targeted instruction will also be delivered during designated universal access time, supported by teachers and Intervention Support Providers (ISPs), to ensure all students receive the focused support they need to make meaningful progress.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	81	96	78	81	95	77	81	95	77	100.0	99.0	98.7
Grade 4	72	79	97	72	77	97	72	77	97	100.0	97.5	100
Grade 5	99	62	82	97	61	82	97	61	82	98.0	98.4	100
All Grades	252	237	257	250	233	256	250	233	256	99.2	98.3	99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2390.	2379.	2400.	11.11	10.53	18.18	13.58	11.58	20.78	27.16	27.37	19.48	48.15	50.53	41.56
Grade 4	2386.	2442.	2426.	1.39	9.09	11.34	2.78	19.48	18.56	33.33	36.36	24.74	62.50	35.06	45.36
Grade 5	2419.	2410.	2448.	1.03	1.64	8.54	7.22	6.56	10.98	27.84	16.39	24.39	63.92	75.41	56.10
All Grades	N/A	N/A	N/A	4.40	7.73	12.50	8.00	12.88	16.80	29.20	27.47	23.05	58.40	51.93	47.66

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	9.88	12.63	16.88	48.15	40.00	44.16	41.98	47.37	38.96
Grade 4	0.00	9.09	9.28	34.72	48.05	39.18	65.28	42.86	51.55
Grade 5	3.09	1.64	7.32	37.11	36.07	47.56	59.79	62.30	45.12
All Grades	4.40	8.58	10.94	40.00	41.63	43.36	55.60	49.79	45.70

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	16.05	11.58	14.29	49.38	53.68	50.65	34.57	34.74	35.06
Grade 4	2.78	11.69	12.37	38.89	51.95	45.36	58.33	36.36	42.27
Grade 5	0.00	0.00	8.54	48.45	52.46	53.66	51.55	47.54	37.80
All Grades	6.00	8.58	11.72	46.00	52.79	49.61	48.00	38.63	38.67

Conclusions based on this data:

Based on our preliminary CAASPP math data, two out of three grade levels showed an increase in the percentage of students scoring at the “Overall At or Above” standard. In 3rd grade, the percentage of students meeting or exceeding standards rose from 38% in 2023–2024 to 46% in 2024–2025. Fourth grade also demonstrated growth, increasing from 29% to 36%, while fifth grade showed a decrease from 19% to 12% over the same period.

While we are proud of the progress our students have made, we recognize that not all students achieved adequate growth in math. A review of several years of data has allowed us to identify specific strengths and areas for improvement at each grade level. In collaboration with our district Math Manager and TOSAs (Teachers on Special Assignment), we will implement targeted strategies to enhance student achievement.

To address our most significant areas of concern—particularly students who have not shown sufficient growth—our teaching staff is committed to using collaboration time to focus on high-quality instructional practices that promote engagement, reasoning, and communication across all content areas. Strategies will include incorporating math journals and Math Talks into daily lessons to deepen understanding and encourage mathematical discourse.

Additionally, we will continue to highlight best practices during PLC and collaboration meetings, and grade-level teams will dedicate up to two extra hours per month to review student progress and instructional strategies. These topics of discussion have been agreed upon by our site instructional leadership team and are reviewed regularly during monthly Leadership Team meetings.

Our staff is also working closely with the district Math Manager, leveraging resources from Building Thinking Classrooms to enhance math instruction. Growth mindset concepts will be explicitly built into our daily routines, supported by teachers who attended summer math training and are now leading grade-level discussions. Collaboration sessions will include analyzing student data and work samples. Following data reviews every four to six weeks, teachers will adjust small-group interventions to better support student progress throughout the school day.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		1378.3	1390.8		1390.9	1403.0		1348.9	1362.4	0	70	47
1	1412.3	1427.0	1449.0	1429.9	1441.2	1442.4	1394.1	1412.3	1455.1	16	46	24
2	1464.2	1447.0	1461.4	1477.4	1451.8	1461.3	1450.7	1441.8	1460.9	45	34	43
3	1494.0	1476.3	1467.1	1495.7	1477.4	1462.3	1491.8	1474.7	1471.3	44	45	31
4	1518.3	1516.4	1513.0	1520.9	1518.4	1503.2	1515.3	1513.9	1522.3	42	36	24
5	1536.2	1543.1	1522.0	1534.5	1548.6	1508.1	1537.4	1537.3	1535.4	39	23	21
All Grades										186	254	190

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		5.71	0.00		14.29	31.91		45.71	48.94		34.29	19.15		70	47
1	6.25	2.17	4.17	25.00	23.91	58.33	18.75	47.83	20.83	50.00	26.09	16.67	16	46	24
2	4.65	2.94	9.30	41.86	41.18	44.19	37.21	26.47	25.58	16.28	29.41	20.93	43	34	43
3	13.64	8.89	6.45	40.91	24.44	29.03	34.09	42.22	32.26	11.36	24.44	32.26	44	45	31
4	21.43	27.78	12.50	45.24	36.11	50.00	28.57	27.78	33.33	4.76	8.33	4.17	42	36	24
5	25.64	30.43	9.52	48.72	43.48	52.38	17.95	21.74	33.33	7.69	4.35	4.76	39	23	21
All Grades	15.22	10.63	6.32	42.39	27.17	42.11	28.80	38.19	33.68	13.59	24.02	17.89	184	254	190

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		8.57	2.13		24.29	36.17		37.14	36.17		30.00	25.53		70	47
1	18.75	13.04	20.83	12.50	30.43	29.17	31.25	34.78	37.50	37.50	21.74	12.50	16	46	24
2	27.91	14.71	16.28	27.91	29.41	39.53	37.21	38.24	25.58	6.98	17.65	18.60	43	34	43
3	38.64	26.67	16.13	29.55	24.44	35.48	20.45	31.11	29.03	11.36	17.78	19.35	44	45	31
4	38.10	50.00	33.33	47.62	38.89	37.50	11.90	8.33	29.17	2.38	2.78	0.00	42	36	24
5	51.28	52.17	23.81	38.46	47.83	57.14	2.56	0.00	19.05	7.69	0.00	0.00	39	23	21
All Grades	36.96	23.23	16.32	33.70	30.31	38.42	19.57	28.35	30.00	9.78	18.11	15.26	184	254	190

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		2.86	0.00		5.71	12.77		41.43	68.09		50.00	19.15		70	47
1	0.00	2.17	4.17	12.50	15.22	50.00	37.50	36.96	33.33	50.00	45.65	12.50	16	46	24
2	0.00	2.94	6.98	27.91	29.41	46.51	41.86	35.29	13.95	30.23	32.35	32.56	43	34	43
3	9.09	0.00	0.00	25.00	20.00	22.58	50.00	42.22	41.94	15.91	37.78	35.48	44	45	31
4	4.76	8.33	8.33	40.48	41.67	29.17	30.95	27.78	54.17	23.81	22.22	8.33	42	36	24
5	12.82	13.04	14.29	25.64	30.43	28.57	48.72	39.13	52.38	12.82	17.39	4.76	39	23	21
All Grades	5.98	3.94	4.74	28.26	20.47	30.53	42.39	37.80	43.68	23.37	37.80	21.05	184	254	190

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		8.57	6.38		58.57	76.60		32.86	17.02		70	47
1	20.00	30.43	20.83	40.00	52.17	70.83	40.00	17.39	8.33	15	46	24
2	20.93	20.59	32.56	76.74	64.71	58.14	2.33	14.71	9.30	43	34	43
3	50.00	24.44	25.81	45.45	53.33	54.84	4.55	22.22	19.35	44	45	31
4	52.38	44.44	45.83	40.48	52.78	50.00	7.14	2.78	4.17	42	36	24
5	17.95	43.48	19.05	76.92	56.52	80.95	5.13	0.00	0.00	39	23	21
All Grades	34.43	25.20	23.68	57.92	56.30	65.26	7.65	18.50	11.05	183	254	190

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		14.29	4.26		48.57	63.83		37.14	31.91		70	47
1	12.50	6.52	8.33	50.00	58.70	75.00	37.50	34.78	16.67	16	46	24
2	32.56	23.53	11.63	55.81	61.76	72.09	11.63	14.71	16.28	43	34	43
3	47.73	28.89	19.35	31.82	48.89	51.61	20.45	22.22	29.03	44	45	31
4	38.10	44.44	20.83	54.76	47.22	75.00	7.14	8.33	4.17	42	36	24
5	68.42	73.91	23.81	23.68	26.09	71.43	7.89	0.00	4.76	38	23	21
All Grades	43.17	26.38	13.16	42.62	50.00	67.37	14.21	23.62	19.47	183	254	190

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		2.86	0.00		60.00	70.21		37.14	29.79		70	47
1	7.14	10.87	4.17	35.71	36.96	83.33	57.14	52.17	12.50	14	46	24
2	4.65	5.88	9.30	69.77	52.94	58.14	25.58	41.18	32.56	43	34	43
3	6.82	2.22	0.00	59.09	48.89	45.16	34.09	48.89	54.84	44	45	31
4	4.76	8.33	8.33	69.05	72.22	75.00	26.19	19.44	16.67	42	36	24
5	23.08	21.74	14.29	61.54	60.87	71.43	15.38	17.39	14.29	39	23	21
All Grades	9.34	7.09	5.26	62.64	54.72	65.79	28.02	38.19	28.95	182	254	190

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		12.86	17.02		32.86	59.57		54.29	23.40		70	47
1	6.25	0.00	0.00	56.25	65.22	87.50	37.50	34.78	12.50	16	46	24
2	2.38	11.76	11.63	71.43	58.82	60.47	26.19	29.41	27.91	42	34	43
3	11.36	8.89	3.23	75.00	62.22	74.19	13.64	28.89	22.58	44	45	31
4	19.05	16.67	20.83	64.29	61.11	75.00	16.67	22.22	4.17	42	36	24
5	15.38	17.39	19.05	69.23	73.91	76.19	15.38	8.70	4.76	39	23	21
All Grades	11.48	10.63	12.11	68.85	55.12	69.47	19.67	34.25	18.42	183	254	190

Conclusions based on this data:

Based on Preliminary ELPAC data from 2024–2025, we have demonstrated growth in the number of students scoring at Overall Levels 3 or 4 in 4 out of 6 grade levels. Additionally, we increased the number of students achieving an Overall Level 2 in 5 out of 6 grade levels. When comparing the 2023–2024 data to the 2024–2025 results, we also observed a decrease or maintained levels in the percentage of students scoring at Overall Level 1 in 5 out of 6 grade levels.

We have also experienced a decrease in the total number of English Learner students at our school. However, writing continues to be one of our most significant areas of need. In response, our teachers have committed to emphasizing writing across all content areas, focusing on language forms and functions during Designated ELD. Furthermore, Integrated ELD instruction will continue to be prioritized in all core subjects to support the development of academic language and writing skills school-wide.

School and Student Performance Data

California School Dashboard
Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
472	**90.5%**	**47.7%**	**0.6%**
Total Number of Students enrolled in Sierra Linda Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	225	47.7%
Foster Youth	3	0.6%
Homeless	36	7.6%
Socioeconomically Disadvantaged	427	90.5%
Students with Disabilities	118	25%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	6	1.3%
American Indian	0	0.0%
Asian	0	0.0%
Filipino	6	1.3%
Hispanic	438	92.8%
Two or More Races	6	1.3%
Pacific Islander	1	0.2%
White	15	3.2%

Conclusions based on this data:

Sierra Linda's student population is 92% Hispanic, with 52.8% of Hispanic students identified as English Learners. To support language development and academic success, we will continue to provide both designated and integrated ELD instruction, with a focus on improving students' ELPAC assessment results.

The majority of our students face socioeconomic challenges, with over 91% qualifying for free or reduced-price meals. Our school participates in a 100% free meals program to ensure that all students receive nutritious meals each day. Sierra Linda also serves a significant number of students with special needs, as reflected by our four Special Day Classes and 2.5 Resource Specialist classes.

Additionally, our Outreach Specialist provides vital support to our most vulnerable students, including those who are homeless or socially disadvantaged. This includes distributing weekend food backpacks and connecting families to community agencies that offer assistance with housing, food, tutoring, and clothing.

Although our African-American, Asian, Filipino, and White subgroups do not meet the reporting threshold on the CAASPP Dashboard, Sierra Linda remains committed to meeting the academic and social-emotional needs of every student across all subgroups.

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Yellow	**Suspension Rate** Blue
Mathematics Yellow		
English Learner Progress Orange		

Conclusions based on this data:

According to our Dashboard data, Sierra Linda’s English Learners maintained their performance on the CAASPP Language Arts assessment compared to the “All Students” group. In terms of chronic absenteeism, our school as a whole was rated at the orange level. While we observed a slight improvement for the “All Students” category, our Students with Disabilities showed significant progress, improving their absenteeism rate by 12.9%. Continuing to

support this subgroup will remain a top priority, including addressing transportation barriers in partnership with our Special Education Department.

Additionally, our suspension rate has declined to below 1%. This is in response to our work with our PBIS Team. We have strengthened our implementation of the CHAMPS initiative to promote positive behavior and support students' social-emotional well-being. Going forward, we will continue to allocate site funds for tutoring and social-emotional supports to foster a safe, inclusive learning environment and improve academic outcomes for all students.

School and Student Performance Data

Academic Performance

English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Orange	 Red	 No Performance Color
62.2 points below standard	84.4 points below standard	0 Students
Maintained 1.5 points	Declined 9.4 points	
244 Students	118 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Orange
Less than 11 Students	104.9 points below standard	67.4 points below standard
1 Student	21 Students	Maintained 0.5 points
		219 Students

Students with Disabilities	African American	American Indian
 Orange 138.6 points below standard Increased 15.8 points 75 Students	 No Performance Color Less than 11 Students 4 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color Less than 11 Students 4 Students	 Orange 67.1 points below standard Maintained 1.6 points 221 Students

Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students 4 Students	 No Performance Color Less than 11 Students 1 Student	 No Performance Color Less than 11 Students 10 Students

Conclusions based on this data:

We have identified both areas of strength and areas needing further improvement.

In English Language Arts (ELA), the All Students subgroup was in the orange performance level and maintained their prior status with a "no change" designation. Our Socioeconomically Disadvantaged subgroup showed a slight gain of 0.5 points and was also designated as “maintained.” Moving forward, we will closely monitor the progress of these students by setting formative SMART goals and providing targeted support during universal access time as part of Tier 1 instruction.

Our Students with Disabilities showed notable progress, moving from red to orange with an increase of 15.8 points. However, our English Learner subgroup remained in the red, demonstrating a decrease of 9.4 points from the previous year. To address these needs, we will intensify our progress monitoring for all students through formative SMART goals, strategically support them during universal access time, and offer additional tutoring before and after school. Our teaching staff will also collaborate with our TOSAs to identify and implement research-based instructional strategies that support student success in ELA.

School and Student Performance Data

Academic Performance

Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	2	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 Orange	 No Performance Color
57.5 points below standard	76.0 points below standard	0 Students
Increased 9.0 points	Maintained 2.8 points	
243 Students	117 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
Less than 11 Students	89.8 points below standard	62.9 points below standard
1 Student	20 Students	Increased 8.4 points
		218 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
118.7 points below standard	Less than 11 Students	0 Students
Increased 20.7 points	4 Students	
75 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
0 Students	Less than 11 Students	65.2 points below standard
	4 Students	Increased 7.0 points
		220 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Less than 11 Students	Less than 11 Students	Less than 11 Students
4 Students	1 Student	10 Students

Conclusions based on this data:

We have noted areas of strength as well as opportunities for continued growth. We are proud to report that none of our subgroups scored in the red designation.

In Mathematics, our All Students subgroup was at the yellow level, with a 9-point increase and a change level designation of “Increased.” Our Socioeconomically Disadvantaged subgroup also showed growth, improving by 8.4 points with a designation of “Increased.” Our English Learner subgroup gained 2.8 points and was designated as “Maintained.” To support continued progress, we will closely monitor all students by setting formative SMART goals and targeting academic needs during universal access time as part of Tier 1 instruction.

Our Students with Disabilities subgroup showed significant improvement in Mathematics, with a 20.7-point gain and a change level designation of “Increased.” Going forward, we will intensify our progress monitoring by developing formative SMART goals and reviewing students’ Individualized Education Program (IEP) goals to ensure that their needs are fully met. In addition to Tier 1 supports during universal access time, we will offer after-school tutoring and collaborate with Program Specialists and Math TOSAs to enhance instructional strategies that help all students succeed.

School and Student Performance Data

Academic Performance

English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
	
Orange	No Performance Color
39.4% making progress.	making progress.
Number Students: 142 Students	Number Students: 0 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
20.4%	40.1%	0.7%	38.7%

Conclusions based on this data:

Sierra Linda Elementary has made significant progress in ELPAC perofrmance with 62% of our students advancing at least one proficiency level toward English fluency. Our teachers will continue to strengthen both integrated and designated English Language Development (ELD) to support ongoing language growth throughout the school day.

Kindergarten students will receive 25 minutes of daily designated ELD instruction, while students in grades 1–5 will receive 30 minutes of daily designated ELD instruction. English Learners will be strategically clustered at each grade level so that ELD teachers can provide targeted, standards-based instruction using district-adopted curricula and supplemental materials. ELD teachers will use explicit scaffolding strategies to help students bridge their current oral and written language skills to higher levels of proficiency across reading, writing, listening, and speaking.

In addition, classroom teachers will integrate oral and written language supports across all core subjects to help students access grade-level content. During designated ELD time, our focus will be on advancing students’ language proficiency with an emphasis on writing across content areas. Targeted instruction and interventions will also be provided during the school day, and after-school tutoring funded by Title III will further support English Learners by reinforcing effective language-development strategies and increasing reclassification rates.

School and Student Performance Data

Academic Engagement

Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	3	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 Yellow	 No Performance Color
26.3% Chronically Absent	19% Chronically Absent	0 Students
Declined 7.6	Declined 9.2	
495 Students	232 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Orange	 Yellow
Fewer than 11 students - data not displayed for privacy	36% Chronically Absent	26.6% Chronically Absent
3 Students	Declined 11.6	Declined 7.6
	50 Students	451 Students

Students with Disabilities	African American	American Indian
 Orange 23.8% Chronically Absent Declined 12.9 143 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	 Yellow 26.5% Chronically Absent Declined 7.1 457 Students

Two or More Races	Pacific Islander	White
 No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	 No Performance Color 33.3% Chronically Absent Declined 22.2 18 Students

Conclusions based on this data:

In the area of chronic absenteeism, all of our subgroups have demonstrated progress by reducing absenteeism rates. To continue this positive trend, we will strengthen our collaborative efforts with the Outreach Specialist, School Counselor, Attendance Technician, and Special Education staff to improve attendance across all student groups.

Our Tier 1 supports will focus on fostering a positive school culture and climate through initiatives like the Kindness Club, attendance raffles, perfect attendance class incentives, individual attendance awards, and regular school counselor check-ins. Tier 2 supports will include biweekly attendance data reviews, collaborative meetings with families (mini-SARB), small-group interventions, and short-term counseling. Our Tier 3 interventions will consist of home visits and SARB referrals for students with persistent absenteeism.

Through these targeted strategies, we aim to maintain and further decrease chronic absenteeism across all subgroups, ensuring that every student is supported in attending school regularly and engaging fully in their education.

School and Student Performance Data

Conditions & Climate

Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	1	3

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Blue	 Blue	 No Performance Color
0.8% suspended at least one day	0.8% suspended at least one day	0 Students
Declined 1.1%	Declined 1.9%	
504 Students	236 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Yellow	 Blue
Fewer than 11 students - data not displayed for privacy	2% suspended at least one day	0.9% suspended at least one day
3 Students	Maintained 0.2%	Declined 1.2%
	51 Students	459 Students

Students with Disabilities	African American	American Indian
 Green 0.7% suspended at least one day Declined 2.8% 145 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	 Blue 0.9% suspended at least one day Declined 1.2% 466 Students

Two or More Races	Pacific Islander	White
 No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	 No Performance Color 0% suspended at least one day Maintained 0% 18 Students

Conclusions based on this data:

Student suspension rates have declined to below 1%, a direct result of the consistent implementation of our school's Positive Behavior Interventions and Supports (PBIS) plan. Our CHAMPS program provides a multi-tiered system of supports (MTSS) for students demonstrating disruptive behaviors. Suspensions are used only after all other corrective measures have been exhausted or when a student's behavior falls under one of the five state-mandated reasons for suspension.

Our dedicated staff works to foster a safe, supportive environment in which students can reflect, reset, and address their behavior. Parents and school personnel collaborate closely to support students' social-emotional needs and help them develop constructive strategies for managing sadness, anger, and frustration. Our school counselor plays a vital role in teaching character traits and coping skills to individuals, small groups, and entire classes.

Our schoolwide PBIS team—which includes an administrator, representatives from each grade level, a campus assistant, and our school counselor—meets monthly to review implementation practices and enhance procedures that help students make positive choices. Sierra Linda staff is committed to equipping students with alternative strategies to cope with emotions and stressors before turning to suspension.

Additionally, we are exploring new ways to involve students in peer leadership opportunities as part of the CHAMPS program. By creating strong connections between students and school staff, we aim to improve behavior and ensure a safe, positive school climate that supports all learners.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student Academic Engagement and Achievement
Dramatically accelerate student academic engagement and achievement across all Oxnard populations through coherent additive approaches, essential pedagogical principles, and high-leverage practices.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1 - Student Academic Engagement and Achievement

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Foster high intellectual performance.
Strengthen instruction and student engagement.
Develop student profile-driven lesson design.
Foster multilingualism.
Use technology to enhance instruction.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Data	2023-2024 Percent Met or Exceeded: 3rd--29% 4th--27% 5th--26%	2025-2026 Students will demonstrate growth by moving one or two levels across the different bands, and 10% of students will move from Nearly Met to Met or Exceeded.
CAASPP Math Data	2023-2024 Percent Met or Exceeded: 3rd--39% 4th--29% 5th--19%	2025-2026 Students will demonstrate growth by moving one or two levels across the different bands, and 10% of students will move from Nearly Met to Met or Exceeded.
Star Early Literacy	Spring 2024-2025 Percentage At or Above Benchmark: K--81% 1st-- 61%	2025-2026 Increase the number of students that score At or Above Benchmark on the Spring assessment in Kindergarten by 5% or more. Increase the number of students that score At or Above Benchmark on the Spring assessment in 1st Grade by 10% or more.

Star Reading	Spring 2024-2025 Percentage At or Above Benchmark: 2nd--40% 3rd--32% 4th--38% 5th--34%	2025-2026 Increase the number of students that score At or Above Benchmark on the Spring assessment by 10% or more.
Star Math	Spring 2024-2025 Percentage At or Above Benchmark: 1st--50% 2nd--40% 3rd--44% 4th-- 39% 5th--20%	2025-2026 Increase the number of students that score At or Above Benchmark on the Spring assessment by 10% or more.
ELPAC	2024-2025 Percentage of students who scored at a Level 3 or higher: K--32% of 47 Students 1st--64% of 25 Students 2nd--52% of 44 Students 3rd--36% of 34 Students 4th--61% of 26 Students 5th--59% of 22 Students	2024-25 Increase the number of students who score a Level 3 or higher on the ELPAC Assessment by 10% or more
Reclassification Rate (3rd-5th grade)	3rd-5th--10% reclassified in the 2024-2025 school year.	The percentage of English Learner students who are reclassified will increase to 15%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	English Language Arts (ELA) and Math: Implement district adopted and Board-approved ELA and Math curriculum and supplemental materials to support the achievement of grade-level Common Core State Standards (CCSS). Teachers and administrators will support the delivery of best first instructional practices to increase student achievement in all academic areas. Collaboration Time to review, analyze data, plan instruction, and lesson delivery in the following areas: -Literacy, Writing across content areas, and Designated ELD -Math-Building Thinking Classrooms -Use of online practice SBAC sample questions -Use of Canvas courses created by district TOSAs	All Students English Learners Socioeconomically Disadvantaged	7500.00 Title I 1000-1999: Certificated Personnel Salaries Substitutes for collaboration 1675.00 Title I 3000-3999: Employee Benefits Certificated benefits 10000.00 LCFF 1000-1999: Certificated Personnel Salaries Substitutes for collaboration 2233.00 LCFF 3000-3999: Employee Benefits Certificated benefits

	-Interim Assessment Blocks (IABs) will be used at least three times a year for third through fifth grade -Additional IABs will be administered to help guide instruction Teachers will work with district ELA and Math TOSAs with a focus on: -Lesson planning -EduProtocols -Reviewing Universally Designed Lessons -Analyzing formative data Schedule and conduct IEP Meetings		
1.2	Materials and Supplies will be purchased to support and supplement the core instructional program, which may include, but not be limited to: -Phonics for Reading -Sonday System -Accelerated Reader Program -Spelling Bee	All Students	District Funded 4000-4999: Books And Supplies District Curriculum 3000.00 LCFF 4000-4999: Books And Supplies Materials and supplies
1.3	Tutoring opportunities focused on skills measured on IABs, previous CAASPP data, ELPAC/ELD, and Star assessments will be amde available. Data will be used to monitor EL students' progress toward mastery of ELA, Math, and ELD standards and interventions/enrichment opportunities during integrated and designated ELD time. These opportunities will decrease the number of LTELs and increase the number of Reclassified students and improve academic support and achievement of Foster and Homeless students.	English Learners Socioeconomically Disadvantaged Foster Youth Homeless All Students	1000.00 Title I 1000-1999: Certificated Personnel Salaries Teacher extra hours-tutoring 235.00 Title I 3000-3999: Employee Benefits Certicated benefits 1000.00 Title III 1000-1999: Certificated Personnel Salaries Teacher extra hours-tutoring 225.00 Title III 3000-3999: Employee Benefits Certicated benefits 1000.00 LCFF - Intervention 1000-1999: Certificated Personnel Salaries Teacher extra hours-tutoring 225.00 LCFF - Intervention 3000-3999: Employee Benefits Certificated benefits 235.00 LCFF - Intervention 4000-4999: Books And Supplies Materials and Supplies
1.4	Conduct student-monitoring conferences with teachers individually and/or in grade levels to	All Students	

	identify students who are struggling to meet grade level standards/skills, address student-learning needs, and identify additional supports to address these needs. Student data will be shared with students and parents, thus creating goals that will be monitored throughout the year.		See Goal 1.1 - subs 700.00 LCFF 1000-1999: Certificated Personnel Salaries Administrative support 157.00 LCFF 3000-3999: Employee Benefits Certificated Benefits
1.7	Implementation of systematic instruction on the writing process (K-5th grade) based on writing standards. Grade levels will use the Wonders rubrics for writing and ensure students understand the rubrics. Each grade level will expose students to writing standards for their grade level and the three required writing genres throughout the year. Writing will be embedded into all curricular areas, including Math, ELA, Social Studies, and Science. Grade levels will discuss and calibrate student writing using the Wonders rubrics at grade-level collaboration and staff meetings.	All Students	See Goal 1.1
1.8	The school will ensure the full implementation of the state-approved Language Arts curriculum. The administrator will visit classrooms during formal and informal class visits and also monitor language arts instruction and math through the formal evaluation process. The Educational Services Department will provide district-based support on the curriculum and Common Core State Standards for language arts.	All Students	No additional cost
1.9	Student data will be shared with students and parents, thus creating goals that will be monitored throughout the year. These goals will be discussed during parent/teacher conferences, IEPs, 504s, and SSTs. Substitutes will be made available to try and accommodate parents' schedules. Copies of IEPs and other notices will be mailed home to parents. Verbal translation will be available for parents to participate in their native language during meetings.	All Students Students with Disabilities	See Goal 1.1 - subs 850.00 Title III 2000-2999: Classified Personnel Salaries Classified extra time-translation 308.00 Title III 3000-3999: Employee Benefits Classified benefits 3000.00 Title III 2000-2999: Classified Personnel Salaries Classified overtime-translation 1087.00 Title III 3000-3999: Employee Benefits Classified benefits

1.10	Teachers will use engagement strategies and Depth of Knowledge (DOK) to enrich daily instruction. The time during grade-level collaboration will be allocated for discussion of engagement and DOK.	All Students	See Goal 1.1
1.11	All students will access reading materials at their level through classroom libraries, the school library, Accelerated Reader, and MyOn programs. The Librarian will collaborate with classroom teachers in order to provide books at various reading levels and interests, thus increasing students' English Language skills.	All Students	2000.00 LCFF 4000-4999: Books And Supplies Reading books for AR program District Funded 2000-2999: Classified Personnel Salaries Library Media Technician (LMT) 200.00 LCFF 2000-2999: Classified Personnel Salaries Extra-Hours for LMT 73.00 LCFF 3000-3999: Employee Benefits Classified Benefits District Funded 5800: Professional/Consulting Services And Operating Expenditures Renaissance contract (Accelerated Reader and myON)
1.12	Classroom Materials and Supplies to Support Student Achievement and Positive Teaching & Learning Environment: Provide materials and supplies to support the instructional program, intervention, and assessment in all content areas. This includes, but not limited to: -Books -Furniture -Computer/iPad supplies -Classroom supplies (toner, chart paper, supplemental supplies to enhance our curriculum) -Software and apps -Materials for Classroom Projects -Copy Paper	All Students	21321.00 LCFF 4000-4999: Books And Supplies Materials and Supplies 1500.00 LCFF 4000-4999: Books And Supplies Computer Supplies and Hardware 2500.00 LCFF 5000-5999: Services And Other Operating Expenditures Online subscriptions, licenses, and apps 3500.00 LCFF 4000-4999: Books And Supplies Non-capitalized equipment 2000.00 LCFF 4000-4999: Books And Supplies

			Computer equipment 2434.00 Title I 4000-4999: Books And Supplies Materials and Supplies
1.13	Staff will have use of the laminator, Duplo copy machines, and Xerox copy machines to support instruction and provide students access to CCSS in all subjects. A service agreement to shred extra copies of student documents will support protecting student privacy.	All Students	District Funded 5000-5999: Services And Other Operating Expenditures Copiers 2000.00 LCFF 5000-5999: Services And Other Operating Expenditures Maintenance Agreements 1000.00 LCFF 5000-5999: Services And Other Operating Expenditures Repairs 750.00 LCFF 5000-5999: Services And Other Operating Expenditures Rentals, Leases and Repairs
1.14	English Language Development (ELD): Implement the OSD Master Plan for English Learners (ELs). -Follow daily schedules for designated ELD instruction. -Plan the scope and sequence of grade-level ELD standards to be taught at each trimester -Teach the Grade-Level ELD standards through designated and integrated ELD instruction -Monitor the implementation of ELD instruction -Analyze the data to target the needs of ELs and RFEP students and provide appropriate support and/or interventions -Support home reading for English Learner Families -Support ELs to attain proficiency in ELPAC	English Learners	No additional cost
1.15	Daily implementation of Tier 1 and Tier 2A interventions in ELA, Math, and ELD will occur, which is targeted to all student groups to reinforce language arts and math standards-based instruction.	All Students	District Funded 4000-4999: Books And Supplies Curriculum
1.16	Support teacher and student use of the district's Learning Management System, CANVAS.	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures Canvas subscription
1.17	Provide appropriate operating costs for publications and warehouse charges to support the instructional program (including ELD and strand focus).	All Students	8500.00 LCFF 4000-4999: Books And Supplies Warehouse Charges

1.18	Provide (virtual and in-person) field trips and enrichment opportunities to support language arts, science, social studies, and Strand Focus (Health and Arts).	All Students	2722.00 Title I 5800: Professional/Consulting Services And Operating Expenditures Field Trip Entrance Fees 1500.00 LCFF 5000-5999: Services And Other Operating Expenditures Admissions 4500.00 LCFF 5700-5799: Transfers Of Direct Costs Transportation ASES
1.19	Integrate the Wonders adopted ELA program into the Strand Focus of Health and Art. Teachers will use collaboration time to align curriculum and provide opportunities for writing, listening, speaking, and reading within art and health lessons.	All Students	No additional cost
1.21	Implement Next Generation Science Standards with support from the District Science Instructional Specialist.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Science Instructional Specialist salary District Funded 4000-4999: Books And Supplies Science curriculum
1.22	Purchase materials to support Strand Focus of Health and Art and STEAM Lab materials for students to practice hands-on activities for all grade levels.	All Students	5500.00 LCFF 4000-4999: Books And Supplies Materials and Supplies - STEAM Lab and Strand Focus
1.23	Provide after-school art enrichment opportunities for students through contract providers to supplement instruction (such as, but not limited to: Artist in the Classroom, Art Trek, and Hip Hop Mindset) to support Strand Focus.	All Students	ELOP No additional cost
1.28	Lexia/Core5, myOn, and Accelerated Reader will be used on a daily basis to facilitate the acquisition of English Language Arts for all students. The program adjusts skill level based on students' success and need. ST Math will be used on a daily basis for the suggested number of minutes to facilitate the acquisition of math skills for all students. The program adjusts skill level based on students' success and need.	All Students English Learners Students with Disabilities	District Funded 5800: Professional/Consulting Services And Operating Expenditures Contract for programs

1.29	After School Program will provide support and Enrichment opportunities in Language Arts, Math, Art and sports to all students who participate in ASP. Students are given priority based on sub-group status growth on CAASPP and English Learner status. After-School Liaison will collaborate with After-School Program Manager and staff to monitor students' academic growth. ASP Liaison will conduct trainings on CHAMPS, Math, and Language Arts as necessary. Liaison will monitor student use of Accelerated Reader.	Socioeconomically Disadvantaged English Learners Homeless African American All Students	ASES
1.32	Sierra Linda will use our allocated Prop 28 Funds to pay for 1/3 of 2 full-time teachers to provide an art and music program on a rotational basis with two other schools. -All classes will be visited on a rotational basis every week.	All Students	82306.00 Prop 28 1000-1999: Certificated Personnel Salaries Certificated Salaries 34578.00 Prop 28 3000-3999: Employee Benefits Certificated Benefits 25800.00 Prop 28 4000-4999: Books And Supplies Materials and Supplies
1.33	Students will have opportunities to use technology for intervention, enrichment, and access to the core curriculum after-school.	All Students	1500.00 LCFF 4000-4999: Books And Supplies STEAM Club materials and supplies
1.37	Staff will coordinate Special Education transition meetings for incoming Kindergarten students and for 5th graders transitioning to middle school. Case managers will set up transition meetings with the receiving Middle School of our Special Education students. Staff will hold TK and Kinder Orientation meetings in June and August to familiarize families with our program at Sierra Linda	Students with Disabilities All Students	No additional cost
1.38	Classroom Teachers, Literacy Intervention Teacher (LIT), and Intervention Support Provider (ISP) will continue implementing the RtI/MTSS model through our progress monitoring meetings and SST process in order to provide small group interventions during the school day to students below grade level in ELA and Math.	All Students	27156.00 Title I 1000-1999: Certificated Personnel Salaries Certificated Salary - ISP 6062.00 Title I 3000-3999: Employee Benefits Certificated Benefits - ISP District Funded

			1000-1999: Certificated Personnel Salaries District Funded- LIT Teacher
1.39	Provide all Transitional Kindergarten and Kindergarten classes with classroom supply funds to support the instructional programs.	All Students	1500.00 LCFF 4000-4999: Books And Supplies Classroom funds

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The effectiveness of strategies/activities based on measurable outcomes showed they were mostly successful. All grade levels increased in Math and ELA achievement based on April Star results as compared to the previous year. Preliminary CAASPP data show growth in Math for 2 out of 3 grade levels, and all grade levels showed growth in ELA. Most grade levels met their goal, and others made progress towards goals in both Star Reading and Math assessments. We targeted Math Instruction during the 2024-2025 school year and noticed a significant increase in student scores based on Star results and preliminary CAASPP data. In analyzing the performance assessments of our English Learner Subgroup, we have identified there is a discrepancy in achievement between English Learners and English Proficient students. This could be attributed to insufficient use of differentiation during instruction as well as insufficient implementation of EL instructional strategies.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Funds were allocated for after-school tutoring services; however, not all teachers were available or willing to commit additional time to provide tutoring.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

As a site, we are focusing on Tier 1 instruction, Tier 1 Interventions, and meeting the expected outcomes. We will continue to focus on targeting small groups in the classroom. This is evidenced by providing a large amount of PLC time and the hiring of an Intervention Service Provider to help with small group intervention. We are not allocating as much money for after-school tutoring since this was not taken advantage of last year. We are only purchasing Star Custom for the grade level that utilized the program to capacity and saw the benefit.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Learning Environment and School Climate
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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2 - Learning Environment and School Climate

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Support a multi-tiered system of support (MTSS).
Foster access, equity and inclusion.
Utilize restorative practices.
Create affirming learning environment and relationships.
Maintain safe and inviting facilities and grounds.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate	Attendance rate of 92.7% (met previous goal).	Maintain a monthly average attendance rate of 95% or higher in each grade level, for an increase of 2% overall.
Suspension/Expulsion Data	>1% of our student population were suspended for the 2024-2025 school year. No students were expelled.	Maintain the suspension rate below 1%. Maintain a 0% expulsion rate.
Panorama Survey	The ratings by SEL topic were: Teacher-Student Relationships- 67% Sense of Belonging- 61% Self-Management and Social Awareness- 76% Growth Mindset- 49% Social Awareness- 61%	Increase the number of students who responded favorably in each area by 10%.
Office Referrals	152 total office referrals-	Reduce the overall number of office referrals by 25 (15%) from the 2023-24 school year.

	Of the total referrals above, 38 (24%) of those referrals were for physical aggression. Of the total referrals above, 66 (43%) were for defiance.	Reduce physical aggression referrals by 25%, from 38 to 28. Reduce defiance referrals by 25%, from 66 to 50.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Staff will be fully trained in Positive Behavior Interventions and Support (PBIS) and CHAMPS strategies; and implement the PBIS program. -PBIS Binder for all staff -CHAMPS posters for classes -CHAMPS Posters for all areas on campus -Character Cards for Students Parents will be invited to attend classes with the Counselor (EO Families) and ORC (EL Families) to receive training and review guidelines on the school-wide PBIS Program.	All Students Foster Youth Homeless English Learners Socioeconomically Disadvantaged African American	200.00 LCFF 1000-1999: Certificated Personnel Salaries Counselor Extra Help 45 LCFF 3000-3999: Employee Benefits Counselor Benefits 500.00 Title III 2000-2999: Classified Personnel Salaries Outreach Specialist Extra Hours 192.00 Title III 3000-3999: Employee Benefits Outreach Specialist Benefits
2.2	All staff, specifically teachers, administrators, Outreach Specialist, and school counselor, will hold parent meetings and trainings to address topics such as: -Positive Behavior and Support (PBIS) -Social-Emotional Lessons (SEL) on Canvas to teachers -Counselor push-in lessons to classrooms -Families provided a review of lessons during Coffee with the Outreach Specialist and Counselor -Availability of Resources	All Students Homeless Foster Youth Socioeconomically Disadvantaged	District Funded 1000-1999: Certificated Personnel Salaries Counselor salary District Funded 2000-2999: Classified Personnel Salaries Outreach Specialist Salary 500.00 Title I 1000-1999: Certificated Personnel Salaries Counselor Extra Hours 111.00 Title I 3000-3999: Employee Benefits Counselor Benefits 1000.00 Title III 2000-2999: Classified Personnel Salaries

			Outreach Specialist - Overtime Salary 248.00 Title III 3000-3999: Employee Benefits Outreach Specialist - Overtime Benefits
2.4	Students will earn incentives for perfect and improved attendance.	All Students English Learners Homeless Socioeconomically Disadvantaged Foster Youth Students with Disabilities	1000.00 LCFF 4000-4999: Books And Supplies Attendance Incentives
2.5	Students will earn character cards focused on PBIS school-wide expectations for behavior. They will be able to turn in character cards for prizes from the EAGLE store, at least once a month. All staff will be able to give character cards to students for incentives, thus increasing student connectedness, improving positive behavior, and reducing suspensions.	All Students	1000.00 LCFF 4000-4999: Books And Supplies Incentives for EAGLE store
2.6	Increase work hours will be provided for Campus Supervisors to maintain campus safety. Bi-Monthly Professional Development will be held for Campus Supervisors on PBIS, CHAMPS Guidelines, and positive behavior supports.	All Students	District Funded 2000-2999: Classified Personnel Salaries Classified Salary District Funded 3000-3999: Employee Benefits Classified Benefits
2.7	Provide drug, tobacco, and alcohol prevention education (Red Ribbon Week, etc.)	All Students	1000.00 LCFF 4000-4999: Books And Supplies Materials and supplies
2.8	The Safety Team will revise and fully implement the Comprehensive Safe School Plan. Staff will receive professional development for first aid and safety. Students and staff will participate in: • Monthly fire drills • Lockdown drills; Priority 1 & 2 • Earthquake drills • Annual evacuation drill	All Students	No additional cost
2.9	Provide on-site counseling and support services for students through school counselor and/or outside agencies.	All Students Foster Youth Homeless	District Funded 1000-1999: Certificated Personnel Salaries Counselor salary
2.10	Provide structured activities and board games during recess to support students in making positive and healthy choices.	All Students	PTA/PTO 4000-4999: Books And Supplies

			Materials and Supplies
2.11	Staff will use procedures and protocols for MTSS and SSTs following the MTSS pyramid for behavior and social-emotional issues. We will fully implement PBIS procedures and protocols.	All Students	500.00 LCFF 4000-4999: Books And Supplies Socio-Emotional Support materials and supplies
2.12	The PBIS team will collaborate to address school culture and climate needs, create a service plan and steps for improvement. The CHAMPS team will monitor student discipline data throughout the year. Frequent referrals for specific students may warrant counselor/teacher intervention and/support for families.	All Students	No additional cost
2.13	Collaboration will occur between After School Program staff, ASP Liaison, school principal and OSD ASP Coordinator to provide professional development for ASP staff on best practices to assist students with academic and socio-emotional needs.	Socioeconomically Disadvantaged Homeless Foster Youth All Students	ASES
2.14	The Counselor and ORC will organize and lead a Student Leadership Team and Kindness Club to ensure student participation in building a positive school culture and community.	All Students	500.00 LCFF 4000-4999: Books And Supplies Material and supplies PTA/PTO 4000-4999: Books And Supplies Materials and Supplies (t-shirts)
2.15	All students will complete the Panorama Survey. This data is used by the PBIS team to create supportive procedures and protocols for a safe school environment for all.	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures Contract for services
2.16	Babysitting will be provided for all families to attend evening meetings and training in their primary language.	All Students	300.00 Title III 2000-2999: Classified Personnel Salaries Classified salaries-babysitting 109.00 Title III 3000-3999: Employee Benefits Classified Benefits-babysitting 200.00 LCFF 2000-2999: Classified Personnel Salaries Classified salaries-babysitting 73.00 LCFF 3000-3999: Employee Benefits Classified Benefits-babysitting

2.17	Clerical Extra Hours and Overtime will support non-English speaking families with interpretation and translation in navigating the school system and communication between parents and staff.	English Learners Socioeconomically Disadvantaged Foster Youth Hispanic Homeless	400.00 Title III 2000-2999: Classified Personnel Salaries Counselor Extra Hours 1500.00 LCFF 2000-2999: Classified Personnel Salaries Clerical Overtime 544.00 LCFF 3000-3999: Employee Benefits Clerical Benefits
2.18	Posters will be made of CHAMPS procedures and Guidelines for Success for all classrooms and common areas. In addition, copies of Sierra Linda's Parent/Student Handbook will be made for every student ensuring that positive and safe school expectations will be shared with all students and families.	All Students	1500.00 LCFF 5000-5999: Services And Other Operating Expenditures Graphics- Printing of posters and signs

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Sierra Linda School was honored with the Bronze Level Recognition from the California Coalition for Positive Behavioral Interventions and Supports (PBIS). This award acknowledges our successful implementation of targeted PBIS activities and the development of a comprehensive School Plan aimed at supporting student behavior and engagement. For the 2025-2026 school year, we are planning on applying for the Silver Award.

As part of our commitment to fostering a supportive learning environment, students in grades 3 through 5 participated in the Panorama survey three times during the 2024-2025 school year. This survey gathered data on students' Social Emotional Learning (SEL) competencies as well as the overall learning environment and supports provided at our school. The Panorama survey data offers valuable insight into students' social-emotional development and school experience across five key SEL domains. The results indicate areas of strength as well as opportunities for growth:

Areas of Strength
Self-Management and Social Awareness (76%): This category received the highest favorable rating, suggesting that students generally feel confident in managing their emotions, behaviors, and social interactions. This reflects positively on the school's efforts to equip students with practical SEL skills.

Teacher-Student Relationships (67%): A strong score in this area indicates that many students feel respected and supported by their teachers, which is foundational for a positive learning environment.

Areas for Improvement
Sense of Belonging (61%) and Social Awareness (61%): These two areas scored moderately and highlight a need to enhance students' connection to their peers and school community. Continued focus on inclusive practices and peer relationship-building may help improve these perceptions.

Growth Mindset (49%): This was the lowest-rated category, suggesting that many students may struggle with perseverance, confidence in overcoming challenges, or viewing mistakes as opportunities to grow. Targeted interventions such as classroom discussions on resilience and goal setting could help bolster this competency.

While the school is making strong progress in areas like self-management and teacher-student relationships, attention is needed to improve students' growth mindset and feelings of belonging. These insights can inform future SEL planning and professional development priorities, ensuring that all students feel connected, supported, and equipped for social-emotional success.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The funds set aside for the Parent Professional Development were not fully utilized, so we switched to target Self-Management and Social Awareness. We provided social-emotional professional development with our PBIS Team during staff meetings with certificated and classified staff.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This year we will provide Growth Mindset lessons to help build a positive growth mind set and increase student collaboration and communication skills.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Guidance and support to the site.
Provide strategic direction, guidance, and support focused on improving the quality of instruction, interaction, and engagement in every classroom, so that all students reach high levels of academic excellence, multilingual achievement, global competency, and healthy identity development, agency and voice.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 3 - Guidance and Support to Sites and District Departments.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Foster a culture of empowerment.
Provide professional learning and support.
Provide recognition to staff and students.
Utilize student assessment to measure student learning.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Survey	Spring 2024-2025 The ratings by SEL topic were: Sense of Belonging- 61% Growth Mindset- 49%	Increase the number of students who responded favorably in each area by 10%.
Star Early Literacy	Spring 2024-2025 Percentage At or Above Benchmark: K--81% 1st-- 61%	2025-2026 Increase the number of students that score At or Above Benchmark on the Spring assessment in Kindergarten by 5% or more. Increase the number of students that score At or Above Benchmark on the Spring assessment in 1st Grade by 10% or more.
Star Reading	Spring 2024-2025 Percentage At or Above Benchmark: 2nd--40% 3rd--32% 4th--38% 5th--34%	2025-2026 Increase the number of students that score At or Above Benchmark on the Spring assessment by 10% or more.

Star Math	Spring 2024-2025 Percentage At or Above Benchmark: 1st--50% 2nd--40% 3rd--44% 4th-- 39% 5th--20%	2025-2026 Increase the number of students that score At or Above Benchmark on the Spring assessment by 10% or more.
Professional Development for Teachers and Staff	2024-2025 School Year at School Professional Development: ELA: TK - 3 Sessions with TK TOSA Kinder and 1st Grade- 2 Sessions with ELA TOSA 2nd -5th Grades: 3 Sessions with TOSA Math: TK- 3 Sessions with TK TOSA Kinder and 1st Grade: 2 Sessions with Math Team TOSA's 2nd-5th Grades: 4 Sessions with Math TEAM TOSA's PBIS: TK-5 Certified Staff- 4 Staff Meeting Trainings Classroom Support Staff- 2 Sessions with PBIS Team Non-Classroom Classified Staff:- 3 Sessions wit PBIS Team 2024-2025 Admin Provided Professional Development: Monthly Professional Development meetings held with teachers 3 Classified Professional Development meetings held Monthly Special Education job-alike meetings held	2025-2026 Increase the number of in-school professional development sessions offered to all staff to a minimum of 5 times per year in both English Language Arts and Math.
Student Trimester Awards	2024-2025 School Year: 100% of classes gave out Trimester Awards for students 15 students were reclassified 60 students earned and were given medals for their achievement on SBAC in ELA and Math	2025-2026 Maintain 100% Trimester Award Participation Increase the number of Reclassified students by 10% Increase SBAC awards by 10%
Staff Recognition	2024-2025 School Year: 5 Staff Members were recognized with the Shining Star Award given by the Superintendent	2025-2026 Increase the number of Shining Star Recipients to at least 8

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	All students will complete the Panorama Survey. This data is used by the PBIS team to create supportive procedures and protocols for a safe school environment for all.	All Students	No additional cost
3.2	The Star Reading, Star Math, and Star Early Literacy assessments will be administered four times a year. This data will be used to discuss mastery of skills, plan instruction, and create intervention groups.	All Students	No additional cost
3.3	Conduct student-monitoring conferences with teachers individually and/or in grade levels to identify students who are struggling to meet grade level standards/skills, address student-learning needs, and identify additional supports to address these needs.	All Students	No additional cost
3.4	Teachers will collaborate with the district's Math Manager, Math TOSAs (Teachers on Special Assignment), and ELA TOSAs to review and discuss best instructional practices in math and English language arts. These professional development sessions will take place during staff meetings and designated collaboration and planning time.	All Students	No additional cost
3.5	Student incentives for improvement/achievement in the classroom and district ELA, ELD, Math, CAASPP, and ELPAC Summative Assessments. -Incentives for meeting Lexia goal -Incentives for meeting STMath goal -Trimester student incentives for reaching AR goals -Incentives for achieving at/above grade level in ELA and Math. -Incentive for Incentives for students for improving at least one proficiency level in ELPAC -Incentives for Reclassification Celebration -Incentives for scoring Met/Exceeded Standard on CAASPP ELD: -Reclassification Awards	All Students English Learners Hispanic Students with Disabilities Homeless African American	5000.00 LCFF 4000-4999: Books And Supplies Incentives for Students
3.6	Trimester Awards Assemblies to celebrate student success in the classroom: -Student of the Month -Most Improved Awards -Special Teachers Award -Counselor Award	All Students	No additional cost
3.7	Staff will earn recognition from the Superintendent through the Shining Star Awards.	All Students	

			No additional cost
3.8	The Star Reading, Star Math, and Star Early Literacy assessments will be administered four times a year. This data will be used to discuss mastery of skills, plan instruction, and create intervention groups.	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures No additional cost
3.9	Teachers will collaborate with the district's Math Manager, Math TOSAs (Teachers on Special Assignment), and ELA TOSAs to review and discuss best instructional practices in math and English language arts. These professional development sessions will take place during staff meetings and designated collaboration and planning time.	All Students	District Funded 1000-1999: Certificated Personnel Salaries No additional cost
3.10	Provide on-going professional development in Language Arts, ELD, Math, Strand Focus, PBIS, and technology for administrator, teachers, and staff through staff meetings, after school training, and at conferences. (PBIS, CUE, SpEd, CABE, memberships, etc.).	All Students	2121.00 Title III 5000-5999: Services And Other Operating Expenditures Travel and Conference 3500.00 LCFF 5000-5999: Services And Other Operating Expenditures Travel and Conference 2000.00 LCFF 1000-1999: Certificated Personnel Salaries Admin Extra Support/ Extra Help 447.00 LCFF 3000-3999: Employee Benefits Certificated Benefits
3.11	PBIS teams will conduct professional development for all staff on MTSS model to improve school safety during staff meetings, site professional development days, and Campus Assistant meetings.	All Students	No additional cost.

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The Panorama survey results provide meaningful insight into students' social-emotional development and overall school experience across five key SEL domains, highlighting both strengths and areas for growth. The effectiveness of schoolwide strategies and activities was supported by measurable outcomes, indicating overall success.

Academic performance showed notable improvement. All grade levels demonstrated gains in both Math and English Language Arts (ELA) based on the April 2024 Star assessment results when compared to the previous year. Additionally, preliminary CAASPP data indicate ELA growth across all grade levels, while two out of three grade levels

showed growth in Math. Most grade levels met their performance goals, and those that did not still made meaningful progress toward meeting their targets on both Star Reading and Math assessments.

Staff development was equally emphasized throughout the year. Teachers participated in monthly professional development meetings focused on instructional practices and student achievement through the use of school-wide systems. Special education staff also met monthly in job-alike sessions to share best practices, strengthen collaboration, and support consistent services for students with disabilities. Altogether, these efforts reflect a thoughtful and coordinated approach to

A focused effort on enhancing Math instruction during the 2024–2025 school year led to significant increases in student achievement, as reflected in both the Star and preliminary CAASPP results.

However, analysis of performance assessment data for the English Learner (EL) subgroup revealed a persistent achievement gap between English Learners and English Proficient students. This discrepancy may stem from inconsistent use of instructional differentiation and limited implementation of EL-specific teaching strategies. Addressing these instructional gaps will be essential for supporting equitable academic growth for all learners..

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Funds were allocated for services to improve student performance, professional development of staff; however, not all teachers and staff were available or willing to commit additional time to attend after-school professional development.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

As a site, our primary focus for the year is strengthening Tier 1 instruction, implementing effective Tier 1 interventions, and achieving expected student outcomes. A key instructional strategy continues to be targeted small group instruction within the classroom to better address diverse student needs. This focus is supported by a significant allocation of Professional Learning Community (PLC) time, enabling teachers to collaborate, analyze data, and refine instructional practices. Additionally, the hiring of an intervention teacher further demonstrates our commitment to supporting student learning at the foundational level. To foster a positive school culture and enhance student engagement, we are also implementing Growth Mindset lessons aimed at developing students' resilience, collaboration, and communication skills. Together, these efforts reflect a strategic and holistic approach to academic achievement and student development.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 4 - Family/Community Alliances for Student Success

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Create Student Profile Alliances.
Foster family engagement and support.
Provide parent/family resources.
Foster community partnerships and relationship building.
Promote higher education.
Strengthen family/community communications.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELAC attendance	An average of 10 parents attended monthly ELAC meetings.	Increase attendance to at least 15 parents per meeting.
PTA membership	62 staff and parents were official members of PTA.	Increase membership by 20 parents/staff.
Coffee with the Principal attendance	An average of 10 parents attended monthly Coffee with the Principal meetings.	Increase attendance by 10 parents.
Parent Teacher Conference	93% of parents attended parent teacher conferences.	Increase attendance to over 96%.
Back to School Night attendance. Open House attendance.	86% of parent(s) attended Back to School Night. 76% (361 families) of parents attended Open House	Increase attendance at Back to School Night by 10%. Increase attendance at Open House by 10%.
Parent Panorama Survey	44 Parents responded to the survey	Increase Parent participation on Survey by 20 parents.
Parent Needs Assessment	Baseline Year	Baseline Year
Parent Professional Development	2024-2025	2025-2026

	Total of 3 Parent meetings held to review: -SBAC Scores -ELPAC Scores -Strategic Plan	Increase the number of Parent Meetings to review SBAC, ELPAC, and Strategic Plan implementation to one per trimester

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Parent/Teacher conferences will be held to inform families of student progress and as necessary throughout the school year.	All Students	No additional cost
4.2	Administer parent surveys during each trimester's parent meeting to collect data on parent needs and to inform planning for professional development and parent engagement nights.	All Students	No additional cost.
4.3	Family and Community Outreach for Student Success Create engagement opportunities, parent training, and provide resources to families to build strong working relationships with the school to improve student achievement and family connectedness to Sierra Linda -School Site Council -English Learner Advisor Committee (ELAC) -PTA Meetings and Events (Skating Plus, STEAM Night, Art Night, Movie Nights, etc.) -Coffee with the Principal -Coffee with the Counselor -Coffee with the Outreach Specialist -Back to School Night -Open House -OSD Creates! -TK/K Orientations -Title I Meetings -Awards Assemblies -Mini-SARB Meetings -Pastries with Parents -Monthly Parent Professional Development (Literacy Nights, AR Nights, Math Nights, CAASPP, Report Cards, etc.) -Transition to Middle School Meetings -After-School Program -Reclassification Criteria -Parent Panorama Survey -Parent Needs Assessment (Baseline Year) -Positive Behavior and Support (PBIS) -Social-Emotional Lessons (SEL) on Canvas for teachers Provide babysitting for all families to attend evening meetings and training in their primary language.	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged African American	300.00 LCFF 2000-2999: Classified Personnel Salaries Counselor Extra Hours 800.00 Title III 2000-2999: Classified Personnel Salaries Extra hours for ORC 303.00 LCFF 2000-2999: Classified Personnel Salaries Classified Benefits 1500.00 LCFF 4000-4999: Books And Supplies Materials and Supplies for Meetings 2000.00 LCFF 4000-4999: Books And Supplies Refreshments, materials and supplies 400.00 Title III 4000-4999: Books And Supplies Refreshments, materials and supplies Babysitting- No additional cost

4.5	Inform parents of all functions and activities at Sierra Linda via weekly phone calls utilizing Parent Square in Spanish and English, consistent usage of PeachJar app, updating of the school website, and making phone calls after normal office hours. Clerical Extra Hours and Overtime to support non-English speaking families with interpretation and translation in navigating the school system and communicating between parents and staff. Ensure effective communication between school staff and parents via Parent Square, Canvas, email, home visits, or telephone.	All Students English Learners	District Funded 5800: Professional/Consulting Services And Operating Expenditures Parent Square, Peachjar, website 700.00 LCFF 2000-2999: Classified Personnel Salaries Clerical Extra Time 254.00 LCFF 3000-3999: Employee Benefits Classified Benefits
4.6	Review and revise Parent Involvement Policy and School Compact with input from parents at SSC, ELAC, PTA, Special Education and Title 1 meetings.	All Students	No additional cost
4.13	Monthly ELAC meetings will be held. Provide access to CABE for parents and staff.	English Learners	1148.00 Title III 5000-5999: Services And Other Operating Expenditures CABE Conference

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Sign-in sheets revealed that parent attendance at School Site Council (SSC), English Learner Advisory Committee (ELAC), PTA meetings, and certain parent education workshops was relatively low, suggesting limited interest in these formats. In contrast, attendance at family-oriented events was high, indicating that parents are more engaged in interactive, hands-on activities that involve their children.

Because parent involvement is a top priority at our school, it is important to better understand what parents are most interested in. To increase participation in our parent programs, we plan to administer an interest survey to gather feedback directly from families. Additionally, we aim to strengthen the connection between parent involvement and student achievement, making it clearer how their engagement supports their child's academic success. Communication with families was prioritized through bi-monthly ParentSquare messages and website announcements, ensuring parents received timely and consistent updates. Additionally, five monthly calendars were distributed, highlighting site events and helping families stay informed and involved. To further engage parents and gather input, two surveys were administered, yielding 34 responses that provided valuable insights into parent needs and preferences. In-person parent engagement included three meetings where families reviewed SBAC and ELPAC assessment results and received an overview of the school's Strategic Plan, promoting transparency and collaborative planning.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

One of our goals was to distribute a parent survey to identify the topics families find most engaging. The survey was developed and sent out; however, as of April 2025, we received only 36 responses, indicating a low participation rate.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Sierra Linda will continue using ParentSquare to communicate with families in a timely and consistent manner about upcoming events and important school information. In addition, we will enhance our communication efforts by regularly updating our school website and distributing a monthly parent newsletter to ensure families stay informed and engaged throughout the school year.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Transformational leadership and infrastructure
Create a coherent and sustainable districtwide infrastructure and culture to support and communicate the district's identity and strategic work on behalf of all students; facilitate strategic plan implementation; monitor progress and assess effectiveness and sustainability; and position the district as a leader in equitable and excellent education.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 5 - Transformational leadership and infrastructure

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Ensure strategic plan implementation.
Work toward schoolwide coherence.
Provide accountability and progress monitoring of implementation.
Develop human capital.
Foster communications.
Support finance and technology infrastructure.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Quarterly Progress Monitoring Meeting to review student progress on district assessments and use of internal systems.	Meet with each teacher after each district Star window to review student progress.	2025-2026 100% of teachers will meet with an administrator to review student progress on district assessments.
Monthly parent communication on activities	2024-2025 Bi-monthly Parent Square communication. Bi-monthly website announcement updates. 5 Monthly Calendars with site events.	2025-2026 Increase Parent Square communications to three per month. Increase Website announcements to three per month. Increase Monthly Calendar/Newsletter to 1 per month.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

5.2	Administrators will continue to implement a school-wide Student Progress Monitoring system to ensure student success.	All Students	No additional cost
5.3	All staff, specifically teachers, administrators, Outreach Specialist, and Counselor will continue to use internal Progress Monitoring system to support student success.	All Students	No additional cost
5.4	Counselor and ORC will organize and lead a Student Leadership Team and Kindness Club to ensure student participation in building a positive school culture and community.	All Students	No additional cost
5.5	All teachers will continue to use the Report Card Outcomes Planning tool to help guide instructional planning.	All Students	No additional cost.
5.6	All teachers will use Illuminate to create SMART Goals.	All Students	No additional cost.
5.7	Collaboration time for the school-wide leadership team to discuss needs, SPSA, school budget, and data. The school leadership team (teachers and administrators) will ensure that there are clear expectations for collaboration time and will provide feedback to support instruction.	All Students	No additional cost.

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

During the 2024–2025 school year, the school implemented a comprehensive strategy to enhance school-wide systems to help monitor student progress.

Progress monitoring meetings will be held after each district and site assessment window to review student performance and adjust instructional supports as needed to promote student success.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Funds were allocated to support use of the site and district-wide systems; however, not all teachers were available to commit additional time beyond their contracted hours.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Additional support is being provided for administrators, teachers, and staff with a focus on the use of site and district-wide monitoring systems.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$63,083
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$307,227.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$49,395.00
Title III	$13,688.00

Subtotal of additional federal funds included for this school: $63,083.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF	$100,000.00
LCFF - Intervention	$1,460.00
Prop 28	$142,684.00

Subtotal of state or local funds included for this school: $244,144.00

Total of federal, state, and/or local funds for this school: $307,227.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	49395.00	0.00
Title III	13688.00	0.00
LCFF	100000.00	0.00
LCFF - Intervention	1460.00	0.00
Prop 28	142684.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	100,000.00
LCFF - Intervention	1,460.00
Prop 28	142,684.00
Title I	49,395.00
Title III	13,688.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	133,362.00
2000-2999: Classified Personnel Salaries	10,053.00
3000-3999: Employee Benefits	48,881.00
4000-4999: Books And Supplies	91,690.00
5000-5999: Services And Other Operating Expenditures	16,019.00
5700-5799: Transfers Of Direct Costs	4,500.00
5800: Professional/Consulting Services And Operating Expenditures	2,722.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	12,900.00
2000-2999: Classified Personnel Salaries	LCFF	3,203.00
3000-3999: Employee Benefits	LCFF	3,826.00
4000-4999: Books And Supplies	LCFF	62,821.00
5000-5999: Services And Other Operating Expenditures	LCFF	12,750.00
5700-5799: Transfers Of Direct Costs	LCFF	4,500.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	1,000.00
3000-3999: Employee Benefits	LCFF - Intervention	225.00
4000-4999: Books And Supplies	LCFF - Intervention	235.00
1000-1999: Certificated Personnel Salaries	Prop 28	82,306.00
3000-3999: Employee Benefits	Prop 28	34,578.00
4000-4999: Books And Supplies	Prop 28	25,800.00
1000-1999: Certificated Personnel Salaries	Title I	36,156.00
3000-3999: Employee Benefits	Title I	8,083.00
4000-4999: Books And Supplies	Title I	2,434.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	2,722.00
1000-1999: Certificated Personnel Salaries	Title III	1,000.00
2000-2999: Classified Personnel Salaries	Title III	6,850.00
3000-3999: Employee Benefits	Title III	2,169.00
4000-4999: Books And Supplies	Title III	400.00
5000-5999: Services And Other Operating Expenditures	Title III	3,269.00

Expenditures by Goal

Goal Number	Total Expenditures

Goal 1	275,332.00
Goal 2	11,422.00
Goal 3	13,068.00
Goal 4	7,405.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Jorge Mares	Principal
Armondo Arreguin	Classroom Teacher
Julianne Newman	Classroom Teacher
Regina Alvarado	Classroom Teacher
Maria Morones	Other School Staff
Olivia Urban	Parent or Community Member
Stacy Viado	Parent or Community Member
Susan Vasquez	Parent or Community Member
Abel Vasquez	Parent or Community Member
Guadalupe Lopez	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 05/15/2025.

Attested:

Principal, Jorge Mares on

SSC Chairperson, Armondo Arreguin on

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of

adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
Leticia Solano	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 05/15/2025.

Attested:

Principal, Jorge Mares on 5-15-25

SSC Chairperson, Armondo Arreguin on 5-15-25

School Year: **2025-26**



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Juan Lagunas Soria School	56725380119412	June 2, 2025	August 20, 2025

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Juan Lagunas Soria School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The Vision of Juan Lagunas Soria School is to provide a happy, caring and stimulating environment through academics and the integration of Technology, Arts and Language (Te.A.L.) where children believe in exceeding their potential. The Mission of Juan Lagunas Soria School is to educate and prepare confident students to become college and career ready in an ever-changing global society.

As described within our Vision and Mission Statements, Juan Lagunas Soria School is committed to providing the best educational program possible for our students. The quality of our instructional program is a reflection of our highly committed staff. We are dedicated to ensuring Juan Lagunas Soria School is a welcoming, stimulating environment where students are actively involved in their education, emphasizing both academic and social/emotional learning. Through the shared vision of our staff, parents, and community, our students are challenged to reach their maximum potential. Our academic focus has centered on building strong foundations in reading, writing, and mathematics. Throughout the 2025-26 school year, Juan Lagunas Soria School will emphasize accelerating learning and building rigor across all core content areas with an emphasis on Technology, Arts and Language, our school's Te.A.L. Strand Focus, while scaffolding instruction to strengthen students' skills on grade-level standards. Students are encouraged and supported to build their literacy or biliteracy skills in order to reach their reading potential. Teachers will concentrate on building students' writing ability across all core content areas to promote critical thinking and to better equip students with the skills required to meet expectations of state mandated summative assessments. Teachers will also continue focusing on implementing Mathematical Mindset strategies across all grade levels, enabling students to build their academic vocabulary and reasoning skills in the area of Mathematics. Our School Site Leadership Team meets regularly to guide grade-level teacher collaboration modeled after the cycle of inquiry in order to continue making improvements in the areas of curriculum, instruction, and assessment so that students may experience school success across all academic, social, emotional, and behavioral areas.

Juan Lagunas Soria School supports the Oxnard School District's vision for a comprehensive Student Profile and will continue aligning school-wide systems and practices to meet the seven characteristics of the OSD Student Profile, which include:
1. Innovator: Students will be creative writers, successful readers, and mathematical thinkers; able to create, design, and apply new knowledge in a variety of contexts.
2. Problem Solver: Students will be confident and solution-oriented; able to demonstrate a growth mindset and advocate for themselves and for others.
3. Achiever: Students will be able to demonstrate their knowledge of local and state measures in all academic areas.
4. Global Thinker: Students will be compassionate, multilingual, multicultural, and global thinkers; able to understand and convey pride in their identity, heritage, and history.
5. Collaborator: Students will be collaborative learners; able to communicate and learn through and with others.
6. Digital Learner: Students will be technologically, artistically, academically, and linguistically prepared to succeed and lead.
7. Focused on the Future: Students will be high school, college, and career ready; challenged to select rigorous courses, and equipped with the tools, knowledge, and skills to be prepared for the future.

At Juan Lagunas Soria School, our over-arching academic goal is to raise achievement scores for all students and all significant student groups (English Learners, Hispanic, White, Students with Disabilities, and Socioeconomically Disadvantaged). Working together within a Professional Learning Community context, teachers are engaged in ongoing, grade-level collaboration to analyze and discuss formative and summative assessment data in order to:
1. Identify learning targets and objectives from State-approved, Board-adopted curriculum that are aligned to the Common Core State Standards;
2. Inform effective classroom instructional practices in both Sheltered English Instruction (SEI) and Biliteracy contexts;
3. Provide both Designated and Integrated English Language Development (ELD) to support English Learners' language proficiency skills across all four language domains of reading, writing, listening, and speaking;
4. Integrate instructional technology (e.g., One-to-One devices, Promethean Boards, Hovercams, Canvas - Learning Management System) to enhance student engagement; and,
5. Develop and implement student support and intervention programs and services to address students' academic achievement and/or social/emotional learning needs.

Utilizing a Multi-Tiered System of Support (MTSS) approach, student performance and progress are monitored by teachers while implementing standards-based Tier I-Level instruction for all students. Students not meeting academic grade-level expectations are identified through the Student Success Team (SST) process. This process serves to inform changes needed at the Tier I instructional level or services and supports at the Tier II and/or Tier III levels provided by classroom teachers and/or other school personnel before, during, and/or after the instructional day. One example of a Tier II or III-level intervention is the Leveled Literacy Intervention (LLI) program facilitated by the the Literacy Intervention Teacher (LIT). Tier II to Tier III-Level Intervention services are typically provided in small group contexts and focus on students' needs in the areas of literacy, English Language Development (ELD), and/or mathematics. In order to address our students' social, emotional, and behavioral needs, the MTSS/SST process is also used to identify students who are in need of receiving short-term individual and/or small group counseling services provided by our school counselor or long-term individual counseling services provided by county programs. In addition, our Attendance Tech and Outreach Coordinator provide support and incentives to students in need of improving daily attendance prior to referring students to the School Attendance Review Team (SART) or School Attendance Review Board (SARB). Students who qualify for Special Education receive Specialized Academic Instruction, Speech and Language support, and/or Counseling support services to meet their academic, language and communication, and/or social/emotional goals identified within their Individualized Education Plans. Students are also given the opportunity, based on need and availability, to enroll and participate in the Oxnard Scholars after-school program to receive academic enrichment and study skills support.

Here at Juan Lagunas Soria, we take pride in fostering a school culture driven by a safe, inclusive, positive, and professional learning environment. To ensure the safety of all students, school administration, campus supervisors, and other school personnel continuously monitor and supervise students throughout the instructional day. Our progressive discipline matrix assists teachers and administrators with clear guidelines for responding to student behavior at both the classroom and school levels. The Positive Behavior Intervention and Support (PBIS) model guides all staff in providing a proactive and positive approach to promoting teacher/student relationships and managing student behavior both in and out of the classroom. Our PBIS/School Safety Team meets on an ongoing basis to analyze student discipline data, identify areas of focus, and provide recommendations to school staff in order to strengthen our school's positive learning environment. Juan Lagunas Soria School hosts student assemblies to honor and recognize the hard work and positive choices students make by rewarding students with praise, recognition, and incentives. Teachers coordinate culminating activities, such as school performances, to demonstrate to parents, families, and other grade levels the knowledge and skills their students have mastered throughout the course of a unit or trimester. Students are also offered enrichment opportunities to excel in areas outside of academics, such as athletics, extracurricular clubs, and student leadership programs.

In order for students to achieve their fullest potential, we fully understand that parent and family engagement plays a critical role in ensuring students' educational success. Our English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), School Site Council (SSC), and No Place for Hate Oversight Committee offer and encourage parents to become active participants in their children's schooling through a variety of engaging and meaningful educational experiences. The school's Parent and Family Engagement Policy provides clear guidelines for parents to serve as volunteers in classroom and school activities. Our Back to School Night, Open House, Parent Nights, athletics program, and PTA-sponsored social events further support and foster parental engagement. Moreover, by offering a rigorous academic curriculum taught using data-driven instructional practices, maintaining high expectations for student success, fostering a safe, positive learning environment, and strengthening home-school partnerships to increase parent and family engagement, Juan Lagunas Soria School will meet the goals identified within this School Plan for Student Achievement.

Educational Partner Involvement

How, when, and with whom did Juan Lagunas Soria School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Juan Lagunas Soria School governance educational partner groups were involved in the development of this School Plan for Student Achievement (SPSA). School Site Council met regularly throughout the 2024-25 school year to analyze formative student achievement data and social/emotional learning outcomes in order to align categorical funding to students' academic and social/emotional/behavioral needs. In addition, School Site Council acknowledged the input provided by school staff to support the development of the SPSA goals and objectives focused on setting high academic standards in Language Arts and Math, providing social/emotional support, and fostering a positive and safe school climate, and increasing parent and family engagement. School administration met with the English Language Advisory Committee on an ongoing basis to review the SPSA and discuss the strategies which focus on increasing parent and

family engagement and building English Learners' language proficiency skills to ensure academic success. The school's Parent Teacher Association was also involved in supporting the development of the SPSA by aligning the PTA budget and activities to support the overall goals identified within the SPSA. Additionally, the staff was surveyed to gather input on priorities of the school plan. Throughout the year, the educational partner teams input provided helped shape the adjustments we chose to make for the 24-25 school year and the focus we have for the 25-26 school year.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Our English Learners are facing significant resource inequities that are impacting their academic progress, particularly in English Language Arts. While 40% of our students are making progress, this marks a decline of 17.6%, and our students have experienced a concerning drop of 13.3 points in their state test scores for English Language Arts. In contrast, their performance in Mathematics has remained stable, indicating that the challenges are more concentrated in language arts instruction. To address these inequities, we will realign our designated English Language Development (ELD) program to ensure that we are providing the most effective resources and support. Additionally, we are setting aside funds to provide targeted tutoring for students across the four domains of language development—reading, writing, speaking, and listening—so we can better meet the diverse needs of our English Learners and support their growth in these critical areas.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

At Soria, it is essential to identify the root causes of the decline in English Language Arts (ELA) and the stagnation in mathematics performance, and to develop a strategic plan to move the school’s performance from the "Orange" category to "Yellow," "Green," or "Blue." We additionally need to address chronic absenteeism and reconsider our suspension policies to ensure that students are on campus to learn.

We will do this through data collection and analysis that will include the following:

Student Performance Data:
We will take our student data and analyze recent trends in ELA and mathematics scores for all grade levels. We have declined by 13.3 points in English Language Arts and are 31.7 points below standard. Additionally, our Homeless, LTEL and SWD students are testing in the red category with our homeless students declining 30.6 points. We have maintained in mathematics but need to continue to focus our attention on students with disabilities as they are maintaining 180 points below standard. We will include disaggregating data by student demographics (e.g., gender, socioeconomic status, English language learners, students with disabilities). We will also identify specific areas in the curriculum where students are underperforming to add intentional Tier 1 instructional adjustments and Tier 2 interventions.

Teacher Performance Data:
We will review teacher qualifications, certifications, and professional development history. Additionally, we will bring teacher voice in through a survey to gather insights on curriculum challenges, resource needs, and professional development interests. It is also important to analyze teacher evaluation results and identify areas of strengths and weaknesses to provide more effective feedback.

Curriculum and Instruction:
We must evaluate the alignment of the current curriculum with state standards during collaboration time. For the 25-26 school year, we will focus on PLCs with writing and mathematics to ensure that our work is more aligned as teams. This will include the addition of the guiding coalition of teachers to assess the effectiveness of instructional strategies and materials. Through release time with the principal, common Tier 2 intervention times to maximize resources, and select teachers on special assignment, we will review pacing guides and first instruction practices across grade levels.

School Environment:
We will conduct surveys through Panorama to assess student engagement, motivation, and perceptions of school climate. Our absentee rate has declined by 6.8%, but is still in the yellow category for all students with 16.3% of our population chronically absent. We will review attendance records and identify patterns of absenteeism or tardiness. Additionally, we will evaluate the availability and effectiveness of support services (e.g., counseling, tutoring) and adjusting our attendance incentives based on student feedback.

Educational Partner Involvement:
We will continue to meet with educational partners (staff, parents, students, and community members) to seek a diverse perspective regarding attendance, school climate and academics. We will also ensure diverse perspectives are represented to gain a comprehensive understanding of the issues. Through this data and feedback, we can identify potential causes and address the underlying issues through outreach and reflection. We will then prioritize our needs and collectively prioritize next steps for student success.

Strategic Planning
Working with our teams we will develop an improvement plan, set SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals for ELA and mathematics performance, and identify evidence-based strategies and interventions to address the root causes.
We will focus our professional development sessions and planning time to enhance teachers' instructional skills in ELA and mathematics and foster collaboration and sharing of best practices among teachers. We will integrate differentiated instruction and formative assessments to meet diverse student needs.

Student Support Systems
In order to engage our students in learning and encourage a sense of belonging on campus we must enlist student voice through our Panorama surveys and strengthen support services such as tutoring, mentoring, and counseling. Staying data focused, we will implement programs to improve student engagement and attendance. We will also provide additional resources for English language learners and students with disabilities.

Monitoring and Evaluation
This year we need to revamp our MTSS system for ongoing data collection and analysis to monitor progress that includes regular check-ins with teachers and students to assess the effectiveness of interventions. Our data will help us evaluate the impact of the implemented strategies at the end of each term. We will then adjust the improvement plan based on the evaluation results and feedback.

By systematically addressing the identified issues through a comprehensive needs assessment and strategic planning process, the school can improve its performance in ELA and mathematics, ultimately moving from the "Orange" category to "Yellow," "Green," or "Blue."

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

We do not have any groups of students who are two or more performance levels below all students however, we must continue to specifically monitor the work we do with students with disabilities because they score one level below "all students" in English Language Arts and Mathematics, as well as monitoring English Learners as they score one level below all students in mathematics. We must ensure that we have common practices in place so that all students can access the standards at a level that will bring up all scores.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

We must also increase our Sense of Belonging on campus as measured by the Panorama survey. 57% of our third through 5th grade students report that they feel that they are valued members of the school community. That number decreases to 49% in our 6th through 8th grade students. A sense of belonging will directly impact a student's desire to learn and come to school. We need to adjust the way we involve our students and provide courses to ensure that they are engaged and see themselves in the curriculum and feel as if their voice matters. These numbers have declined from the 23-24 school year although it was a focus for us. We will need to dive deeper in understanding student voice. For the 25-26 school year, we are increasing the amount of advisory groups and increasing our No Place for Hate involvement.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Juan Lagunas Soria School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%		0	
African American	0.86%	0.65%	0.68%	8	6	6
Asian	1.18%	1.3%	0.68%	11	12	6
Filipino	1.51%	1.3%	1.36%	14	12	12
Hispanic/Latino	91.28%	91.52%	91.98%	848	842	814
Pacific Islander	0.11%	0.11%	0.11%	1	1	1
White	3.44%	3.59%	3.39%	32	33	30
Multiple/No Response	1.61%	1.52%	1.81%	15	14	16
			Total Enrollment	929	920	885

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	93	92	68
Grade 1	92	94	95
Grade 2	94	94	94
Grade3	90	94	94
Grade 4	104	97	97
Grade 5	109	101	104
Grade 6	129	113	104
Grade 7	110	129	107
Grade 8	108	106	122
Total Enrollment	929	920	885

Conclusions based on this data:

For the past three years, based on ethnicity, there have been only two significant student groups (30 or more students) at Juan Lagunas Soria School: Hispanic/Latino and White. The percentage of total enrollment for each of these two significant student groups has remained consistent during this time. Based on an analysis of student enrollment by grade level, total enrollment has decreased by approximately 35 students. As a result, Juan Lagunas Soria School staff

will continue to monitor changes in student enrollment and the impact these changes have on the programs and support services provided at each grade level. Considering the increasing English Learners student group, we will continue monitoring their English Language Development simultaneously with their Spanish Language Development if they are part of the DLI program. In addition, ensuring that we are providing rigorous ELD and SLD instruction to prepare students so they can reclassify and achieve the path to the seal of biliteracy.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	283	306	269	27.30%	30.5%	30.4%
Fluent English Proficient (FEP)	163	146	163	22.00%	17.5%	18.4%
Reclassified Fluent English Proficient (RFEP)		59		11.9%		

Conclusions based on this data:

Based on an analysis of English Learner enrollment at Juan Lagunas Soria School, the English Learners population has increased by 15% since the 2020-2021 school year. We now have 33.3% of English Learners at our site. Moreover, 19.3% of Juan Lagunas Soria School's total student population is made up of students who have been redesignated as Reclassified Fluent English Proficient (RFEP) students based on the data. As a result, Juan Lagunas Soria will continue to provide both Designated and Integrated English Language Development (ELD) to support English Learners' language proficiency skills throughout the instructional day, while, at the same time, continuing to monitor RFEP students' academic performance in both SEI and Biliteracy instructional settings. Language development will be a focus through scheduling expectations and data analysis.

School and Student Performance Data

Star Early Literacy

Juan Lagunas Soria School											
		Less than Proficient				Proficient				Star Early Literacy Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade K	72	8	11%	9	13%	12	17%	43	60%	Level 3	773
Grade 1	45	5	11%	9	20%	9	20%	22	49%	Level 4	837
Grade 2	3	3	100%	0	0%	0	0%	0	0%	Level 1	776

Conclusions based on this data:

Based on the Spring Star Early Literacy assessment data, 58% of Kindergarten students and 50% of 1st-grade students scored at or above the benchmark for their grade level. Overall, these results indicate that 50% of the students will require further intervention and instructional support to improve their phonemic awareness in order to be able to improve their decoding and reading fluency skills so that they may begin comprehending grade-level passages and texts. The administration of the Star Early Literacy assessment is optional in 2nd grade, hence, the available data is limited at this grade level in comparison to Kindergarten and 1st grade.

By analyzing Star data at the classroom and grade level, teachers, working collaboratively with their peers in Grade Level PLCs, will continue to identify students' skill deficits in the area of language arts so that they may strategically provide students opportunities during Tier I level instruction to address their specific literacy needs through an accelerated learning instructional model. Throughout the school year, teachers will progress monitor student achievement to inform instruction and to ensure students receive the appropriate levels of scaffolding and support to successfully access grade-level content standards. Students who do not meet grade-level standards will be provided intervention and if there is no growth after that then they will be referred to the SST process. Should Tier II or III-level interventions be determined necessary, students may be referred to the Literacy Intervention Teacher to participate in the Leveled Literacy Intervention program. Additionally, funds have been set aside for teachers to host small groups in K and 1st grade before or after school for further intervention.

Teachers will also continue to promote students' participation and engagement with Lexia, which serves as an additional individualized intervention program for targeting and building students' literacy skills.

School and Student Performance Data

Star Reading

Juan Lagunas Soria School											
		Less than Proficient				Proficient				Star Reading Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 2	89	30	34%	28	31%	27	30%	4	4%	Level 2	905
Grade 3	88	29	33%	25	28%	22	25%	12	14%	Level 2	969
Grade 4	83	44	53%	12	14%	18	22%	9	11%	Level 1	974
Grade 5	97	37	38%	21	22%	24	25%	15	15%	Level 2	1016
Grade 6	116	31	27%	39	34%	37	32%	9	8%	Level 2	1043
Grade 7	108	32	30%	34	31%	35	32%	7	6%	Level 2	1065
Grade 8	107	20	19%	27	25%	52	49%	8	7%	Level 2	1089

Conclusions based on this data:

Based on the Spring Star Reading assessment data, the percentage of students scoring at or above the benchmark for each grade level ranges from 32% to 58% in grades 2-8. Similar to the Star Early Literacy assessment data, these results further support the need for literacy intervention and support across all grade levels and across all tiers of instruction (MTSS Tier I, II, and III) in order to improve students' language proficiency skills.

By analyzing Star data at the classroom and grade level, teachers, working collaboratively with their peers in Grade Level PLCs, will continue to identify students' skill deficits in the area of language arts so that they may strategically provide students opportunities during Tier I level instruction to address their specific literacy needs through an accelerated learning instructional model. Throughout the school year, teachers will progress monitor student achievement to inform instruction and to ensure students receive the appropriate levels of scaffolding and support to successfully access grade-level content standards. Students who do not meet grade-level standards and do not make any growth after interventions in the classroom are provided will be referred to the SST process. Should Tier II or III-level interventions be determined necessary, students may be referred to the Literacy Intervention Teacher to participate in the Leveled Literacy Intervention program.

Teachers will also continue to promote students' participation and engagement with Lexia, which serves as an additional individualized intervention program for targeting and building students' literacy skills.

School and Student Performance Data

Star Math

Juan Lagunas Soria School											
		Less than Proficient				Proficient				Star Math Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 1	66	13	20%	29	44%	17	26%	7	11%	Level 2	842
Grade 2	90	37	41%	31	34%	16	18%	6	7%	Level 2	892
Grade 3	86	32	37%	30	35%	21	24%	3	3%	Level 2	953
Grade 4	83	30	36%	33	40%	17	20%	3	4%	Level 2	988
Grade 5	100	50	50%	33	33%	14	14%	3	3%	Level 1	1023
Grade 6	114	40	35%	43	38%	20	18%	11	10%	Level 2	1062
Grade 7	106	42	40%	30	28%	15	14%	19	18%	Level 2	1087
Grade 8	109	65	60%	31	28%	9	8%	4	4%	Level 1	1063

Conclusions based on this data:

Based on the Spring Star Math assessment data, the percentage of students scoring at or above the benchmark for each grade level ranges from 13%-32% in grades 3-8. These results further support the need for math intervention and support across all grade levels and across all tiers of instruction (MTSS Tier I, II, and III) in order to improve students' proficiency skills in the area of mathematics.

By analyzing Star data at the classroom and grade level, teachers, working collaboratively with their peers in Grade Level PLCs, will identify students' skill deficits so that they may strategically provide students opportunities during Tier I level instruction to address their specific needs in the area of mathematics through an accelerated learning instructional model. Throughout the school year, teachers will continue to progress monitor student achievement to inform instruction and to ensure students receive the appropriate levels of scaffolding and support to successfully access grade-level content standards.

Teachers will continue to work with students on understanding how to defend their answers in mathematics. The site will provide an instructional support person for additional mathematics help during Tier 1 and Tier 2 instructions.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	91	92	93	88	89	91	88	89	91	96.7	96.7	97.8
Grade 4	104	100	100	102	94	96	102	94	96	98.1	94.0	96
Grade 5	110	102	105	108	100	97	108	100	97	98.2	98.0	92.4
Grade 6	130	112	105	129	107	102	129	107	102	99.2	95.5	97.1
Grade 7	108	127	110	105	119	93	105	119	93	97.2	93.7	84.5
Grade 8	109	106	120	93	95	101	93	95	101	85.3	89.6	84.2
All Grades	652	639	633	625	604	580	625	604	580	95.9	94.5	91.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2425.	2407.	2390.	22.73	20.22	9.89	27.27	21.35	21.98	21.59	24.72	30.77	28.41	33.71	37.36
Grade 4	2453.	2447.	2444.	15.69	18.09	16.67	22.55	26.60	23.96	32.35	17.02	21.88	29.41	38.30	37.50
Grade 5	2494.	2465.	2473.	15.74	8.00	13.40	35.19	29.00	25.77	19.44	26.00	28.87	29.63	37.00	31.96
Grade 6	2536.	2521.	2521.	22.48	19.63	12.75	31.78	31.78	33.33	24.81	21.50	30.39	20.93	27.10	23.53
Grade 7	2554.	2553.	2518.	16.19	15.97	13.98	40.00	42.02	24.73	20.00	18.49	26.88	23.81	23.53	34.41
Grade 8	2523.	2536.	2569.	8.60	10.53	23.76	25.81	34.74	30.69	29.03	22.11	21.78	36.56	32.63	23.76
All Grades	N/A	N/A	N/A	17.12	15.40	15.17	30.72	31.46	26.90	24.48	21.52	26.72	27.68	31.62	31.21

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	19.32	10.11	5.49	59.09	58.43	65.93	21.59	31.46	28.57
Grade 4	8.82	21.28	9.38	70.59	53.19	68.75	20.59	25.53	21.88
Grade 5	12.96	13.00	11.34	72.22	61.00	61.86	14.81	26.00	26.80
Grade 6	20.16	13.08	13.73	55.81	60.75	58.82	24.03	26.17	27.45
Grade 7	13.33	15.97	11.83	63.81	57.98	61.29	22.86	26.05	26.88
Grade 8	11.83	15.79	16.83	50.54	52.63	52.48	37.63	31.58	30.69
All Grades	14.56	14.90	11.55	62.08	57.45	61.38	23.36	27.65	27.07

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	25.00	15.73	10.99	50.00	56.18	53.85	25.00	28.09	35.16
Grade 4	13.73	13.98	13.54	66.67	55.91	57.29	19.61	30.11	29.17
Grade 5	12.96	6.00	14.43	61.11	68.00	57.73	25.93	26.00	27.84
Grade 6	24.81	17.76	14.71	55.04	54.21	63.73	20.16	28.04	21.57
Grade 7	26.67	31.09	26.88	60.95	52.94	41.94	12.38	15.97	31.18
Grade 8	9.68	15.79	26.73	52.69	49.47	49.50	37.63	34.74	23.76
All Grades	19.04	17.25	17.93	57.92	56.05	54.14	23.04	26.70	27.93

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	7.95	11.24	8.79	79.55	70.79	76.92	12.50	17.98	14.29
Grade 4	9.80	13.98	8.33	77.45	73.12	81.25	12.75	12.90	10.42
Grade 5	12.04	6.00	6.19	73.15	76.00	67.01	14.81	18.00	26.80
Grade 6	13.18	11.21	10.78	69.77	71.96	74.51	17.05	16.82	14.71
Grade 7	12.38	21.85	9.68	71.43	66.39	66.67	16.19	11.76	23.66
Grade 8	8.60	11.58	19.80	77.42	71.58	66.34	13.98	16.84	13.86
All Grades	10.88	12.94	10.69	74.40	71.48	72.07	14.72	15.59	17.24

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	15.91	12.36	5.49	65.91	64.04	70.33	18.18	23.60	24.18
Grade 4	4.90	8.60	11.46	80.39	73.12	69.79	14.71	18.28	18.75
Grade 5	17.59	8.00	15.46	62.96	62.00	63.92	19.44	30.00	20.62
Grade 6	20.16	21.50	17.65	62.79	57.94	69.61	17.05	20.56	12.75
Grade 7	20.00	16.81	11.83	56.19	67.23	63.44	23.81	15.97	24.73
Grade 8	11.83	11.58	27.72	66.67	65.26	63.37	21.51	23.16	8.91
All Grades	15.36	13.43	15.17	65.60	64.84	66.72	19.04	21.72	18.10

Conclusions based on this data:

Based on analysis of CAASPP summative data for English Language Arts/Literacy, grades 3-8 at Juan Lagunas Soria School have increased the overall number of students who have met or exceeded standards by 15%. This is an indicator that a greater focus on first instruction, scaffolds, and interventions is needed to ensure greater student achievement. We also need to consider that we are out of alignment between grading and the performance on testing. Teachers will continue progress monitoring students every trimester and collaborating as grade-level teams in PLCs to ensure greater success for students.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	91	92	93	86	88	91	86	88	91	94.5	95.7	97.8
Grade 4	104	100	100	102	93	97	102	93	97	98.1	93.0	97
Grade 5	110	102	105	109	99	95	109	99	95	99.1	97.1	90.5
Grade 6	130	112	105	128	107	102	128	107	102	98.5	95.5	97.1
Grade 7	108	127	110	105	120	93	105	120	93	97.2	94.5	84.5
Grade 8	109	106	120	101	95	101	101	95	100	92.7	89.6	84.2
All Grades	652	639	633	631	602	579	631	602	578	96.8	94.2	91.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2410.	2409.	2388.	13.95	10.23	5.49	26.74	29.55	20.88	20.93	25.00	17.58	38.37	35.23	56.04
Grade 4	2427.	2429.	2444.	3.92	8.60	11.34	15.69	21.51	19.59	44.12	27.96	34.02	36.27	41.94	35.05
Grade 5	2456.	2446.	2453.	4.59	6.06	9.47	10.09	8.08	9.47	34.86	26.26	32.63	50.46	59.60	48.42
Grade 6	2502.	2483.	2491.	12.50	5.61	10.78	18.75	21.50	19.61	32.03	32.71	29.41	36.72	40.19	40.20
Grade 7	2481.	2492.	2481.	10.48	10.83	6.45	7.62	15.00	12.90	30.48	28.33	33.33	51.43	45.83	47.31
Grade 8	2461.	2496.	2534.	3.96	10.53	16.00	7.92	13.68	16.00	23.76	15.79	27.00	64.36	60.00	41.00
All Grades	N/A	N/A	N/A	8.24	8.64	10.03	14.26	17.94	16.44	31.38	26.25	29.07	46.12	47.18	44.46

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	18.60	19.32	7.69	41.86	46.59	46.15	39.53	34.09	46.15
Grade 4	3.92	11.83	14.43	54.90	51.61	50.52	41.18	36.56	35.05
Grade 5	5.50	7.07	6.32	51.38	45.45	50.53	43.12	47.47	43.16
Grade 6	11.72	7.48	9.80	52.34	54.21	50.98	35.94	38.32	39.22
Grade 7	10.48	14.17	5.38	50.48	53.33	56.99	39.05	32.50	37.63
Grade 8	5.94	11.58	19.00	46.53	43.16	48.00	47.52	45.26	33.00
All Grades	9.19	11.79	10.55	49.92	49.34	50.52	40.89	38.87	38.93

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	20.93	14.77	6.59	55.81	62.50	61.54	23.26	22.73	31.87
Grade 4	5.88	12.90	11.34	59.80	47.31	58.76	34.31	39.78	29.90
Grade 5	3.67	4.04	9.47	63.30	60.61	56.84	33.03	35.35	33.68
Grade 6	14.06	9.35	11.76	62.50	57.01	53.92	23.44	33.64	34.31
Grade 7	9.52	14.17	7.53	65.71	54.17	67.74	24.76	31.67	24.73
Grade 8	0.00	9.47	14.00	59.41	60.00	68.00	40.59	30.53	18.00
All Grades	8.87	10.80	10.21	61.33	56.81	61.07	29.79	32.39	28.72

Conclusions based on this data:

Based on analysis of CAASPP summative data for Mathematics, all students in grades 3-8 at Juan Lagunas Soria School have either stayed the same or reduced percentages of at/above grade level from the 2024 CAASPP to the 2025 CAASPP. Fifth grade and 8th grade have decreased by 15% and 5% respectively. The fourth grade increased the number of students who exceeded standard but decreased by the same 3% of students who met standard. The school will focus on understanding why certain grade levels are more successful and implement the research-based strategies that have helped those grade levels, across the entire school.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		1450.5	1418.5		1457.8	1426.4		1433.4	1400.0	0	42	34
1		1475.5	1462.6		1484.0	1477.1		1466.5	1447.6	0	42	44
2	1488.2	1483.3	1480.3	1497.9	1486.6	1483.7	1478.0	1479.4	1476.5	33	36	44
3	1499.5	1503.9	1493.1	1501.6	1512.4	1499.7	1496.9	1494.8	1486.1	28	29	35
4	1538.5	1517.0	1502.1	1546.3	1526.4	1508.5	1530.2	1506.9	1495.0	41	27	26
5	1549.4	1535.6	1535.0	1550.5	1542.7	1543.9	1547.8	1528.0	1525.4	41	30	17
6	1544.5	1534.8	1555.3	1540.1	1521.5	1559.6	1548.4	1547.6	1550.5	23	15	21
7	1543.5	1551.3	1532.2	1526.3	1550.0	1530.2	1560.1	1552.3	1533.2	17	13	13
8	*	1586.2	*	*	1583.2	*	*	1588.7	*	8	15	10
All Grades										191	249	244

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		21.43	8.82		47.62	38.24		28.57	47.06		2.38	5.88		42	34
1		19.05	11.36		45.24	47.73		30.95	31.82		4.76	9.09		42	44
2	18.18	5.56	11.90	39.39	55.56	54.76	30.30	36.11	30.95	12.12	2.78	2.38	33	36	42
3	14.29	24.14	8.57	53.57	27.59	57.14	17.86	37.93	25.71	14.29	10.34	8.57	28	29	35
4	34.15	22.22	15.38	51.22	44.44	38.46	14.63	29.63	30.77	0.00	3.70	15.38	41	27	26
5	46.34	36.67	17.65	24.39	33.33	58.82	26.83	23.33	17.65	2.44	6.67	5.88	41	30	17
6	26.09	20.00	42.86	47.83	53.33	42.86	26.09	26.67	9.52	0.00	0.00	4.76	23	15	21
7	11.76	23.08	0.00	58.82	46.15	61.54	23.53	30.77	30.77	5.88	0.00	7.69	17	13	13
8	*	40.00	*	*	60.00	*	*	0.00	*	*	0.00	*	*	15	*
All Grades	27.75	22.09	14.05	43.98	44.98	49.59	23.04	28.92	29.34	5.24	4.02	7.02	191	249	242

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		23.81	14.71		45.24	44.12		26.19	29.41		4.76	11.76		42	34
1		33.33	38.64		57.14	40.91		9.52	18.18		0.00	2.27		42	44
2	36.36	16.67	30.95	30.30	66.67	52.38	30.30	13.89	14.29	3.03	2.78	2.38	33	36	42
3	35.71	37.93	42.86	32.14	37.93	40.00	14.29	17.24	8.57	17.86	6.90	8.57	28	29	35
4	63.41	59.26	42.31	34.15	33.33	34.62	2.44	7.41	11.54	0.00	0.00	11.54	41	27	26
5	60.98	53.33	64.71	34.15	36.67	23.53	2.44	3.33	11.76	2.44	6.67	0.00	41	30	17
6	56.52	26.67	52.38	30.43	60.00	42.86	13.04	6.67	0.00	0.00	6.67	4.76	23	15	21
7	17.65	38.46	30.77	64.71	53.85	46.15	11.76	7.69	15.38	5.88	0.00	7.69	17	13	13
8	*	53.33	*	*	40.00	*	*	6.67	*	*	0.00	*	*	15	*
All Grades	47.64	36.14	37.60	37.17	48.19	42.15	10.99	12.45	14.05	4.19	3.21	6.20	191	249	242

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		11.90	2.94		35.71	41.18		47.62	52.94		4.76	2.94		42	34
1		11.90	6.82		35.71	31.82		28.57	43.18		23.81	18.18		42	44
2	9.09	0.00	11.90	42.42	50.00	40.48	18.18	36.11	30.95	30.30	13.89	16.67	33	36	42
3	7.14	17.24	2.86	21.43	24.14	22.86	50.00	27.59	54.29	21.43	31.03	20.00	28	29	35
4	9.76	7.41	3.85	41.46	22.22	26.92	41.46	44.44	30.77	7.32	25.93	38.46	41	27	26
5	17.07	3.33	0.00	39.02	30.00	23.53	39.02	46.67	58.82	4.88	20.00	17.65	41	30	17
6	17.39	13.33	9.52	21.74	20.00	33.33	56.52	60.00	47.62	4.35	6.67	9.52	23	15	21
7	23.53	15.38	0.00	41.18	30.77	15.38	23.53	53.85	76.92	11.76	0.00	7.69	17	13	13
8	*	26.67	*	*	60.00	*	*	6.67	*	*	6.67	*	*	15	*
All Grades	13.09	10.44	5.79	35.08	34.54	31.40	37.70	38.55	46.28	14.14	16.47	16.53	191	249	242

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		28.57	11.76		69.05	82.35		2.38	5.88		42	34
1		52.38	47.73		47.62	52.27		0.00	0.00		42	44
2	33.33	13.89	40.48	54.55	83.33	57.14	12.12	2.78	2.38	33	36	42
3	42.86	27.59	28.57	35.71	51.72	60.00	21.43	20.69	11.43	28	29	35
4	65.85	40.74	38.46	34.15	55.56	53.85	0.00	3.70	7.69	41	27	26
5	19.51	36.67	35.29	73.17	53.33	58.82	7.32	10.00	5.88	41	30	17
6	8.70	6.67	47.62	86.96	86.67	47.62	4.35	6.67	4.76	23	15	21
7	0.00	7.69	7.69	76.47	84.62	76.92	23.53	7.69	15.38	17	13	13
8	*	20.00	*	*	80.00	*	*	0.00	*	*	15	*
All Grades	31.94	29.72	33.06	58.64	64.66	60.74	9.42	5.62	6.20	191	249	242

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		23.81	26.47		64.29	50.00		11.90	23.53		42	34
1		26.19	20.45		71.43	72.73		2.38	6.82		42	44
2	39.39	47.22	28.57	57.58	50.00	64.29	3.03	2.78	7.14	33	36	42
3	60.71	44.83	48.57	17.86	44.83	42.86	21.43	10.34	8.57	28	29	35
4	70.00	66.67	65.38	30.00	33.33	23.08	0.00	0.00	11.54	40	27	26
5	85.37	83.33	82.35	12.20	10.00	11.76	2.44	6.67	5.88	41	30	17
6	78.26	66.67	61.90	21.74	26.67	33.33	0.00	6.67	4.76	23	15	21
7	70.59	84.62	53.85	23.53	15.38	38.46	5.88	0.00	7.69	17	13	13
8	*	66.67	*	*	33.33	*	*	0.00	*	*	15	*
All Grades	67.37	50.20	43.80	27.89	44.58	46.69	4.74	5.22	9.50	190	249	242

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		14.29	0.00		78.57	94.12		7.14	5.88		42	34
1		28.57	25.00		40.48	50.00		30.95	25.00		42	44
2	9.09	11.11	9.52	66.67	75.00	73.81	24.24	13.89	16.67	33	36	42
3	7.14	10.34	0.00	60.71	44.83	71.43	32.14	44.83	28.57	28	29	35
4	9.76	7.41	0.00	70.73	62.96	57.69	19.51	29.63	42.31	41	27	26
5	19.51	13.33	11.76	63.41	60.00	64.71	17.07	26.67	23.53	41	30	17
6	13.04	6.67	14.29	43.48	53.33	47.62	43.48	40.00	38.10	23	15	21
7	17.65	7.69	0.00	64.71	53.85	53.85	17.65	38.46	46.15	17	13	13
8	*	33.33	*	*	60.00	*	*	6.67	*	*	15	*
All Grades	13.09	15.26	8.68	61.26	59.84	64.88	25.65	24.90	26.45	191	249	242

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		45.24	35.29		50.00	64.71		4.76	0.00		42	34
1		9.52	4.55		80.95	75.00		9.52	20.45		42	44
2	27.27	11.11	21.43	45.45	69.44	64.29	27.27	19.44	14.29	33	36	42
3	7.14	31.03	5.71	89.29	55.17	80.00	3.57	13.79	14.29	28	29	35
4	31.71	11.11	23.08	65.85	74.07	53.85	2.44	14.81	23.08	41	27	26
5	24.39	16.67	5.88	75.61	66.67	94.12	0.00	16.67	0.00	41	30	17
6	30.43	40.00	42.86	69.57	60.00	52.38	0.00	0.00	4.76	23	15	21
7	17.65	38.46	7.69	82.35	61.54	92.31	0.00	0.00	0.00	17	13	13
8	*	33.33	*	*	66.67	*	*	0.00	*	*	15	*
All Grades	23.04	24.10	18.18	70.68	65.46	70.66	6.28	10.44	11.16	191	249	242

Conclusions based on this data:

Based on analysis of ELPAC summative data, all students in grades K-8 at Juan Lagunas Soria School demonstrated an increase in student achievement outcomes over the past three school years. The data also shows that the majority of students still scoring at an overall level 3 on the CAASPP is due to their writing scores. Juan Lagunas Soria School teachers will continue to focus on providing effective designated and integrated English Language Development, as well as intensive and strategic interventions and supports for English Learners, especially those identified as Long-Term English Learners. The teachers will also place an emphasis on writing across the curriculum to ensure that there is ample opportunity to practice writing. In addition, professional development will continue to be coordinated and provided to classroom teachers to continue improving instructional strategies that focus on scaffolding core content to ensure English Learners can access grade-level standards without decreasing depths of knowledge levels and rigor in both Sheltered English Instruction (SEI) and Biliteracy settings.

School and Student Performance Data

California School Dashboard
Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
885	**73.4%**	**30.4%**	**0.1%**
Total Number of Students enrolled in Juan Lagunas Soria School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	269	30.4%
Foster Youth	1	0.1%
Homeless	62	7%
Socioeconomically Disadvantaged	650	73.4%
Students with Disabilities	115	13%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	6	0.7%
American Indian	0	0.0%
Asian	6	0.7%
Filipino	12	1.4%
Hispanic	814	92%
Two or More Races	16	1.8%
Pacific Islander	1	0.1%
White	30	3.4%

Conclusions based on this data:

At a school with an enrollment of nearly 900 students, where nearly 3/4 of the students are socially disadvantaged, 1/3 are English learners, and 13% are students with disabilities, implementing culturally responsive teaching is crucial. This approach acknowledges and embraces the diverse cultural backgrounds of students, integrating their unique experiences into the curriculum and classroom environment. By doing so, the Soria staff will create a more inclusive and supportive learning atmosphere that respects and values each student's identity. Addressing the high percentage of chronic absenteeism, culturally responsive teaching can foster a stronger sense of belonging and engagement among students, making them feel understood and motivated to attend school regularly. This will enhance academic achievement and promote equity and inclusion, essential for the success of all students in such a diverse educational setting.

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	**Chronic Absenteeism**  Yellow	**Suspension Rate**  Yellow
Mathematics  Orange		
English Learner Progress  Red		

Conclusions based on this data:

Based on 2024 Dashboard Overall Performance data for all students, Juan Lagunas Soria School will continue to focus on improving student achievement outcomes in the areas of English Language Arts and Mathematics to promote student success across all core content areas in both Sheltered English Instruction (SEI) and Biliteracy settings. The focus will be on quality first instruction, monitoring student progress using Star assessments, providing interventions and collaborating with grade-level teams to follow the MTSS model to ensure that all students are making academic

gains. In addition, working on revamping the PBIS model and STOIC to positively impact the suspension rates as well as closely monitoring student attendance, establishing incentives for students and providing information to parents so they can assist in positively making a change in our chronic absenteeism numbers.

School and Student Performance Data

Academic Performance

English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
2	3	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Orange	 Orange	 Red
31.7 points below standard	63.8 points below standard	86.6 points below standard
Declined 13.3 points	Declined 15.8 points	Maintained 1.9 points
585 Students	208 Students	32 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Red	 Orange
Less than 11 Students	70.6 points below standard	36.0 points below standard
1 Student	Declined 30.6 points	Declined 6.0 points
	44 Students	439 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
153.3 points below standard	Less than 11 Students	0 Students
Declined 3.8 points	4 Students	
75 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
Less than 11 Students	Less than 11 Students	38.0 points below standard
5 Students	8 Students	Declined 12.1 points
		534 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
37.7 points below standard	Less than 11 Students	27.6 points above standard
12 Students	1 Student	Increased 3.7 points
		23 Students

Conclusions based on this data:

Our data from the 2024 Fall Dashboard for English Language Arts reflects a notable decline in achievement across all student groups, with several groups experiencing more significant drops. Overall, all students saw a decline of 13.3 points, leaving them 31.7 points below standard. English Learners, especially Long-Term English Learners, faced more severe challenges, with a decline of 15.8 points, resulting in a gap of 63.8 points below standard for English Learners and 86.6 points below standard for Long-Term English Learners.

Homeless youth experienced the largest decline of 30.6 points, leaving them 70.6 points below standard, while Socioeconomically Disadvantaged students, the second largest sub-group, showed a decline of 6 points, placing them 36 points below standard. Students with disabilities had the most concerning results, with a decline of 3.8 points and a significant gap of 153.3 points below standard.

Despite some resilience, as seen in the maintenance of scores by Long-Term English Learners, the overall trends indicate a need for targeted interventions, especially for vulnerable groups, to bridge the widening achievement gaps and support all students in meeting the state standards. Juan Lagunas Soria School classroom teachers will continue to implement evidence-based instructional practices in order to provide all students clearly articulated learning goals based on Common Core State Standards during first instruction. The school will be more intentional about providing intervention opportunities during the school day and continue with them before and after school. We will deepen our PLC work and MTSS conversations to ensure that we are remaining data forward and targeting student learning appropriately.

School and Student Performance Data

Academic Performance

Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	2	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 Orange	 Orange
69.7 points below standard	97.6 points below standard	141.6 points below standard
Maintained 2.4 points	Increased 3.4 points	Increased 23.6 points
585 Students	208 Students	32 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Yellow	 Yellow
Less than 11 Students	84.5 points below standard	72.0 points below standard
1 Student	Increased 17.8 points	Increased 9.4 points
	44 Students	439 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
180.0 points below standard	Less than 11 Students	0 Students
Maintained 1.8 points	4 Students	
75 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
Less than 11 Students	Less than 11 Students	75.5 points below standard
5 Students	8 Students	Maintained 0.6 points
		534 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
60.5 points below standard	Less than 11 Students	18.2 points below standard
12 Students	1 Student	Declined 14.9 points
		23 Students

Conclusions based on this data:

Based on the student data from the 2024 Fall Dashboard Mathematics Equity Report, while there has been steady progress across various student groups, significant gaps remain in our mathematics performance. All students maintained their scores, yet they are still 69.7 points below the standard. Notably, English Learners and long-term English Learners showed improvements, with the latter making a substantial gain of 23.6 points. Homeless youth and socioeconomically disadvantaged students also demonstrated progress, with increases of 17.8 points and 9.4 points, respectively. However, there are still substantial gaps to address, particularly for students with disabilities, who remain 180 points below standard.

Looking forward, our commitment to supporting all students in mathematics will continue through focused efforts in our Professional Learning Communities (PLCs), where we will analyze data and refine strategies for improvement. Additionally, the addition of an Intervention Service Provider will provide crucial support to reduce the teacher-to-student ratio during math instruction. With these targeted interventions, we aim to close the achievement gaps and provide our students with the tools they need to succeed in mathematics.

School and Student Performance Data

Academic Performance

English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
Red	No Performance Color
40.3% making progress.	42.9% making progress.
Number Students: 206 Students	Number Students: 28 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
29.6%	30.1%	2.9%	37.4%

Conclusions based on this data:

According to the 2025 ELPAC results, we have increased the number of students reclassifying but still have the highest percentage of students at level 3 ranging from 35% to 65%. As a result, Juan Lagunas Soria School classroom teachers will continue to strengthen both Integrated and Designated English Language Development (ELD) in order to increase English Learners' language proficiency skills throughout the instructional day. This will include a dedicated time during the day for K-5 to teach designated ELD as well as increasing the amount of ELD classes at the middle school from two to three so students have smaller group instruction at a high academic level. The theachers will maximize research-based instructional strategies that help English Learners develop language.

School and Student Performance Data

Academic Engagement

Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	4	1	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 Yellow	 Orange
16.3% Chronically Absent	15.8% Chronically Absent	13.5% Chronically Absent
Declined 6.8	Declined 7	Increased 3.3
907 Students	279 Students	37 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Yellow	 Yellow
Fewer than 11 students - data not displayed for privacy	17.6% Chronically Absent	17.4% Chronically Absent
2 Students	Declined 7.8	Declined 5.9
	68 Students	684 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
27.5% Chronically Absent	Fewer than 11 students - data not displayed for privacy	0 Students
Declined 8.7	6 Students	
131 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - data not displayed for privacy	23.1% Chronically Absent	16.4% Chronically Absent
7 Students	Increased 6.4	Declined 6.6
	13 Students	834 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
33.3% Chronically Absent	Fewer than 11 students - data not displayed for privacy	9.7% Chronically Absent
Increased 11.9	1 Student	Declined 20.6
15 Students		31 Students

Conclusions based on this data:

Based on 2024 Fall Dashboard Chronic Absenteeism data for all students, including those representing English Learner, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, and White significant student groups, Juan Lagunas Soria School will continue to focus on addressing students' and family's challenges with daily student attendance. Chronic absenteeism continues to decline across all groups with the exception of the 37 Long-Term English Learners who increased by 3.3%. We will ensure that that we are closely monitoring and identifying students early on to provide interventions such as: home visits, meetings with family with the school outreach specialist and administration. As well as putting in place a positive attendance system with rewards.

School and Student Performance Data

Conditions & Climate

Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	3	1	3

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 Blue	 Blue
3.2% suspended at least one day	0.7% suspended at least one day	0% suspended at least one day
Declined 1.8%	Declined 4.9%	Declined 16%
913 Students	282 Students	37 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Green	 Yellow
Fewer than 11 students - data not displayed for privacy	2.9% suspended at least one day	3.3% suspended at least one day
2 Students	Declined 7.8%	Declined 2.2%
	69 Students	688 Students

Students with Disabilities	African American	American Indian
 Yellow	 No Performance Color	 No Performance Color
3.8% suspended at least one day	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy
Declined 2.3%	6 Students	1 Student
133 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - data not displayed for privacy	0% suspended at least one day	3.3% suspended at least one day
7 Students	Maintained 0%	Declined 1.9%
	13 Students	839 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Blue
0% suspended at least one day	Fewer than 11 students - data not displayed for privacy	0% suspended at least one day
Declined 7.1%	1 Student	Declined 3%
15 Students		31 Students

Conclusions based on this data:

Based on the 2024 Fall Dashboard Suspension Rate Equity Report for all students, including those representing English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, and White significant student groups, Juan Lagunas Soria School will continue addressing students' behavioral needs through the implementation of a progressive discipline policy in order to minimize the need for student suspension. We continue to decline in our suspension rates across all student groups. Classroom teachers will closely monitor and document student behavior throughout the instructional day and across a variety of physical environments, including the classroom, playground, cafeteria, hallways, bathrooms, ingress, and egress. Classroom teachers will continue to maintain open lines of communication with parents to inform parents of behaviors that negatively impact the safe, positive learning environment within the school. The school with communicate with Spanish-speaking parents in their primary language to ensure parents have a good understanding of their child's behavior at school. Also, the school will be revamping the PBIS model and STOIC to promote positive behavior in students and continue to find alternatives to suspension that will help adjust student behavior.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student Academic Engagement and Achievement
Dramatically accelerate student academic engagement and achievement across all Oxnard populations through coherent additive approaches, essential pedagogical principles, and high-leverage practices.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1 - Student Academic Engagement and Achievement

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Grade level and vertical alignment in writing and mathematics.
Strengthen instruction and student engagement.
Develop student profile-driven lesson design.
Foster multilingualism.
Use technology to enhance instruction.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	2024-25: Percentage of students scoring Met/Exceeded by grade level: 3rd grade - 43% 4th grade - 38% 5th grade - 43% 6th grade - 45% 7th grade - 49% 8th grade - 41%	2025-2026: Percentage of students who will score Met/Exceeded by grade level: 3rd grade - 50% 4th grade - 50% 5th grade - 50% 6th grade - 55% 7th grade - 55% 8th grade - 50%
CAASPP Math	2024-2025: Percentage of students scoring Met/Exceeded by grade level: 3rd grade - 35% 4th grade - 19% 5th grade - 22% 6th grade - 28% 7th grade - 20% 8th grade - 26%	2025-2026: Percentage of students who will score Met/Exceeded by grade level: 3rd grade - 40% 4th grade - 30% 5th grade - 35% 6th grade - 40% 7th grade - 30% 8th grade - 36%
ELPAC	2024-2025:	2025-2026

	ELPAC by grade level Percentage of students scoring at Levels 3 & 4: Kinder: 61% 1st grade - 56% 2nd grade - 79% 3rd grade - 63% 4th grade - 56% 5th grade - 65% 6th grade - 71% 7th grade - 71% 8th grade - 57%	ELPAC by grade level Percentage of students who will score at Levels 3 & 4: Kinder: 70% 1st grade - 66% 2nd grade - 85% 3rd grade - 70% 4th grade - 65% 5th grade - 75% 6th grade - 80% 7th grade - 80% 8th grade - 80%
Star Early Literacy	Spring 2024-2025 Percentage of students scoring At/Above Benchmark by grade level: Kindergarten: English; N=41: 58% Spanish; N=50: 69% 1st Grade: English; N=33: 50% Spanish; N=27: 56%	End-of-Year 2025-2026 Percentage of students who will score At/Above Benchmark by grade level: Kindergarten: English: 70% Spanish: 70% 1st Grade: English: 45% Spanish: 45%
Star Reading	Spring 2024-2025 Percentage of students scoring At/Above Benchmark by grade level: 2nd Grade English; N=31: 35% Spanish; N=25: 28% 3rd Grade English; N=34: 39% Spanish; N=25: 38% 4th Grade English; N=27: 33% Spanish; N=18: 40% 5th Grade English; N=39: 40% Spanish; N=19: 46% 6th Grade English; N=46: 40% Spanish; N=24: 51% 7th Grade English; N=42: 39% Spanish; N=11: 31% 8th Grade English; N=60: 57% Spanish; N=8: 57%	End-of-Year 2025-2026 Percentage of students who will score At/Above Benchmark by grade level: 2nd Grade (English): 45% (Winter) 55% (EOY) 2nd Grade (Spanish): 25% (Winter) 35% (EOY) 3rd Grade (English): 35% (Winter) 45% (EOY) 3rd Grade (Spanish): 35% (Winter) 45% (EOY) 4th Grade (English): 35% (Winter) 45% (EOY) 4th Grade (Spanish): 40% (Winter) 50% (EOY) 5th Grade (English): 35% (Winter) 45% (EOY) 5th Grade (Spanish): 35% (Winter) 45% (EOY)

		6th Grade (English): 40% (Winter) 50% (EOY) 6th Grade (Spanish) 50% (Winter) 60% (EOY) 7th Grade (English): 45% (Winter) 55% (EOY) 7th Grade (Spanish): 40% (Winter) 50% (EOY) 8th Grade (English): 45% (Winter) 55% (EOY) 8th Grade (Spanish): 45% (Winter) 55% (EOY)
Star Math	Spring 2024-2025 Percentage of students scoring At/Above Benchmark by grade level: 1st Grade (N=24): 37% 2nd Grade (N=22): 25% 3rd Grade (N=24): 28% 4th Grade (N=20): 24% 5th Grade (N=17): 17% 6th Grade (N=31): 28% 7th Grade (N=34): 32% 8th Grade (N=13): 12%	End-of-Year 2025-2026 Percentage of students who will score At/Above Benchmark by grade level: 1st Grade: 40% (Winter) 50% (EOY) 2nd Grade: 40% (Winter) 50% (EOY) 3rd Grade: 23% (Winter) 30% (EOY) 4th Grade: 25% (Winter) 35% (EOY) 5th Grade: 20% (Winter) 30% (EOY) 6th Grade: 20% (Winter) 30% (EOY) 7th Grade: 20% (Winter) 30% (EOY) 8th Grade: 25% (Winter) 35% (EOY)

Reclassifcation Rate	2024-2025 25 of 243 (10%) students reclassified.	2025-2026: We will increase the percentage of students who reclassified by 15.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	School will provide staff with materials, supplies, and professional development to support teacher collaboration and full implementation of district-wide curriculum for both Sheltered English Instruction (SEI) and Biliteracy instructional settings, and enhance classroom instruction, libraries, and technology, while utilizing formative and summative assessment results to inform school-wide decision making.	All Students	13,144 LCFF 4000-4999: Books And Supplies Books other than textbooks 4200 24356 LCFF 4000-4999: Books And Supplies Materials and Supplies 4300 30000 LCFF 4000-4999: Books And Supplies Warehouse Charges 4312 2187 Title I 4000-4999: Books And Supplies Books other than textbooks 4200 6000 LCFF 4000-4999: Books And Supplies Non-capitalized equipment $500-$4999 (4400)
1.3	Teachers will provide English Learners daily designated and integrated English Language Development instruction using effective instructional strategies and district adopted curriculum. A team of teachers and an administrator will attend the CABE conference to receive the latest information to support ELs and continue their professional development in language building best practices.	English Learners	10,000 Title III 5000-5999: Services And Other Operating Expenditures Professional Development costs (e.g. CABE) 7,205 Title III 4000-4999: Books And Supplies Instructional materials and supplies to support the implementation of ELD instruction
1.4	The After School Program will be offered to students to provide academic enrichment, collaborative learning and hands-on learning activities.	All Students	ASES 1000-1999: Certificated Personnel Salaries

			After School Program staffing costs ASES 4000-4999: Books And Supplies After School Program instructional materials and related expenses
1.5	Revamp the MTSS process by prioritizing research-based first instruction through collaborative efforts. Our goal is to enhance the implementation of the RTI/MTSS model via the SST process, ensuring ongoing student achievement monitoring and the identification of students requiring targeted interventions and support to address their academic needs. Each team will engage in data-driven discussions with administration to select optimal Tier I, II, and III interventions for students performing below expectations in ELA/SLA and Math during Core Instruction and ELD.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Literacy Intervention Teacher to facilitate Tier II and Tier III-level small group instruction and intervention 5500 Title I 1000-1999: Certificated Personnel Salaries Certificated Extra Hours for Tutoring and Intervention 8706 LCFF 1000-1999: Certificated Personnel Salaries Floating Certificated Subs for Teacher Release to attend SST and/or Data Analysis meetings District Funded 2000-2999: Classified Personnel Salaries Two Kindergarten paraeducators to support small group instruction 4893 Title III 1000-1999: Certificated Personnel Salaries Certificated extra hours to tutor English Learners in small groups. 40000 Title I 1000-1999: Certificated Personnel Salaries ISP to support small group Tier 2 instruction in mathematics 5000 LCFF - Intervention 1000-1999: Certificated Personnel Salaries Extra hours for Kindergarten and First grade teachers to conduct small group instruction before and after school.

1.6	Support transportation and registration fee expenses related to grade-level field trips and assemblies that are aligned to Common Core State Standards and/or School Strand Focus, as well as social emotional well-being for students.	All Students	10,500 LCFF 5800: Professional/Consulting Services And Operating Expenditures Field Trip Registration Fees and assembly fees 12,000 Title I 5800: Professional/Consulting Services And Operating Expenditures Assembly fees, and experiences to build student social-emotional well-being. 5000 Title I 5700-5799: Transfers Of Direct Costs Field Trip Transportation Costs 5000 LCFF 5700-5799: Transfers Of Direct Costs Field Trip Transportation Costs
1.7	Continue maintenance agreement for Duplo machine and copy machines to support curriculum, instruction, and assessment across a all core subjects, electives, and ELD.	All Students	1600 LCFF 5000-5999: Services And Other Operating Expenditures Duplo Maintenance Agreement 1500 LCFF 4000-4999: Books And Supplies Duplo materials and supplies
1.8	Continue implementing the Accelerated Reader Program and MyON programs school-wide, while providing students access to books leveled by AR reading levels within the school library to support students' literacy skills.	All Students	 District Funded 5000-5999: Services And Other Operating Expenditures District-wide Renaissance contract District Funded 2000-2999: Classified Personnel Salaries Library Media Tech Salary 5000 LCFF 4000-4999: Books And Supplies AR Rewards and Incentives
1.9	Monitor students with special needs' annual goals and objectives in ELA, Math, ELD, Language/Communication, Motor Skills Development, and/or Social/Emotional, determine free and appropriate public education, and make evidence-based decisions on students' least restrictive environment. Use Star to closely monitor	Students with Disabilities	3500 LCFF 1000-1999: Certificated Personnel Salaries Certificated substitute teachers to release General Education and Special

	their progress and provide the necessary interventions to support their academic achievement. Offer before and after school tutoring for extra support. Implement co-teaching in 7th and 8th grades to give students more time in the general education classrooms with the proper supports.		Education classroom teachers to hold Initial, Annual, Triennial and Other Review IEP meetings District Funded 1000-1999: Certificated Personnel Salaries Substitutes to train special education and general education teachers on research based strategies for co-teaching.
1.10	Implement the District Master Plan for English Learners.	English Learners	No additional cost
1.11			
1.13	Subscriptions and Apps for iPads and Chromebooks will be purchased to supplement instructional activities in ELA, Math, Science, Social Studies, and ELD; reinforce students' literacy skills; and enhance students' connection to the OSD Student Profile.	All Students	6700 Title I 5800: Professional/Consulting Services And Operating Expenditures Supplemental licenses for classrooms or the site 3400 LCFF 5800: Professional/Consulting Services And Operating Expenditures Supplemental licenses for classrooms District Funded 5800: Professional/Consulting Services And Operating Expenditures ST Math district-wide license District Funded 5800: Professional/Consulting Services And Operating Expenditures Lexia for ELA district-wide license 800 Title I 5800: Professional/Consulting Services And Operating Expenditures ESGI Kindergarten progress monitoring tool
1.14	A Teacher Liaison will be designated to coordinate communication with the After School Program and help the program support school needs by organizing curriculum, providing modeling, mentoring, and professional development for after school staff in ELA and Math.	All Students	ASES 1000-1999: Certificated Personnel Salaries Certificated Extra Hours for Teacher Liaison

1.15	The site will support extracurricular activities and clubs that promote student engagement, leadership, and/or training opportunities (e.g., Associated Student Body (ASB), AVID Club, Principal Advisory Group).	All Students	2000 LCFF 4000-4999: Books And Supplies Student Leadership Supplies 667 LCFF 5000-5999: Services And Other Operating Expenditures Camp Insurance ELOP 1000-1999: Certificated Personnel Salaries Extra certificated hours to coordinate extracurricular activities/clubs
1.17	The site will offer Middle School Students the opportunity to enroll in rigorous elective courses and promote activities which support and promote college and career readiness. The AVID elective will be offered to 7th and 8th grade students.	All Students	1500 LCFF 5700-5799: Transfers Of Direct Costs AVID Field Trips-Transportation Fees District Funded 1000-1999: Certificated Personnel Salaries AVID Tutors 1000 LCFF 4000-4999: Books And Supplies Instructional Materials to support AVID
1.18	The site will continue to promote students' involvement in the OSD Student Profile and the Next Generation Science Standards, including, but not limited to, middle school electives, music, art and the school garden. Prop 28 will support music instruction.	All Students	833 LCFF 4000-4999: Books And Supplies Materials and Supplies 137453 Prop 28 1000-1999: Certificated Personnel Salaries Music Teacher for K-8 salary 13,826 Prop 28 4000-4999: Books And Supplies Supplies including instruments, music, cases, and materials for teaching music and art 35000 Prop 28 1000-1999: Certificated Personnel Salaries .4 additional art teacher 68174 Prop 28 4000-4999: Books And Supplies

			Rollover
1.19	The site will continue to strengthen partnerships with the surrounding high schools in order to support 8th grade students' transition to 9th grade.	All Students	1686 Title I 1000-1999: Certificated Personnel Salaries Extra hours for counselor to support 8th grade students' transition to high school 250 Title I 2000-2999: Classified Personnel Salaries Extra hours for ORC to support 8th grade students' transition to high school
1.20	Counselor and the Site Administration will hold student support meetings with 7th and 8th grade students who are not meeting proficiency in core academic areas.	All Students	No additional cost
1.21	The site will continue to support student athletics to promote student involvement and engagement.	All Students	No additional cost
1.22	The site will continue to provide opportunities for academic enrichment for students identified as GATE.	All Students	1114 LCFF 4000-4999: Books And Supplies Supplemental instructional materials and supplies
1.23	Leadership, PBIS, and the PLC Guiding Coalition will meet regularly to analyze trends and provide solutions for school-wide improvement.	All Students	2500 LCFF 1000-1999: Certificated Personnel Salaries Extra hours for leadership retreat before school begins 6500 LCFF 1000-1999: Certificated Personnel Salaries Teacher substitutes District Funded 5800: Professional/Consulting Services And Operating Expenditures Participation in the Solution Tree PLC training

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Currently, teachers at our school meet regularly in data groups to analyze student performance data and utilize this information to inform and adjust instructional strategies. These data meetings have fostered a collaborative environment where teachers share insights and best practices for supporting student growth. However, despite these efforts, student performance remains stagnant, indicating a need for a stronger focus on first instruction, best teaching practices, and more intentional alignment of Tier 2 interventions.

The current data analysis process requires greater consistency and focus to drive more targeted interventions. While data group meetings and IAB assessments have provided valuable insight into student performance, we need a more focused approach to ensure these efforts lead to significant improvement. To address this, we will collaborate with leadership to develop standardized protocols for data collection and analysis. All teachers will receive training to ensure they follow consistent methods, and we will regularly review and refine these protocols to maintain their relevance and effectiveness. Additionally, the shift from short meetings to more extended collaboration time will allow teachers to develop next steps for instruction, enhancing their ability to respond to student needs more effectively.

In terms of instruction, we recognize the importance of focusing on first instruction to ensure that all students receive high-quality teaching from the start. By embedding best teaching practices into daily instruction and aligning Tier 2 interventions to maximize available resources, we can better support all learners and close achievement gaps.

The IABs have proven effective in providing students with exposure to state assessments, but we also recognize the need for a more systematic and consistent approach to data analysis across all assessments to ensure that the insights gained are used to drive instructional adjustments and better student outcomes.

Our school counselor plays a key role in supporting middle school students by discussing grades, setting academic goals, and providing personalized counseling and intervention programs for struggling students. This has been effective in fostering student engagement and self-awareness regarding their academic performance. Additionally, our efforts to celebrate student success contribute to a culture where students take pride in their learning journey.

To further support student success, we will continue to work on vertical articulation by organizing regular cross-grade meetings to align curricula and teaching strategies. This ensures that students experience a seamless progression as they advance through the grades, with a consistent approach to instruction that supports their growth.

To achieve our goal of all students attaining proficiency or better in reading and mathematics, we must continue to refine our data analysis practices, focus on enhancing first instruction, align our interventions, and involve students in the planning process. By implementing these strategies, we will ensure a more focused, inclusive, and effective approach to achieving high academic standards for all students.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and the budgeted expenditures to implement the strategies.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

To enhance the achievement of our school’s overarching academic goal of ensuring all students attain proficiency or better in reading and mathematics, we will incorporate a more focused approach to planning around data and a stronger implementation of research-based instructional strategies. This involves refining our data analysis processes to be more consistent and targeted, enabling us to identify specific areas where students need support and tailoring interventions accordingly. Additionally, we will adopt and rigorously apply proven, research-based teaching methodologies to improve instructional quality and effectiveness. By grounding our strategies in robust data and evidence-based practices, we aim to create a more responsive and effective learning environment that supports every student's academic success.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Learning Environment and School Climate
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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2 - Learning Environment and School Climate

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Support a multi-tiered system of support (MTSS).
Foster access, equity and inclusion.
Utilize restorative practices.
Create affirming learning environment and relationships.
Maintain safe and inviting facilities and grounds.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Suspensions	2024-25: The suspension rate was 1.8%	2025-26: The suspension rate will decrease to 1%.
Student Attendance	2024-25: Overall Average Daily Attendance Rate: 92.8%	2025-26: The Overall Average Daily Attendance Rate will increase to 96%.
Panorama Survey	Spring 2025 (All Students) Grades 3-5 (N=303) Teacher-Student Relationships: 63% Sense of Belonging: 57% Self-Management: 70% Social Awareness: 59% Engagement: 46% Growth Mindset: 47% Emotional Regulation: 38% Grades 6-8 (N=322) Self-Management: 70% Teacher-Student Relationships: 56% Social Awareness: 51% Growth Mindset: 49% Sense of Belonging: 49% Emotional Regulation: 43% Engagement: 29%	2025-26: Increase by 10%. Grades 3-5 Teacher-Student Relationships: 73% Sense of Belonging: 67% Self-Management: 80% Social Awareness: 69% Engagement: 56% Growth Mindset: 57% Emotional Regulation: 50% Grades 6-8 Self-Management: 80% Teacher-Student Relationships: 66% Social Awareness: 611% Growth Mindset: 59% Sense of Belonging: 59% Emotional Regulation: 53% Engagement: 40%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Attendance rates will be monitored and school site SART meetings will be held for those students with excessive tardies or absences. Students who continue to demonstrate poor attendance will be referred to the district-level SARB process.	All Students	District Funded 2000-2999: Classified Personnel Salaries Outreach Coordinator Salary District Funded 2000-2999: Classified Personnel Salaries Attendance Tech Salary
2.2	Continue implementation of the Positive Student Behavior Support (PBIS) Program to promote a safe and nurturing school learning environment.	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures PBIS Training for all staff, including Campus Supervisors
2.3	Office and custodial staff will effectively maintain daily school operations to respond to student safety needs, monitor student attendance, and assist in documenting and filing incident reports which may require overtime.	All Students	2670 LCFF 2000-2999: Classified Personnel Salaries Clerical Overtime, Substitutes and Extra Help 1500 LCFF 2000-2999: Classified Personnel Salaries Custodial-OT
2.4	Students, staff, and parents will participate in the district-wide Panorama Survey for data collection related to social-emotional health.	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures Panorama Contract
2.5	School staff will promote a Tobacco, Alcohol, and Drug-Free school campus.	All Students	1000 LCFF 4000-4999: Books And Supplies Materials and supplies to promote positive middle school student decision-making and healthy choices (e.g., Red Ribbon Week) District Funded 2000-2999: Classified Personnel Salaries Outreach Coordinator Salary

			District Funded 1000-1999: Certificated Personnel Salaries School Counselor Salary
2.7	Continue implementing the RTI/MTSS model using the SST process in order to monitor student attendance, counseling, and discipline data in order to identify students who are in need of targeted intervention and support to address social/emotional/behavioral needs.	All Students	District Funded 2000-2999: Classified Personnel Salaries Attendance Tech Salary District Funded 2000-2999: Classified Personnel Salaries Outreach Coordinator Salary District Funded 1000-1999: Certificated Personnel Salaries School Counselor Salary
2.8	All staff and students will participate in monthly emergency preparedness drills: fire, earthquake, and lockdown drills, including one annual evacuation drill.	All Students	No additional cost
2.9	Ensure administrative site coverage when Principal and Assistant Principal are absent or off site, including extra hours for Teacher in Charge.	All Students	6500 LCFF 1000-1999: Certificated Personnel Salaries Administrative Support / Extra Help from Admin TOSA
2.10	The Safety Committee will monitor the Comprehensive School Safety Plan and make revisions as necessary to improve ongoing emergency disaster preparedness.	All Students	1500 LCFF 1000-1999: Certificated Personnel Salaries Teacher extra hours 6000 LCFF 5000-5999: Services And Other Operating Expenditures Graphics
2.11	Implement a robust PBIS system to promote student safety and team building during recess, lunch, and transitions. Purchase and monitor inventory of recess and PE equipment to provide playground activities for students. Implement district-wide SPARK PE and Push-Play programs in grades K-5.	All Students	2500 LCFF 4000-4999: Books And Supplies Playground/PE Equipment Expenses District Funded 4000-4999: Books And Supplies SPARK PE Program curriculum, materials, and supplies
2.12	Monitor student drop off/pick up procedures and make changes as necessary to ensure student safety, reduce hazards, and alleviate traffic congestion.	All Students	1500 LCFF 4000-4999: Books And Supplies Purchase necessary safety equipment such as cones, bull horns, safety vests, etc.

2.13	Provide research-based individual and small group counselling services to students in need of social/emotional and drug counseling support.	All Students	District Funded 1000-1999: Certificated Personnel Salaries School Counselor Salary District Funded 5800: Professional/Consulting Services And Operating Expenditures MOU with Recovery Starts Now
2.14	School Administration, ORC, and Counselor will hold assemblies with students in grades K-8 as needed in order to review school rules and expectations.	All Students	No additional cost
2.15	All staff will participate in mandatory trainings including: Mandated Reporting, Active Shooting, Bullying Prevention, and Threat Assessment training.	All Students	No additional cost
2.16	Outreach Coordinator will connect with and support students and families to improve student attendance and engagement, while, at the same time, supporting students' social and emotional learning and wellbeing.	All Students	District Funded 1000-1999: Certificated Personnel Salaries ORC salary & benefits 777 Title I 2000-2999: Classified Personnel Salaries ORC Extra help
2.17	The school will provide dedicated time for Social Emotional Learning every day to ensure student wellbeing and continue the normalization of expressing feelings.	All Students	No additional cost
2.18	The school counselor will provide Wellness Wednesdays once a month to celebrate the social emotional theme of each month and host students in the Wellness Center based on a schedule.	All Students	1000 LCFF 4000-4999: Books And Supplies Supplies for Wellness Wednesdays and the Wellness Center
2.19	Staff will implement the 7 Mindsets programs as an alternative to suspension for students in Middle School.	All Students	District Funded 4000-4999: Books And Supplies 7 Mindsets online curriculum
2.30			

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

During the school year, the outreach coordinator, school counselor, attendance tech, and administration met regularly to monitor student attendance, identify students at risk of being chronically absent, and develop and implement appropriate and meaningful supports, services, and incentives to increase students' positive attendance. A key focus was on fostering a sense of belonging among students. School staff provided support for families, recommending and referring students or parents to Ventura County-based social services, counseling, or other community-based services or programs to help address barriers negatively impacting student attendance. To address our students' social, emotional, and behavioral needs, students were identified through the MTSS process to receive individual and/or small group counseling services provided by the school counselor or county-level services. Trimester awards assemblies honored and recognized the hard work and positive choices students made by rewarding them with praise, recognition, and incentives, further enhancing their sense of belonging. The plan for this year is to continue positively recognizing expected behavior. Additionally, site teams that support school safety and positive behavior will meet regularly to analyze student discipline data, identify areas of focus, and provide recommendations to school staff to strengthen our school's positive learning environment. We have cut our suspension rate in half this year and are working on utilizing and further developing impactful alternatives to suspensions.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Budget expenditures aligned to the intended implementation.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on the analysis of the 24-25 SPSA, chronic absenteeism data, and student survey information, the Juan Lagunas Soria School MTSS team will analyze student data more frequently to identity areas of focus and provide recommendations to school staff in order to strengthen our school’s positive learning environment. The committee will also collaborate with school staff to develop learning activities that reinforce school-wide expectations for student behavior across all areas of the campus, including the playground, hallways, bathrooms, cafeteria, and front office. Soria staff will focus on implementing the more comprehensive STOIC model as its PBIS approach strategy. Due to ongoing concerns during breaks, we will provide more structured games and activities on the playground.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Guidance and support to the site.
Provide strategic direction, guidance, and support focused on improving the quality of instruction, interaction, and engagement in every classroom, so that all students reach high levels of academic excellence, multilingual achievement, global competency, and healthy identity development, agency and voice.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 3 - Guidance and Support to Sites and District Departments.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Foster a culture of empowerment.
Provide professional learning and support.
Provide recognition to staff and students.
Utilize student assessment to measure student learning.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Staff Survey	Spring 2025 Staff Survey Results n=22 Teachers feeling empowered in making classroom decisions- 95.4% Feeling (frequently and occasionally) recognized for efforts and contributions to site--86.4% Contributions to school culture and student success acknowledged and valued--50% Satisfied with site PD--22.6% Relevance of PD to role and needs--40.9% Adequate support from site administration in implementing new strategies and ideas (Always/most of the time)--81.8%	Spring 2026 Staff Survey Results will need to increase by 25% in the areas of contributions to culture, satisfaction with PD and relevance of PD to roles. The remaining topics need to maintain.
Criteria for the Seal of Biliteracy Benchmarks	For the 24-25 school year 19 fifth graders (40%) and 20 eighth graders (50%) who are meeting the criteria for biliteracy benchmarks.	For the 25-26 school year, there will be 60% of students in both 5th and 8th grades who will meet the criteria for the Seal of Biliteracy.
CAASPP ELA	2024-25:	2025-2026:

	Percentage of students scoring Met/Exceeded by grade level: 3rd grade - 43% 4th grade - 38% 5th grade - 43% 6th grade - 45% 7th grade - 49% 8th grade - 41%	Percentage of students who will score Met/Exceeded by grade level: 3rd grade - 50% 4th grade - 50% 5th grade - 50% 6th grade - 55% 7th grade - 55% 8th grade - 50%
CAASPP Math	2024-2025: Percentage of students scoring Met/Exceeded by grade level: 3rd grade - 35% 4th grade - 19% 5th grade - 22% 6th grade - 28% 7th grade - 20% 8th grade - 26%	2025-2026: Percentage of students who will score Met/Exceeded by grade level: 3rd grade - 40% 4th grade - 30% 5th grade - 35% 6th grade - 40% 7th grade - 30% 8th grade - 36%
ELPAC	2024-2025: ELPAC by grade level Percentage of students scoring at Levels 3 & 4: Kinder: 61% 1st grade - 56% 2nd grade - 79% 3rd grade - 63% 4th grade - 56% 5th grade - 65% 6th grade - 71% 7th grade - 71% 8th grade - 57%	2025-2026 ELPAC by grade level Percentage of students who will score at Levels 3 & 4: Kinder: 70% 1st grade - 66% 2nd grade - 85% 3rd grade - 70% 4th grade - 65% 5th grade - 75% 6th grade - 80% 7th grade - 80% 8th grade - 80%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Take a team of three teachers and one administrator to the California Assessment Convention.	All Students	6000 LCFF 5000-5999: Services And Other Operating Expenditures Travel and conference costs.
3.2	Host robust professional development days at the school site that align to the school's mission and vision of empowering global thinkers.	All Students	2500 LCFF 5800: Professional/Consulting Services And Operating Expenditures Supplies, food, and equipment
3.3	The site will hold awards assemblies for students each trimester to recognize and reward student academic achievement. Biliteracy students will be recognized for meeting biliteracy benchmarks in	All Students	1000 LCFF 4000-4999: Books And Supplies

	the 5th and 8th grades. English Learners will be recognized for being reclassified as Redesignated Fluent English Proficient.		Supplies, academic incentives, and awards
3.4	The administration will incorporate student voice by hosting advisory group meetings monthly for 4th through 8th grade students.	All Students	1500 LCFF 5000-5999: Services And Other Operating Expenditures Supplies for the meetings and to fulfill student suggestions.
3.5	The administration will work with educational partners to host staff appreciation week.	All Students	No additional cost
3.6	CAASPP Interim Assessment Blocks, curriculum-based unit assessments, and other formative assessments (Star, ELA, Math, ELD) will be utilized to assess and progress monitor all students in Reading, Writing, Math, and ELD throughout the school year, in addition to the annual summative CAASPP and ELPAC assessments.	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures District-wide Renaissance licensing, CAASPP Participation, and Curriculum Assessment costs
3.7	Recognize and reward students for positive behavior and positive student attendance during trimester Awards Assemblies and through rewards provided by the Student Store.	All Students	8000 LCFF 4000-4999: Books And Supplies Positive Behavior and Positive Attendance Incentives and Awards
3.8	Staff will earn recognition from the Superintendent through the Shining Star Awards	All Students	no additional cost
3.9	The site will provide a space in the workroom to post staff recognition (the Aztec Apple Awards).	All Students	No additional cost
3.10	Empower site leadership team to develop PD with the administration team so that it better aligns to staff and student needs.	All Students	No additional cost

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Although this is a new goal, we have been working on several of these strategies this past year. Because our CAASPP scores did not increase as we had wanted, we have dedicated time to work specifically on assessment and attend the conference this year. This year, we sought feedback regarding the professional developments at the site and are incorporating that voice into developing more meaningful assessments. Our staff recognition is expanding from kudos at a staff meeting to having a dedicated space in the workroom so that we are more inclusive of all staff.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This is a new goal and will establish a baseline during the 2025-26 school year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This is a new goal and will establish a baseline during the 2025-26 school year.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 4 - Family/Community Alliances for Student Success

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Create Student Profile Alliances.
Foster family engagement and support.
Provide parent/family resources.
Foster community partnerships and relationship building.
Promote higher education.
Strengthen family/community communications.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Volunteers	In 24-25, there were a total of 114 parents who completed the district clearance process to support school activities (e.g., field trips, Student Store).	In 2025-26, Juan Lagunas Soria will maintain a minimum of 100 parent volunteers who have completed the district clearance process.
Parent University Participation	During the 24-25 School Year Fall--85 Parents Winter--37 Parents Spring--12 Parents	In 2025-26 Juan Laguna Soria will increase parent attendance to the Parent University Fall--100 parents Winter/Spring--65 parents
Parent Panorama Survey	64% of families responded favorably with how they are able to interact with their child's school.	In 2025-26 Juan Lagunas Soria will increase the percentage of families responding favorably by 10%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Continue providing essential programs and support services (e.g., parent training and education) to identified students and families.	All Students	District Funded 2000-2999: Classified Personnel Salaries ORC-Salary & benefits 1500 LCFF 2000-2999: Classified Personnel Salaries ORC-Extra hours & OT
4.2	Continue implementing the school's Parent Compact and Parent Involvement Policy to strengthen home-school partnerships.	All Students	No additional cost
4.3	Continue coordinating monthly ELAC meetings to support English Learners and families, provide parent education, promote college and career readiness, and improve parent involvement.	English Learners	250 LCFF 2000-2999: Classified Personnel Salaries Verbal Translation Costs
4.4	The School Site will host Back to School Night, Parent Orientations, Open House, as well as Parent Universities focusing on Literacy, Math, and/or issues pertaining to school community, to increase parent involvement in students' education.	All Students	5000 Title I 1000-1999: Certificated Personnel Salaries Teacher/Counselor-Extra hours 1500 LCFF 2000-2999: Classified Personnel Salaries Classified extra support 500 LCFF 2000-2999: Classified Personnel Salaries Babysitting 2500 LCFF 2000-2999: Classified Personnel Salaries Custodial-Extra help & OT
4.5	The parents will be surveyed twice a year utilizing Panorama Survey.	All Students	District Funded 4000-4999: Books And Supplies Panorama Survey licensing
4.6	After School Program Parent Nights will be offered to provide parents with nutrition education, hands-on tips, games and strategies parents can employ to assist students with healthy habits and schoolwork.	All Students	ASES 1000-1999: Certificated Personnel Salaries Certificated Extra Hours ASES

			4000-4999: Books And Supplies Supplies
4.7	The counselor will provide parenting classes in English and Spanish in the evenings one night a week for six weeks.	All Students	3000 Title I 1000-1999: Certificated Personnel Salaries Counselor-Extra hours
4.8	The school will provide two kindergarten orientation sessions for parents to ensure that they are confident with the expectations of a dual language kindergarten class and to give them a tour of the facilities.	All Students	No additional cost
4.9	The Outreach Coordinator will host school site based Family and Community Engagement (FACE) committee meetings to focus on bringing more families to campus.	All Students	Title I 2000-2999: Classified Personnel Salaries Goal 1-extra hours for ORC

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

During the 2024-25 school year, Soria School implemented a comprehensive approach to enhance parental involvement and collaboration to boost student success. Parent/teacher conferences were facilitated to provide a platform for parents to actively engage with their child's academic progress. These conferences allowed parents, students, and teachers to review achievement data together, discuss strengths and areas for improvement, and collaboratively identify strategies to enhance student success. To further build a strong sense of community and partnership, parents were invited to a variety of events, including community-building activities, informational classes on current educational and social issues, and student success meetings focused on best practices for supporting student achievement.

In addition, Soria School introduced a parent workshop session, Parent University, which was conducted three times throughout the year. These sessions proved to be a successful start in strengthening the partnership between the school and families. We plan to adjust the offerings based on feedback collected, with the goal of enhancing the sessions for the 2025-26 school year. Due to the decline in participation, we will be adjusting the workshops from 3 to 2.

Continuous and effective communication between the school and families was maintained through the use of ParentSquare, an all-in-one platform that streamlined messaging, announcements, and updates. This ensured that parents were always informed about their child's progress and school activities. Additionally, the school's Outreach Coordinator and School Counselor played pivotal roles in supporting parents through training and educational programs. These sessions were designed to empower parents with the knowledge and skills needed to effectively support their children's learning at home, addressing topics such as homework help, understanding curriculum standards, and fostering a positive home learning environment. By offering these resources and maintaining open lines of communication, Soria School strengthened the home-school connection, thereby creating a supportive network aimed at maximizing student success.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences between the intended implementation and the budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We are a school that is very fortunate to have such a high number of parents who are willing to volunteer. This will give parents a better opportunity to partner with the site along with minimizing the opportunity for disagreements amongst students. We will also continue to work with parents as partners in education and promote parent universities, involvement in School Site Council, the English Language Advisor Committee, and the Parent Teacher Association. The school will also provide supports and/or training to parents to increase their knowledge and skills.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Transformational leadership and infrastructure
Create a coherent and sustainable districtwide infrastructure and culture to support and communicate the district's identity and strategic work on behalf of all students; facilitate strategic plan implementation; monitor progress and assess effectiveness and sustainability; and position the district as a leader in equitable and excellent education.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 5 - Transformational leadership and infrastructure

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Ensure strategic plan implementation.
Work toward schoolwide coherence.
Provide accountability and progress monitoring of implementation.
Develop human capital.
Foster communications.
Support finance and technology infrastructure.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Criteria for the Seal of Biliteracy	For the 24-25 school year 19 fifth graders (40%) and 20 eighth graders (50%) who are meeting the criteria for biliteracy benchmarks.	For the 25-26 school year, there will be 60% of students in both 5th and 8th grades who will meet the criteria for the Seal of Biliteracy.
Staff Usage of Parent Square	For the 24-25 school year 20/42 (47.62%) created posts 41/42 (97.6%) utilized direct messages	100% of staff are to use Parent Square to communicate with families
CAASPP ELA	2024-25: Percentage of students scoring Met/Exceeded by grade level: 3rd grade - 43% 4th grade - 38% 5th grade - 43% 6th grade - 45% 7th grade - 49% 8th grade - 41%	2025-2026: Percentage of students who will score Met/Exceeded by grade level: 3rd grade - 50% 4th grade - 50% 5th grade - 50% 6th grade - 55% 7th grade - 55% 8th grade - 50%
CAASPP Math	2024-2025:	2025-2026:

	Percentage of students scoring Met/Exceeded by grade level: 3rd grade - 35% 4th grade - 19% 5th grade - 22% 6th grade - 28% 7th grade - 20% 8th grade - 26%	Percentage of students who will score Met/Exceeded by grade level: 3rd grade - 40% 4th grade - 30% 5th grade - 35% 6th grade - 40% 7th grade - 30% 8th grade - 36%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Engage in distributive leadership to empower more voice in decision making. This includes weekly meetings with admin team, ORC, and Counselor and creating a PLC guiding coalition.	All Students	8500 LCFF 1000-1999: Certificated Personnel Salaries Certificated extra hours
5.2	Utilize the district provided Parent Square communication system to communicate with education partners and staff.		District Funded 5000-5999: Services And Other Operating Expenditures Parent Square contract
5.3	Provide a TV monitor for the principal's office to use as an alternative conference room for team and family meetings. Update technology equipment to ensure proper communication.	All Students	3000 LCFF 4000-4999: Books And Supplies Technology supplies
5.4	School site will participate in the OSD Creates! Showcase to show our alignment to the Student Profile and Strategic Plan.	All Students	No additional cost
5.5	Fifth and Eighth grade DLI teachers will assess their students for meeting the criteria benchmark for the Seal of Biliteracy.	All Students	No additional cost
5.6	The site will align across grade levels and vertically on a systematic writing process (K-8) based on the California Common Core Writing Standards, while analyzing site goals and student work through the PLC process.	All Students	See goal 1.5

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

During the 24-25 school year, we established greater communication amongst the staff. Because we have had positive feedback regarding the distributive leadership with our teams, we have established a guiding coalition for the PLC process so that expectations are clearly articulated.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This is a new goal and will establish a baseline during the 2025-26 school year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This is a new goal and will establish a baseline during the 2025-26 school year.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$104,998
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$554,191.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$82,900.00
Title III	$22,098.00

Subtotal of additional federal funds included for this school: $104,998.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF	$189,740.00
LCFF - Intervention	$5,000.00
Prop 28	$254,453.00

Subtotal of state or local funds included for this school: $449,193.00

Total of federal, state, and/or local funds for this school: $554,191.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	82900	0.00
Title III	22098	0.00
LCFF	189740	0.00
LCFF - Intervention	5000	0.00
Prop 28	254453	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	189,740.00
LCFF - Intervention	5,000.00
Prop 28	254,453.00
Title I	82,900.00
Title III	22,098.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	275,238.00
2000-2999: Classified Personnel Salaries	11,447.00
4000-4999: Books And Supplies	194,339.00
5000-5999: Services And Other Operating Expenditures	25,767.00
5700-5799: Transfers Of Direct Costs	11,500.00
5800: Professional/Consulting Services And Operating Expenditures	35,900.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	37,706.00
2000-2999: Classified Personnel Salaries	LCFF	10,420.00
4000-4999: Books And Supplies	LCFF	102,947.00
5000-5999: Services And Other Operating Expenditures	LCFF	15,767.00
5700-5799: Transfers Of Direct Costs	LCFF	6,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	16,400.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	5,000.00
1000-1999: Certificated Personnel Salaries	Prop 28	172,453.00
4000-4999: Books And Supplies	Prop 28	82,000.00
1000-1999: Certificated Personnel Salaries	Title I	55,186.00
2000-2999: Classified Personnel Salaries	Title I	1,027.00
4000-4999: Books And Supplies	Title I	2,187.00
5700-5799: Transfers Of Direct Costs	Title I	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	19,500.00
1000-1999: Certificated Personnel Salaries	Title III	4,893.00
4000-4999: Books And Supplies	Title III	7,205.00
5000-5999: Services And Other Operating Expenditures	Title III	10,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	484,494.00
Goal 2	24,947.00
Goal 3	19,000.00
Goal 4	14,250.00
Goal 5	11,500.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Amanda Kemp	Principal
Azucena Romero	Classroom Teacher
John Guillen	Classroom Teacher
Adriana Herrera	Classroom Teacher
Sonia Nava	Other School Staff
Samantha Zimpleman	Parent or Community Member
Carlos Sepulveda	Parent or Community Member
Will Gomez	Parent or Community Member
Veronica Munoz	Parent or Community Member
Angelica Chavez	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on June 13, 2025.

Attested:

	Principal, Amanda Kemp on June 13, 2025
	SSC Chairperson, Samantha Zimpleman on June 13, 2025

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of

adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023

School Plans for Student Achievement

September 3, 2025

- The purpose of the SPSA is to coordinate educational services at a school supported by Title funds.
  - State requirement
- In OSD, the SPSAs reflect our comprehensive plan to support student achievement with all funding sources represented.
  - LCAP & Strategic Plan alignment



TIMELINE

March/April/May

Collect & analyze data from current year. Review effectiveness of strategies/activities with stakeholder groups.

May/June

Work on revisions with educational partner groups.

Create draft.

June/August

Make revisions. Complete analyses. Board approval.



Ready for the start of the school year!

TABLE of CONTENTS

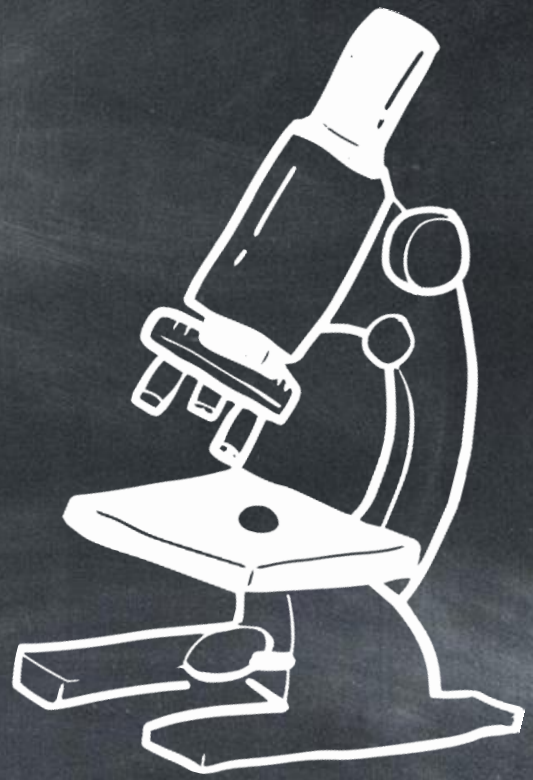
- Title Page
- Purpose and Description
- Table of Contents
- Comprehensive Needs Assessment
- Educational Partner Involvement
- Resource Inequities
- Performance Data



- Dashboard Pages
- Goals, Strategies, Expenditures
- Budget Summary
- Budgeted Funds and Expenditures
- School Site Council membership
- Signature page

STUDENT PERFORMANCE DATA

- Enrollment (All)
- Enrollment (English Learners)
- Star Early Literacy (TK-5 & TK-8 only)
- Star Reading
- Star Math
- CAASPP (ELA & Math)
- ELPAC
- CA Dashboard
  - Population, Overview, ELA, Math, EL Progress, Chronic Absenteeism. Suspension Rate



GOALS, STRATEGIES and EXPENDITURES

Goal 1

- Student Academic Engagement and Achievement

Goal 2

- Learning Environment and School Climate

Goal 3

- Guidance and support to the site

Goal 4

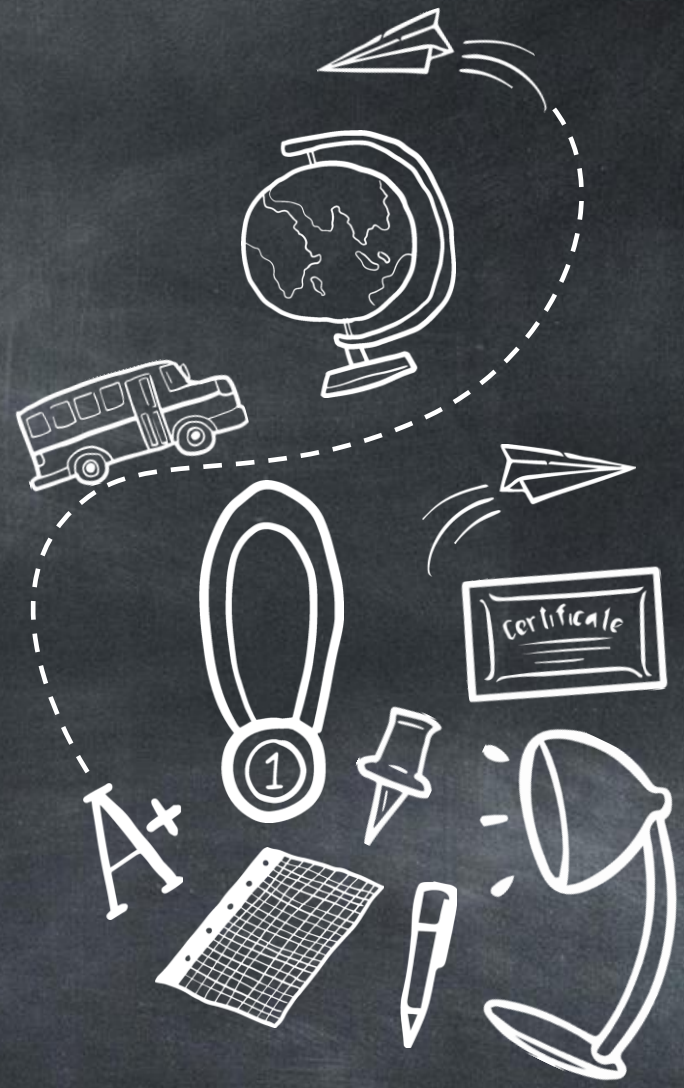
- Family/Community Alliances for Student Success

Goal 5

- Transformational leadership and infrastructure

STRATEGIES/ACTIVITIES

- Student needs are identified through data analysis.
- Focus is on evidence-based educational strategies and activities which support student achievement.
- Resources are directed where they will most directly improve both academic and social-emotional student outcomes.
- Aligned to LCAP and Strategic Plan strategies.



OSD Student Profile

Oxnard School District students will be promoted from our schools with the following traits:

Innovator
Students will be creative writers, successful readers and mathematical thinkers; able to create, design, and apply new knowledge in a variety of contexts.

Collaborator
Students will be collaborative learners; able to communicate and learn through and with others.

Problem Solver
Students will be confident and solution oriented; able to demonstrate a growth mindset and advocate for themselves and for others.

Digital Learner
Students will be technologically, artistically, academically and linguistically prepared to succeed and to lead.

Achiever
Students will be able to demonstrate their knowledge on local and state measures in all academic areas.

Focused on the Future
Students will be high school, college, and career ready; challenged to select rigorous courses and equipped with the tools, knowledge, and skills to be prepared for the future.

Global Thinker
Students will be compassionate, multilingual, and inclusive; able to understand and to convey pride in their identity, heritage, and history.

Oxnard School District

Changing the World!
In School and Beyond

Alignment to Strategic Plan

Examples:

- Plans for music and art instruction, funded by Prop 28 and other sources
- Biliteracy instruction and BUF implementation
- Student projects which can be displayed at OSD Creates!
- Implementing the MTSS model to support academic, social-emotional, behavioral and attendance needs
- Using student voice to inform decision making (Superintendent & Principal Fellows)
- Wellness Centers and Community Circles to support social emotional learning
- AVID classes, activities and parent engagement
- Parent involvement through workshops, committees and events
- Student Leadership opportunities

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student Academic Engagement and Achievement

Dramatically accelerate student academic engagement and achievement across all Oxnard populations through coherent additive approaches, essential pedagogical principles, and high-leverage practices.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1 - Student Academic Engagement and Achievement

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Foster high intellectual performance.
Strengthen instruction and student engagement.
Develop student profile-driven lesson design.
Foster multilingualism.
Use technology to enhance instruction.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Star Early Literacy	Year of Assessment 2024-2025	Year of Assessment 2025-2026

Strategies/Activities

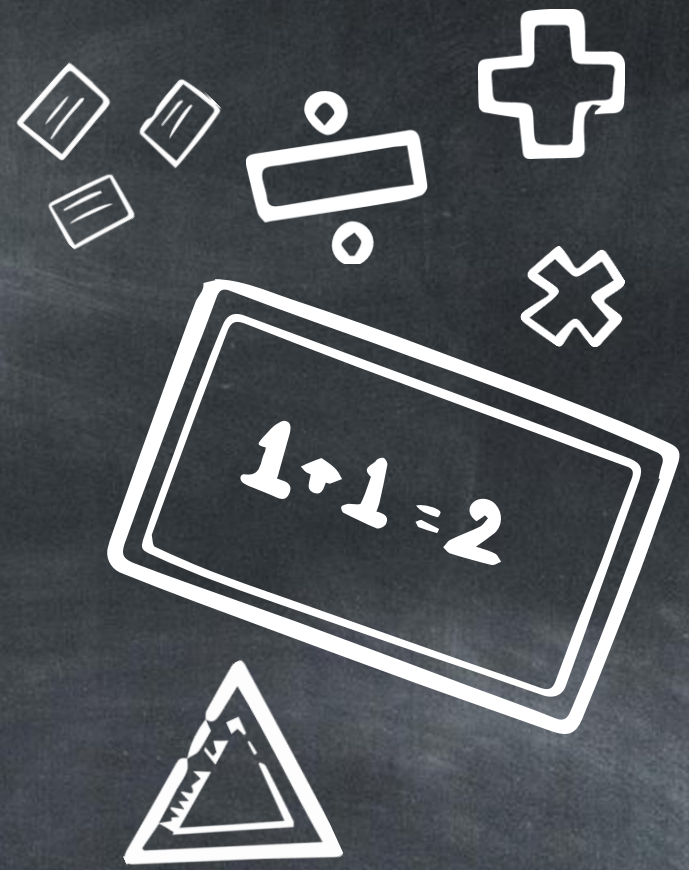
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.8	The Literacy Intervention Teacher (LIT) and the Intervention Service Provider (ISP), will provide reading intevention to identified students to support growth in literacy.	All Students English Learners Foster Youth Homeless Socioeconomically Dis Add Row 5 rows remaining.	27156 District Funded 1000-1999: Certificated Persc Literacy Intervention Teacher salary 27156 Title I 2000-2999: Classified Person Intervention Service Provider salary Add Row 8 rows remaining.

BUDGET

Funding Sources

- Title I
  - Supports academic and social emotional needs of students; including intervention, enrichment and parent engagement
- Title III
  - For Emergent Multilingual Learners only
- LCFF
  - Local Control Funding Formula
- LCFF – Intervention
  - Targeted funds to support intervention



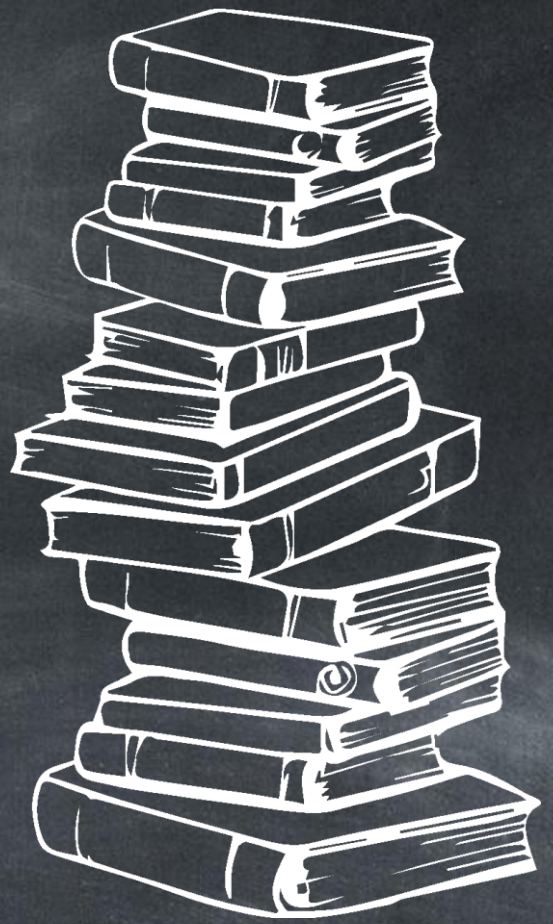
MEMBERSHIP, RECOMMENDATIONS and ASSURANCES

- The School Site Council must be correctly constituted.
- The SSC sought and considered all recommendations from ELAC before adopting the plan.
- This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- When the SSC approves the plan, they are recommending that the Board of Trustees approve as well.



A LIVING DOCUMENT

School Plans are regularly revised to reflect changes in student needs and budget expenditures.



THANK YOU!

Questions?



OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** September 03, 2025

Agenda Section: Section D: Action Items

Adoption of Board/Superintendent Goals for 2025-2026 (Robles-Solis/DeGenna)

The Oxnard School District Board of Trustees and Superintendent have collaborated to develop the 2025-2026 Board/Superintendent Goals. These goals serve as a foundation for decision-making, resource allocation, and accountability district-wide. They reflect a shared commitment to academic excellence, equity, innovation, and student success.

Board/Superintendent Goals provide a clear direction and framework for implementation of the District's Strategic Plan and Student Profile. Their adoption ensures coherence across all initiatives and reinforces the shared commitment to student-centered policies and practices.

The recommended Board/Superintendent Goals for 2025-2026 are presented herewith for the Board's adoption.

FISCAL IMPACT:
N/A

RECOMMENDATION:
It is the recommendation of the Board President and the Superintendent that the Board of Trustees adopt the Board/Superintendent Goals for 2025-2026, as presented.

ADDITIONAL MATERIALS:

Attached: Board and Superintendent Goals 2025-2026 (5 pages)

Oxnard School District

Board and Superintendent Goals
2025–2026

SMART Goal - Goal 1: Teacher Training for High Intellectual Performance

Specific:
By the end of the 2025–2026 school year, all teachers in the 5 selected schools (Driffill, Elm, Fremont, McKinna, and Ramona) will participate in sustained professional development focused on designing and delivering rigorous, inquiry-based, and culturally relevant learning experiences that cultivate the Oxnard School District Student Profile competencies.

Measurable:

- **90% of teachers** will complete at least **10 hours** of targeted training on strategies that promote global competence and higher-order thinking skills.
- At least **70% of trained teachers** will implement two or more high-rigor, globally focused instructional strategies per semester, as verified by lesson plan reviews and instructional walkthroughs.

Resources: link to LCAP goals

Using consultants for initial training and TOSAS to support.

Achievable:
Professional learning will be delivered through workshops, coaching cycles, peer collaboration, and access to curated resources, ensuring all staff have the knowledge, tools, and support to embed global and intellectual rigor in their practice.

Relevant:
Strengthening teacher capacity directly supports the creation and sustainability of globally competitive learning environments and prepares students to meet the district's Student Profile outcomes.

Time-bound:
Training completion and implementation milestones will be met by **June 2026**, with quarterly monitoring of teacher participation, instructional artifacts, and classroom practice evidence.

SMART Goal – Goal 2: Safe, Affirming, Multilingual Learning Environments

By June 2026, the 5 selected schools from Goal 1 will increase school-wide Panorama survey averages for:

- Sense of Belonging, Teacher-Student Relationships, and Social Awareness will each increase by 5 %.

Why This Works

- Specific: Targets concrete, climate-related measures aligned with safety, affirmation, and multilingual support.
- Measurable: Uses Panorama and student voice survey data for tracking.
- Achievable: A 5-point increase in one year is challenging yet realistic with focused initiatives.
- Relevant: Directly supports Oxnard Empowers Goal 2 and equity commitments.
- Time-bound: Completion by June 2026.

Implementing Student and Family Focus Groups at each of the schools to expand student and family voice.

SMART Goal – Goal 3: Family & Community Alliances for Student Success

By June 2026, Oxnard School District will establish between 5-10 new formal partnerships with community organizations, higher education institutions, and local businesses that directly support students and teachers in applying the Oxnard SD Student Profile traits (collaboration, critical thinking, communication, creativity, cultural competence, and character) in and out of the classroom.

Each partnership will include a defined collaborative leadership role and provide at least one tangible resource, learning experience, or mentorship opportunity for students annually, as documented in partnership agreements and program reports.

Annual Milestones

1. By October 2025 – Finalize district partnership outreach plan with priority sectors.
2. By December 2025 – Secure at least 5 partnership agreements.

3. By the end of April 2026, OSD will host a district-wide Career fair, inviting community partners, families, students, and staff.
4. At least 1 MOU with the higher education partners
5. Partnership with the city and county will be expanded by providing a presentation at their meetings and sharing the goals and work of our district.

Why This Works

- Specific: Focuses on identifying and engaging a set number of strategic partners.
- Measurable: Tracks number of partnerships, resources provided, and student engagement opportunities.
- Achievable: 5-10 partnerships in one year is realistic with targeted outreach.
- Relevant: Ties directly to promoting student success through community collaboration and the Student Profile application.
- Time-bound: Completion by June 2026.

SMART Goal – Goal 4: Communications & Strategic Identity

By June 2026, Oxnard School District will design, launch, and sustain a comprehensive, equity-focused communications and marketing plan that includes social media, website, print, and community engagement strategies to promote the district's identity, strategic plan priorities, and student successes.

The plan will result in:

Increase District Newsletter Readership

Increase parent and community readership of the District Newsletter by 15% over the next 12 months, as measured by ParentSquare open and click-through rates.

Strategies:

- Partner with site principals to increase ParentSquare usage and encourage families to engage with the newsletter.
- Offer training and technical support for parents to improve access and comfort with ParentSquare.
- Ensure accessibility through text message notifications and links for easy mobile viewing.

Boost Facebook Engagement
Grow engagement on the District's Facebook page by 20% over the next 12 months, as measured by reactions, comments, shares, and link clicks.

Strategies:

- Promote the District's social media at all school sites and incorporate it into communications to parents.
- Develop creative, visually appealing content and compelling messaging that fosters community interaction.
- Align posts with the District's strategic goals, highlighting key initiatives, achievements, and events.
- Produce and post more video content that provides insight into what is happening in classrooms.

Annual Milestones

1. By October 2025 – Finalize district communication & marketing plan, including brand guidelines and content calendar.
2. By October 2025 – Host the State of the District Address for the Community.
3. By January 2026 – Mid-year analytics review; adjust strategy to boost engagement in underperforming areas.
4. By June 2026 – Achieve full implementation, all-site participation, and at least a 10% increase in engagement metrics.

Why This Works

- Specific – Outlines exactly what will be created (communications plan), how it will be implemented (multi-channel), and what content it will feature (student success, equity, strategic priorities).
- Measurable – Has clear targets: monthly features, all sites participating, and +10% engagement growth.
- Achievable – Builds on existing communication channels but formalizes and expands them.
- Relevant – Directly supports strategic plan implementation and strengthens Oxnard's brand as a leader in equity and student success.
- Time-bound – Completion and measurable results by June 2026.

SMART Goal - Goal 5: Districtwide Facilities Maintenance and Improvement

By the end of the 2025–2026 school year, the district will develop and begin implementing a comprehensive, districtwide Facilities Maintenance and Improvement Plan that addresses safety, functionality, modernization, and sustainability needs for all school sites and district buildings.

Measurable:

- Conduct and complete **100% of site facility assessments** by **December 2025**.
- Identify 2 improvement projects for at least 5 sites with associated timelines by January 2026

Achievable:
Leverage existing maintenance staff, external consultants, and available funding sources (e.g., bond measures, state facility grants) to ensure the plan is realistic and actionable.

Relevant:
Safe, well-maintained, and modernized facilities enhance teaching and learning environments, support student well-being, and reflect the district's commitment to excellence.

Time-bound:
Complete the plan by **March 2026**, initiate priority projects by **May 2026**, and conduct quarterly progress reviews thereafter.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Aracely Fox **Date of Meeting:** September 03, 2025

Agenda Section: Section D: Action Items

Approval of Agreement #25-44 – Orenda Education – Cohort 3 (Curren and Driffill Schools) (Fox/Thomas)

This will be Year 1 of the Orenda partnership with Curren and Driffill Schools (Cohort 3).

The scope of work of Year 1 for Cohort 3 consists of site administrator training and coaching, professional development for teachers on curriculum alignment and assessment creation, and data reflection sessions.

Orenda Education provides an equity-based system to schools, so improvement is continuous and sustainable. A powerful teaching and learning system is built by designing grade-level curricula, common assessments, and instructional strategies, enabling educators to reflect and reassess their methods. The capacity of site and district leaders is built through a scholarly and technical approach to support the school conditions for staff and students to reach achievement targets.

Term of Agreement: September 4, 2025 through June 30, 2026

FISCAL IMPACT:
$317,213.00 – Title I Funds

RECOMMENDATION:
It is the recommendation of the Director, School Performance & Student Outcomes, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #25-44 with Orenda Education.

ADDITIONAL MATERIALS:

Attached: Agreement #25-44, Orenda Education (Cohort 3) (15 Pages)
Proposal (7 Pages)

SERVICES AGREEMENT

Requisition Number

Purchase Order Number

25-44

Contract Number

This Services Agreement (the "Agreement") is made and entered into this 3rd day of September, 2025 by and between Oxnard School District (hereinafter referred to as "District") and Orenda Education, (hereinafter referred to as "Provider.")

PROVIDER.

Orenda Education	714-543-3807
Provider	Telephone Number
2101 East Fourth St., Ste 200B	626-574-3015
Street Address	Fax Number
Santa Ana, CA 92705	genny@orendaed.org
City, State, Zip code	E-mail Address
33-0781751	
Tax Identification or Social Security Number	License Number (if applicable)

A. District desires to engage Provider services as more particularly described on "Statement of Work" which is attached hereto and incorporated herein by this reference ("Services").

B. Provider has the necessary qualifications by reason of training, experience, preparation and organization, and is agreeable to performing and providing such Services, upon and subject to the terms and conditions as set forth below in this Agreement.

NOW THEREFORE, for valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereto hereby agree as follows:

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

2. **NATURE OF RELATIONSHIP**. The parties agree the relationship created by this Agreement is that of independent contractor. In performing all of the Services, Provider shall be, and at all times is, acting and performing as an independent contractor with District, and not as a partner, coventurer, agent, or employee of District, and nothing contained herein shall be construed to be inconsistent with this relationship or status. Provider is not granted any right or authority to assume or to create any obligation or responsibility, express or implied, on behalf of or in the name of District or to bind the District in any manner. Except for any materials, procedures, or subject matter agreed upon between Provider and District, Provider shall have complete control over the manner and method of performing the Services.

Provider understands and agrees to independent contractor status. Provider understands and agrees that the filing and acceptance of this Agreement creates a rebuttable presumption and that the Provider, officers, agents, employees, or subcontractors of Provider are not entitled to coverage under the California Workers' Compensation Insurance laws, Unemployment Insurance, Health Insurance, Pension Plans, or any other benefits normally offered or conveyed to District employees. Provider will be responsible for payment of all Provider employee wages, payroll taxes, employee benefits, and any amounts due for federal and state income taxes and Social Security taxes. These taxes will not be withheld from payments under this agreement.

3. **NON-EXCLUSIVITY.**

   a. During the term of this agreement Provider may, independent of Provider's relationship with the District, without breaching this Agreement or any duty owed to the District, act in any capacity, and may render services for any other entity.

   b. During the term of this Agreement the District may, independent of its relationship with the Provider, without breaching this Agreement or any duty owed to the Provider contract with other individuals and entities to render the same or similar services to the District.

4. **SERVICES**. Provider shall provide District with the services, which are described on the "Statement of Work" (the "Work" or "Service") attached hereto and incorporated herein by this reference. The Statement of Work shall contain a timetable for completion of the Work or if the Work is an ongoing service, the Statement of Work shall set forth the mutually agreed schedule for providing such services. Provider shall use its best efforts to complete all phases of the Work according to such timetable. In the event that there is any delay in completion of the Work arising as a result of a problem within the control of District, Provider and District shall cooperate with each other to work around such delay. However, District shall not be responsible for any additional cost or expense to Provider as a result of such delay unless specifically agreed to in writing by the District. In addition to the specifications and/or requirements contained in the Statement of Work and any warranty given by Provider hereunder, the Statement of Work may set forth those performance criteria agreed between District and Provider whereby the District can evaluate whether Provider has satisfactorily completed the Work ("Performance Criteria").

   Provider, at Provider's sole cost and expense, shall furnish all tools, equipment, apparatus, facilities, transportation, labor, and material necessary to meet its obligations under this Agreement. No substitutions of materials or service from those specified in this section shall be made without the prior written consent of the District.

5. **TIME OF PERFORMANCE**. The term of this Agreement shall commence on September 4, 20 25, and terminate on June 30, 20 26. All work and services contracted for under the terms of this Agreement shall be undertaken and completed in such sequence as to assure their full completion in accordance with the terms and conditions set forth in this Agreement.

   [**Note:** California *Education Code* section 17596 limits continuing contracts; contracts for work or services, or for apparatus or equipment, not to exceed five years; for materials or supplies, not to exceed three years.]

6. **PAYMENT AND EXPENSES**. All payments due to Provider are set forth in the "Schedule of Fees" attached hereto and incorporated herein by this reference.

   Provider shall send District periodic statements indicating Provider's fees and costs incurred and their basis and any current balance owed. If no Provider's fees or costs are incurred for a particular time period,

or if they are minimal, the statement may be held by the Provider and combined with that for the following time period unless a statement is requested by the District.

All payments due Provider are set forth in "Schedule of Fees" and shall be paid by the District within 30 days of receipt of a proper, undisputed invoice from Provider, which invoice shall set forth in reasonable detail the services performed. The District reserves the right, in its sole and absolute discretion, to reject any invoice that is not submitted in compliance with the District's standards and procedures. In the event that any portion of an invoice submitted by a Provider to the District is disputed, the District shall only be required to pay the undisputed portion of such invoice at that time, and the parties shall meet to try to resolve any disputed portion of any invoice.

The rates set forth in "Schedule of Fees" are not set by law, but are negotiable between Provider and District.

7. **ASSIGNMENT AND SUBCONTRACTORS**. Provider shall not assign, sublet, or transfer this Agreement or any rights under or interest in this Agreement without the prior written consent of the District, which may be withheld by the District in its sole and absolute discretion for any reason. Nothing contained herein shall prevent Provider from employing independent associates, subcontractors, and sub-consultants as Provider may deem appropriate to assist in the performance of services herein, subject to the prior written approval of the District. Any attempted assignment, sublease, or transfer in violation of this Agreement shall be null and void, and of no force and affect. Any attempted assignment, sublet, or transfer in violation of this Agreement shall be grounds for the District, in its sole discretion, to terminate the Agreement

8. **TERMINATION OR AMENDMENT**. This Agreement may be terminated or amended in writing at any time by mutual written consent of all of the parties to this Agreement, and may be terminated by either party for any reason by giving the other party 60 days advance written notice. In the event of cancellation prior to completion of the specified services, all finished or unfinished projects, documents, data, studies, and reports prepared by the Provider under this agreement shall, at the option of the District, become District property. The Provider shall be entitled to receive just and equitable compensation for any satisfactory work completed on such items prior to termination of the Agreement.

   The parties to this Agreement shall be excused from performance thereunder during the time and to the extent they are prevented from obtaining, delivering, or performing due to act(s) of God. Satisfactory evidence thereof to the other party is required, provided that it is satisfactorily established that the non-performance is not due to the fault or neglect of the party not performing.

9. **NOTICE**. Any notices required or permitted to be given under this Agreement shall be deemed fulfilled by written notice, demand or request personally served on (with proof of service endorsed thereon, or mailed to, or hereinafter provided) the party entitled thereto or on its successors and assigns, and may be given by:

   a. Personal delivery;

   b. Overnight commercial courier;

   c. Certified or registered prepaid U.S. mail, return receipt requested; or

   d. Electronic mail or electronic facsimile transmission; provided that if given electronically, an additional copy shall also be delivered by a, b, or c, above.

If mailed, such notice, demand, or request shall be mailed certified or registered mail, return receipt requested, and deposited in the United States mail addressed to such party at its address set forth below or to such address as either party hereto shall direct by like written notice and shall be deemed to have been made on the third (3rd) day following posting; or if sent by a nationally recognized overnight express carrier, prepaid, such notice shall be deemed to have been made on the next business day following deposit with such carrier. For the purposes herein, notices shall be sent to the District and the Provider as follows:

Oxnard School District	Orenda Education
District	Provider
Attn: Dr. Aracely Fox	Attn: Genny Sosa
1051 S. A St.	2101 East Fourth St., Ste 200B
Street	Street
Oxnard, CA 93030	Santa Ana, CA 92705
City, State, Zip Code	City, State, Zip Code

10. **WARRANTY**. Provider hereby warrants to District that the Work shall be performed in a professional and workmanlike manner consistent with the highest industry standards. For a period of one (1) year following completion of the Work, Provider shall correct or make arrangements to correct any breach of the warranty for the Work within ten (10) business days of notice from District of same.

11. **ADDITIONAL WORK**. If changes in the work seem merited by the Provider or the District, and informal consultations with the other party indicate that a change is warranted, it shall be processed by the District in the following manner:

    a. A letter outlining the changes shall be forwarded to the District by the Provider with a statement of estimated changes in fee and/or time schedule.

    b. A written amendment to this Agreement shall be prepared by the District and executed by all of the parties before any performance of such services or the District shall not be required to pay for the increased cost incurred for the changes in the scope of work.

    Any such amendment to the Agreement shall not render ineffective or invalidate unaffected portions of this Agreement.

12. **COMPLIANCE WITH LAWS**. Provider hereby agrees that Provider, officers, agents, employees, and subcontractors of Provider shall obey all local, state, and federal laws and regulations in the performance of this Agreement, including, but not limited to minimum wages laws and/or prohibitions against discrimination. Without limiting the generality of the foregoing, Provider shall complete the conflict of interest certification on **Exhibit C**.

    Provider, officers, agents, employees and/or subcontractors of Provider shall secure and maintain in force for the full term of this Agreement, at Provider's sole cost and expense, such licenses and permits as are required by law, in connection with the furnishing of all the Services, materials, or supplies necessary for completion of the Services described.

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

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

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

a. Commercial General Liability Insurance. Provider shall procure and maintain, during the term of this Agreement, the following General Liability Insurance coverage:

	Each Occurrence	Aggregate
Individual, Sole Proprietorship, Partnership, Corporation, or Other	$ 1,000,000.00	$ 2,000,000.00

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

Any and all subcontractors hired by Provider in connection with the Services described in this Agreement shall maintain such insurance unless the Provider's insurance covers the subcontractor and its employees.

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

Personal vehicles: $ 500,000.00 combined single limit or

$100,000.00 per person / $300,000.00 per accident

c. Workers' Compensation Insurance. Provider shall procure and maintain, during the term of this Agreement, Workers' Compensation Insurance, as required by California law, on all of its employees engaged in work related to the performance of this Agreement. Provider shall procure and maintain Employers' Liability insurance coverage of $1,000,000.

In the case of any such work which is subcontracted, Provider shall require all subcontractors to provide Workers' Compensation Insurance and Employers' Liability insurance for all of the subcontractor's employees to be engaged in such work unless such employees are covered by the protection afforded by the Provider's Workers' Compensation Insurance.

Absent proof of Workers' Compensation Insurance, Provider will submit a statement requesting a waiver from this requirement and indicating the reason Workers' Compensation Insurance is not required.

e. Other Coverage as Dictated by the District. Provider shall procure and maintain, during the term of this Agreement, the following other Insurance coverage:

	Each Occurrence	Aggregate
☐ Abuse and Molestation	$ 2,000,000.00	$4,000,000.00
☐ Pollution Liability	$ 1,000,000.00	$ 2,000,000.00
☐ Cyber Liability	$ 5,000,000.00	
☐ Other: _____	$ _____	$ _____

f. If the Provider or Provider's subcontractor(s) maintains broader coverage and/or higher limits than the minimums shown above, the District requires and shall be entitled to the broader coverage and/or higher limits maintained by the Provider. Any available insurance proceeds in excess of the specified minimum limits of insurance and coverage shall be available to the District.

g. Provider's and any and all subcontractors' insurance is primary and will not seek contribution from any other insurance available to the district.

h. Certificates of Insurance. Provider and any and all subcontractors working for Provider shall provide certificates of insurance to the District as evidence of the insurance coverage required herein, not less than Fifteen (15) days prior to commencing work for the District, and at any other time upon the request of the District. Certificates of insurance will be deemed invalid if proper endorsements are not attached. Certificates of such insurance shall be filed with the District on or before commencement of the services under this Agreement.

i. Endorsements. Provider's and any and all Provider subcontractor's Commercial General Liability insurance; Commercial Automobile Insurance; Liability Excess, Umbrella and/or Reinsurance; and Abuse and Molestation coverage shall name the District, its governing board, officers, agents, employees, and/or volunteers as additional insureds. All endorsements specifying additional insureds for any of the Insurance Policies shall be as indicated below or an equivalent endorsement reasonably acceptable to the District.

1) General Liability

❑ Facilities Rental or Lease: CG 20 11 10 01;

■ Most Other services: CG 20 26 10 01.

2) Primary, Non-Contributory

■ CG 20 01 01 13

3) Waiver of Subrogation

■ CG 24 04 05 09

4) Commercial Automobile Liability

■ CA 20 48 10 13

j. Provider's and any and all Provider subcontractor's Commercial General Liability insurance shall provide a list of endorsements and exclusions.

k. Deductibles. Any deductible(s) or self-insured retention(s) applicable to the insurance and/or coverage required by the foregoing provisions of this agreement must be declared to and approved by the District. Provider shall be responsible to pay that deductible or self-insured retention and the District shall not be responsible to pay these costs. In the event that Provider's deductibles or self-insured retentions collectively total more than $50,000.00, District reserves the right to request proof of Provider's financial solvency in relation to remittance thereof or require Provider to post a bond guaranteeing payment of the deductible, or both.

l. Acceptability of Insurers. Insurance is to be placed with insurers with a current A.M. Best's rating of no less than A: VII, unless otherwise acceptable to the District.

m. Insurance written on a "claims made" basis is to be renewed by the Provider and all Provider subcontractors for a period of five (5) years following termination of this Agreement. Such insurance

must have the same coverage and limits as the policy that was in effect during the term of this agreement, and will cover the provider for all claims made.

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

16. **SAFETY AND SECURITY**. Provider shall be responsible for ascertaining from the District all of the rules and regulations pertaining to safety, security, and driving on school grounds, particularly when children are present.

Without limiting the generality of the foregoing, Provider shall comply with any applicable fingerprinting/ criminal background investigation and tuberculosis clearance requirements of the California Education Code and shall provide the certifications on **Exhibit C** prior to performance of any Services.

a. On Site Services; Student Data Access. If services require Provider to access any District facility, transport or interact in any manner (including through an app or other electronic means) with District students, or access student data, Provider and any and all subcontractors are required to comply with Education Code section 45125.1, Fingerprint certification requirements. Provider must provide proof that fingerprint certification requirements have been fulfilled prior to commencing any services for the District under this Agreement.

Provider shall certify in writing to the school district that neither the Provider nor any of its employees, agents, representatives or subcontractors who are required to submit or have their fingerprints submitted to the Department of Justice and who may interact with any District student outside the direct supervision and control of a District employee or that student's parent or legal guardian have been convicted of a felony.

b. Other Services. If Provider will not provide any services on site or have access to any student data or interact with any District student in connection with the Services, then, Provider and its subcontractors are not required to comply with Education Code section 45125.1 background check requirements. However, Provider must still complete **Exhibit C** to specify that these requirements are not applicable.

c. Tuberculosis Risk Assessment requirements (Education Code section 49406). Providers who may have more than limited contact with District students (including any Providers who provide in person tutoring or who provide any transportation services to students) are required to cause to be on file with the District a certificate from an examining physician showing that Provider, employees and/or sub providers of Provider have been examined and found free from active tuberculosis.

17. **GOVERNING LAW AND VENUES**. Provider hereby acknowledges and agrees that District is a public entity, which is subject to certain requirements and limitations. This Agreement and the obligations of District hereunder are subject to all applicable federal, state and local laws, rules, and regulations, as currently written or as they may be amended from time to time.

This Agreement shall be interpreted in accordance with the laws of the State of California. If any action is brought to interpret or enforce any term of this Agreement, the action shall be brought in state or federal court situated in the County of Ventura, State of California. Provider hereby waives and expressly agrees not to assert, in any way, any claim or allegation that it is not personally subject to the jurisdiction of the courts named above. Provider further agree to waive any claim or allegation that the suit, action, or proceeding is either brought in an inconvenient forum or that the related venue is improper."

18. **DISPUTE RESOLUTION.**

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

b. If the amount in dispute exceeds $5,000.00, the parties agree that they will first submit the matter to a mutually agreed upon mediator. Notwithstanding section 19, Attorneys Fees, the cost of the mediator shall be borne equally by the parties.

c. If the mediator is unable to resolve the dispute, then the parties shall submit the matter to binding arbitration in Ventura County or other mutually agreed location pursuant to the rules of the American Arbitration Association (AAA), as amended or as augmented in this Agreement (the "Rules"). The parties acknowledge that one of the purposes of utilizing arbitration is to avoid lengthy and expensive discovery and allow for prompt resolution of the dispute.

Arbitration shall be initiated as provided by the Rules, although the written notice to the other party initiating arbitration shall also include a description of the claim(s) asserted and the facts upon which the claim(s) are based. Arbitration shall be final and binding upon the parties and shall be the exclusive remedy for all claims subject hereto, including any award of attorneys' fees and costs. Either party may bring an action in court to compel arbitration under this Agreement and to enforce an arbitration award.

All disputes shall be decided by a single arbitrator. The arbitrator shall be selected by mutual agreement of the parties within 30 days of the effective date of the notice initiating the arbitration. If the parties cannot agree on an arbitrator, then the complaining party shall notify the AAA and request selection of an arbitrator in accordance with the Rules. The arbitrator shall have only such authority to award equitable relief, damages, costs, and fees as a court would have for the particular claim(s) asserted. In no event shall the arbitrator award punitive damages of any kind.

The arbitrator shall have the power to limit or deny a request for documents or a deposition if the arbitrator determines that the request exceeds those matters, which are directly relevant to the claims in controversy. The document demand and response shall conform to Code of Civil Procedure section 2031. The deposition notice shall conform to Code of Civil Procedure section 2025. The parties may make a motion for protective order or motion to compel before the arbitrator with regard to the discovery, as provided in Code of Civil Procedure sections 2025 and 2031.

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

20. **DOCUMENT RETENTION.** After Provider's services to District conclude, Provider shall, upon the District's request, deliver all documents for all matter in which Provider has provided services to the District, along with any property of the District in Provider's possession and/or control. If the District does not request District's document(s) for a particular service, Provider will retain document(s) for a period of two (2) years after the service has ended. If District does not request delivery of the document(s) for the service before the end of the two (2) year period, Provider will have no further obligation to retain the document(s) and may, at Provider's discretion, destroy it without further notice to the District. At any point during the two (2) year period, District may request delivery of the document(s).

Exceptions: Attorney work-product and medical records shall not be destroyed by provider without the prior written consent of the District.

21. **NATURE OF AGREEMENT.** This Agreement constitutes a binding expression of the understanding of the parties with respect to the services to be provided hereunder and is the sole contract between the parties with respect to the subject matter thereof. There are no collateral understandings or representations or agreements other than those contained herein. This Agreement represents the entire agreement between the parties hereto with respect to the subject matter hereof and supersedes any and all other agreements and communications however characterized, written or oral, between or on behalf of the parties hereto with respect to the subject matter hereof. This Agreement may only be modified by a written instrument signed by authorized representatives of each of the parties hereto; provided that the District may not be bound by any term or condition incorporated by reference (including references to any link, website or electronic document) into any document prepared by or provided to District by Provider, including any license, purchase order or other instrument.

For the avoidance of any doubt, Provider is hereby informed that any and all terms or conditions of use of any web-based service or application must be presented in PDF format to the Board of Trustees and may not be unilaterally altered by Provider during the Term of this Agreement.

THE BODY OF THIS AGREEMENT MAY NOT BE EDITED OR ALTERED BY PROVIDER.

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

23. **WAIVER.** No claim or right arising out of a breach of this Agreement can be discharged in whole or in part by a waiver or renunciation of the claim or right unless such waiver is in writing.

24. **SEVERABILITY.** It is intended that each paragraph of this Agreement shall be treated as separate and divisible, and in the event that any paragraphs are deemed unenforceable, the remainder shall continue to be in full force and effect so long as the primary purpose of this Agreement is unaffected.

25. **PARAGRAPH HEADINGS.** The headings of paragraphs hereof are inserted only for the purpose of convenient reference. Such headings shall not be deemed to govern, limit, modify or in any other manner affect the scope, meaning or intent of the provisions of this Agreement or any part or portion thereof, nor shall they otherwise be given any legal effect whatsoever.

26. **AUTHORITY.** Provider represents and warrants that Provider has all requisite power and authority to conduct its business and to execute, deliver, and perform this Agreement. Each party warrants that the individuals who have signed this Agreement have the legal power, right, and authority to make this Agreement and to bind each respective party.

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

IN WITNESS WHEREOF, the parties have executed this agreement as of the date first written above. By signing below, Provider certifies that it has not altered any provision of the body of this Agreement.

OXNARD SCHOOL DISTRICT	
District	Provider
By:	
Signature	Signature
Melissa Reyes	
Name	Name
Director, Purchasing	
Title	Title

25-44

Contract Number

STATEMENT OF WORK

DESCRIPTION OF WORK:

Per Attached Proposal #026-104 for Cohort 3.

WORK SCHEDULE:

Per district calendar

SCHEDULE OF FEES

FEES:

Compensation for Services	$ 317,213.00
Actual and Necessary Travel Expenses	$ 0.00
Other Expenses	$ 0.00
Total Amount not to Exceed	$ 317,213.00
Deposit	$ 0.00
Balance Due after Completion of Services	$ 0.00

Proper invoicing is required. Receipts for expenses are required. Canceled checks are not accepted as receipts.

PAYMENT SCHEDULE:

Send invoices to accountspayable@oxnardsd.org, athomas@oxnardsd.org and emurillodejeronimo@oxnardsd.org.

Net 30 Terms

ADDITIONAL COSTS OF EXPENSES:

N/A

EXHIBIT C
REQUIRED CERTIFICATIONS

Services Agreement Dated: September 3, 2025

Provider: Orenda Education

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: _____

OXNARD SCHOOL DISTRICT (Cohort 3)

2025-2026

PARTNERSHIP PLAN #026-104

To: Dr. Ana De Genna
Superintendent
adegenna@oxnardsd.org

From: Genny Sosa
Vice President, Education Partnerships
genny@orendaed.org

Date: Revised August 18, 2025

The Challenge

Every year, over 2 million of California's 6 million students are not qualified for college or a high-wage career upon graduating high school. For decades, the gap between more advantaged students and our most vulnerable student populations has persisted. After the pandemic, the gap increased.

Equity Gap >> Achievement Gap

The root cause of the achievement gap is complex. In the end, the same groups of students happen to perform better or worse every year. When we peel back the layers in our districts and schools, we see that some student populations are better set up to succeed while poor outcomes can become normalized for other student populations. Most often, our systems have been in place for so many years that they go largely unnoticed and unexamined.

The Orenda Difference >> Educational Equity for All Students

For over 28 years, Orenda Education has partnered with over 400 schools to transform educational systems serving the most vulnerable districts across California. Our mission is to ensure that all students receive a premium education that historically some student groups tend to experience more than others. We achieve this by partnering with district and school teams to build and refine systems and practices grounded in equity, driven by data, and sustained through collaborative learning. Our nested data response system is designed to support all levels of district staff from the board room to the classroom. When the systems work is fully implemented. Orenda partners experience systemic changes that result in long-term, positive student outcomes, with accelerated results for historically struggling students.

Orenda Education shares both breadth and depth in professional learning. Orenda is an experienced partner to school and district leaders in providing a variety of services customized to meet the unique needs of schools, clusters of schools, districts, counties, or other organizations. Orenda is the school improvement division of Think Together, a 501 c3 nonprofit corporation, the largest afterschool provider in the state.

Orenda's systems approach is called Teach Lead Counsel (TLC).

- **TEACH** builds a powerful teaching and learning system by guiding teacher teams to define grade-level expectations, facilitating the creation of common assessments, and sharing high-impact, low-prep instructional strategies. Through the work, educators reflect on and improve their instructional methods and ways of responding to data.
- **LEAD** supports site and district leaders through a scholarly and technical approach. Leaders learn to create school and district conditions that inspire the highest staff performance to ensure students reach achievement targets.
- **COUNSEL** supports counselors, school psychologists, and administrators responsible for wrap-around student services. Staff learn to use data from college readiness predictors via Orenda's proprietary software to take bold action and measure student progress toward college and high-wage career readiness.

The TLC model currently serves schools in a high-impact manner, in-person or virtually. The systems-driven approach improves academic achievement for all students, including historically struggling students, and successful students who could be stretched. The methodology uses data to guide teachers, administrators, and school counselors to ensure that students master grade-level curriculum and are on track to graduate high school prepared for college and high-wage careers—ready for every life option.

The TLC approach accelerates achievement for all students, by supporting the variety of professionals that comprise an educational system and not only teachers, as is most common in the field. Our nested data response system is a key to sustainable, systemic improvement for a school or an entire district.

Oxnard School District (OSD) currently partners with Orenda Education to support positive student outcomes throughout the district. At the district's request and based on our understanding of OSD's priorities, Orenda is pleased to present the following scope of work for the 2025-26 school year.

PROPOSED SCOPE OF WORK

From September 2025 through June 2026, Orenda will provide the following services to Cohort 3 - Driffil and Curren Elementary schools:

1. **Admin Power Clinics –** Orenda facilitators will conduct Admin Power Clinics, bringing together OSD district and school site administrators for a leadership series consisting of 5 sessions. The sessions will be focused on onboarding the site administrators from Cohort 3 on instructional leadership topics to support the implementation of the student acceleration formula.

Participants	Session #
District/Site Admin	5

2. **Admin Site Coaching –** Orenda facilitators will provide 10 sessions (5 per school) of Admin Site Coaching. These sessions will provide site admin teams with an opportunity to design and develop an instructional support system that responds to the needs of their ELA/math teams in the implementation of Curriculum Alignment.

Participants	Session #
Site Admin	10

3. **Professional Learning -** Orenda facilitators will provide 104 professional learning sessions to support the following activities:
    a. Curriculum Alignment in ELA (grades K-5)
    b. Curriculum Alignment in ELA and Math (grades 6-8)

Participants	Session #
District/Site Admin & Teachers	104

4. **Data Reflection Sessions -** Orenda will co-facilitate 4 sessions with site leaders and grade-level teams to examine evidence of student learning using grade-level achievement data and, identify strengths, areas in need of support, and create a plan of action in response to the data.

Participants	Session #
District/Site Admin & Teachers	4

Orenda will work with district leadership to determine whether the delivery of services will be virtual or on-site. Each session ranges from 90 minutes to 3 hours, depending on the context of the work.

PROFESSIONAL FEES

School Site Services	# Of Sessions	Cost Per School (2)	Total Fees for Services
1. Admin Power Clinics	5	$9,281.50	$18,563
2. Admin Site Coaching	10	$12,375	$24,750
3. Professional Learning	104	$128,700	$257,400
4. DRS Sessions	4	$8,250	$16,500
Total Fees for School Services			**$317,213**

TERMS OF PAYMENT

Total fees for the scope of work are $317,213. Orenda is the school improvement division of Think Together, a 501 c3 nonprofit corporation, the largest afterschool provider in the state. **Orenda-Think Together** will invoice OSD in four installments (equal to $79,303.25) in September 2025, November 2025, January 2026, and April 2026. The invoicing schedule is intended to facilitate the processing of payments and might not exactly correspond to the timing of services rendered.

SCOPE OF WORK AND ROLE AGREEMENT

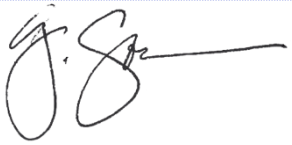
Orenda values your partnership and will make every effort to complete services in the agreed timeframe. District will hold Orenda Education harmless for any district-initiated cancelled and unscheduled sessions. The Orenda team will work with district/site staff to reschedule alternative dates within reason. We rely on the collaboration of our school partners to ensure scheduling and data needs are met and we will communicate promptly to develop alternatives if partner or data availability becomes a concern. From time to time, the proposed services and

timeline outlined in this scope of work may need to be adjusted to meet the needs on the ground.

In a joint effort to provide services that are timely, responsive to site need and in keeping with the overall goals of the project, the following outlines processes, and protocols for the 2025-2026 school year:

- Orenda Ed team members will make every effort to reschedule a session that is cancelled by the site or district leadership. If the leadership is not available or responsive in requests to reschedule the cancelled service, the district will remain responsible for the session.
- In the event of an emergency and the originally scheduled Orenda Ed specialist is unavailable to provide a scheduled service, an Orenda Ed team member will facilitate the session.
- Changes to the Partnership Plan services will occur through mutual agreement between Orenda Ed and site/district leadership. In the event that different or additional sessions above the agreed upon scope of work are required, the team will propose converting existing sessions prior to proposing a new scope of work, if possible.
- Orenda Ed lead will work with site/district leadership to identify which services will take place in a virtual or in-person format. All services can be provided in both formats, and the current context will determine which format is most appropriate.
- Professional Development services will be provided as agreed upon in the Partnership Plan. Staff participation will be the responsibility of the site/district. Orenda Ed team will prepare sessions for the number of participants provided in advance.
- Orenda Ed will provide the necessary support for services requiring data. Site/district data leads and admin agrees to complete data tasks to set up site teams with the tools and resources needed to fully engage in sessions.

Signature by an authorized representative indicates agreement with the scope of work.

	Oxnard SD	Orenda Education
By:		Genny Sosa, Vice President
Date:		August 18, 2025
Signature:		

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Scott Carroll **Date of Meeting:** September 03, 2025

Agenda Section: Section F: Board Policies, First Reading

First Reading – Revisions to BP/AR 1240: Volunteer Assistance (Carroll)

In response to recent legislative changes and guidance from the California School Boards Association (CSBA), district policy and the accompanying administrative regulation have undergone a comprehensive update. These updates ensure that the district's governance framework remains current and legally compliant.

- The updated policies and regulations incorporate new statutory language, which is clearly identified in red underline for ease of review.
- Outdated or superseded language has been removed, with deletions indicated by red strikethrough formatting.
- In addition to these legal updates, the policies and regulations have been carefully revised to reduce unnecessary administrative complexity and eliminate barriers for parents and families.
- The policy and regulation will be presented for a second reading and adoption at the **September 17, 2025**, regular board meeting.

The revisions reflect a commitment to streamlining processes and improving accessibility, ensuring that our policies do not create burdensome "red tape" that could hinder meaningful parent engagement.

FISCAL IMPACT:
N/A

RECOMMENDATION:
It is the recommendation of the Assistant Superintendent, Human Resources, that the Board of Trustees review the proposed policy and regulation updates as presented, recognizing that these changes both align with current law and reflect an intentional effort to make district policies more parent-friendly and responsive to the needs of our community.

ADDITIONAL MATERIALS:

Attached: Revised Regulation 1240 Volunteer Asssistance (9 pages)
Revised Policy 1240 Volunteer Assistance (7 pages)

Regulation 1240: Volunteer Assistance

Status: ADOPTED

Original Adopted Date: 03/01/2010 **| Last Revised Date:** 12/01/2014 **| Last Reviewed Date:** **09/17/2025**

Duties of Volunteers

~~Volunteers~~

The Superintendent or designee may ~~assist~~assign volunteers to:

1. Assist certificated personnel in the performance of their duties, including in the supervision of students~~,~~ and in the performance of instructional tasks which, in the judgment of the certificated personnel to which the volunteer is assigned, may be performed by a person not licensed as a classroom teacher ~~. These duties shall not include assignment of grades to students.~~ (Education Code 35021, 45343, 45344, 45349)

2. ~~Volunteers may supervise students during lunch, breakfast, or other nutritional periods or may serve~~Serve as nonteaching aides under the immediate supervision and direction of certificated personnel to perform noninstructional work which assists certificated personnel in the performance of teaching and administrative responsibilities ~~.~~ (Education Code 35021~~, 44814, 44815)~~)

~~In addition to the above, examples of volunteer duties may include, but are not limited to:~~

- ~~Fundraising Activities~~
- ~~Assisting on Field Trips~~
- ~~Assisting with Classroom Attendance Incentives~~
- ~~Assisting with the Student Store~~
- ~~Assisting on Health and Fitness Days~~
- ~~Reading to Students~~
- ~~Assisting Classroom Teachers in School Libraries and/or Computer Labs~~
- ~~Assist Students with Cutting, Gluing, etc.~~
- ~~Assist Teachers with Laminating or Copying~~
- ~~Participate in Scholastic Book Orders/Box Tops~~
- ~~Coaching After School~~

- ~~Assist with Judging Science Fairs, Spelling Bees, etc.~~
- ~~Assist with Family Night~~
- ~~Assist with Art Projects~~
- ~~Participate in Career Day~~
- ~~Assist Students with Opening Food Containers~~
- ~~Participate as a Guest Speaker or Expert~~
- ~~Place Extra Curricular Materials in School Mail Boxes with Permission of Principal~~
- ~~Posting Art on School Bulletin Boards~~

3. ~~Volunteers may work~ Supervise students during lunch, breakfast, or other nutritional periods (Education Code 35021, 44814, 44815)

~~3.~4. Work on short-term facilities projects pursuant to ~~Board policy and~~ the section below entitled "Volunteer Facilities Projects~~."~"

5. Perform other duties in support of district or school operations as approved by the Superintendent or designee

- Volunteers shall not be authorized to assign grades to students, and shall not be used to assist certificated staff in performing teaching or administrative responsibilities in place of regularly authorized classified employees who have been laid off. (Education Code 35021, 45344)

Basic Skills Proficiency Requirement

Volunteers ~~are prohibited from engaging in the following:~~

- ~~Providing Direct Instruction to Students~~
- ~~Working alone with Student(s)~~
- ~~Participate in Work that Supplants Work from District Staff~~
- ~~Working in the School Office~~
- ~~Transport Students in Personal Vehicles~~
- ~~Provide Translating Services~~
- ~~Work Alone in School Library or Computer Lab~~
- ~~Hanging Items on the Ceiling~~

~~**Qualifications**~~

~~Volunteers providing supervision~~who supervise or provide instruction ~~of~~to students pursuant to Education Code 45349 shall ~~give~~submit evidence of basic skills proficiency~~.~~ to the Superintendent or designee. (Education Code 45344.5, 45349)

~~Any~~

Criminal Background Check

Prior to assuming a volunteer position working with students in a district-sponsored student activity program, a volunteer shall obtain fingerprint clearance through the Department of Justice and Federal Bureau of Investigation. At his/her discretion, the volunteer may choose to meet this requirement by obtaining an Activity Supervisor Clearance Certificate ~~or criminal background check in accordance with Board policy. The Superintendent or designee shall determine which volunteer positions in the district are subject to this requirement.~~

~~"Student~~ from the Commission on Teacher Credentialing. Student activity programs~~"~~ include, but are not limited to, scholastic programs, interscholastic programs, and extracurricular activities sponsored by the district or a school booster club, such as cheer team, drill team, dance team, and marching band. ~~This~~(Education Code 49024)

The Superintendent or designee shall determine which volunteer positions in the district are subject to the above requirement.

The criminal background check requirement shall not apply to volunteer supervisors for breakfast, lunch, or other nutritional periods or to volunteer nonteaching aides under the immediate supervision and direction of certificated personnel pursuant to Education Code 35021, including parents/guardians volunteering in a classroom or on a field trip or community members providing noninstructional services. (Education Code 49024)

Registered Sex Offenders

The Superintendent or designee may require all volunteers to disclose whether they are a registered sex offender and/or to provide the district with sufficient information in order to allow verification of this status on the Department of Justice's Megan's Law web site.

The principal may grant a registered sex offender, who is not the parent/guardian of a student at the school, permission to come into a school building or upon school grounds to volunteer at the school. At least 14 days prior to the first date for which permission has been granted, the principal or designee shall ~~not assign any~~notify the parent/guardian of each student at the school, using one of the methods specified in Education Code 48981, that a person who is required to register as a sex offender pursuant to Penal Code 290 ~~as a volunteer who assists~~has been granted permission to come into a school building or upon school grounds, the date(s) and times for which permission has been granted, and the parent/guardian's right to obtain information regarding the person from a designated law enforcement agency. (Penal Code 626.81)

However, no person who is required to register as a sex offender pursuant to Penal Code 290 shall be assigned as a volunteer to assist certificated personnel in the performance of their duties; ~~supervises~~supervise students during lunch, breakfast, or other nutritional period; or ~~serves~~serve as a nonteaching aide to perform noninstructional tasks. In addition, a person who is required to register as a sex offender because of a conviction for a crime where the victim was a minor under age 16 shall not serve as a volunteer in any capacity in which he/she would be working directly and

in an unaccompanied setting with minors on more than an incidental and occasional basis or have supervision or disciplinary power over minors. (Education Code 35021, 45349; Penal Code 290.95)

~~The Superintendent or designee may require all volunteers to disclose their status as a registered sex offender and/or provide the district with sufficient information in order to allow verification of this status on the Department of Justice's Megan's Law web site.~~

~~No~~

Tuberculosis Assessment/Examination

Upon initial volunteer assignment, a volunteer shall ~~be assigned to supervise or instruct students unless~~have on file with the school a certificate showing that he/she has submitted ~~evidence of an examination within the past 60 days to determine that he/she is free of active~~ to a tuberculosis~~. Volunteers who test negative shall thereafter be required to take a~~ risk assessment and, if tuberculosis ~~test every four years in accordance with~~ risk factors were identified, was examined and found to be free of infectious tuberculosis. (Education Code 49406~~. (Education Code 45106, 45347, 45349, 49406)~~

)

The Superintendent or designee may exempt from the tuberculosis ~~testing requirements~~risk assessment and/or examination those volunteers ~~who serve less than a school year and~~ whose functions do not require frequent or prolonged contact with students. (Education Code 49406)

~~Volunteers who serve on a regular and frequent basis shall be required to undergo a Criminal Background Check (Fingerprints) and must provide verification of Tuberculosis Clearance. Regular and Frequent shall be defined as any volunteer who works with students for three (3) or more hours per week for a period of three (3) or more weeks per school year.~~

Volunteer Facilities Projects

All volunteer facilities projects shall have approximate start and completion dates and shall ~~follow an approval policy as defined in CSEA Collective Bargaining Agreement, Article 23~~be approved by the principal in advance. Projects also shall be approved in advance by the Superintendent or designee if they involve the following types of work:

1. Alterations, additions, or repairs to buildings and grounds
2. Construction involving wall or roof penetration, drilling, or nailing
3. Structural modifications
4. Electrical, electronic, plumbing, or heating and cooling work
5. Painting

6. Installation of carpet, playground equipment, benches, sprinkler systems, marquees or signs
7. Paving
8. Tree planting, pruning, or removal

The Superintendent or designee shall ensure that volunteers possess the appropriate license and/or have sufficient expertise ~~appropriate to~~required for the project. He/she shall also ensure that such projects comply with building and safety codes and other applicable laws and collective bargaining agreements. The district shall provide on-site assistance and supervision for such projects as necessary. ~~Projects shall be inspected upon completion to ensure that the work was done satisfactorily.~~

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 Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
22 CCR 101170	Criminal record clearance
22 CCR 101216	Health screening; volunteers in child care centers
Ed. Code 35021	Volunteer aides
Ed. Code 35021.1	Automated records check
Ed. Code 35021.3	Registry of volunteers for before/after school programs
Ed. Code 44010	Sex offense; definition
Ed. Code 44814-44815	Supervision of students during lunch and other nutrition periods
Ed. Code 45125	Fingerprinting requirements
Ed. Code 45125.01	Interagency agreements for criminal record information
Ed. Code 45340-45349	Instructional aides
Ed. Code 45360-45367	Teacher aides
Ed. Code 48981	Parental notifications
Ed. Code 49024	Activity Supervisor Clearance Certificate
Ed. Code 49406	TB risk assessment
Ed. Code 8482-8484.6	After School Education and Safety Program
Ed. Code 8484.7-8484.9	21st Century Community Learning Center program
Gov. Code 12940	Unlawful discriminatory employment practices

Gov. Code 3543.5	Prohibited interference with employees' rights
H&S Code 1596.7995	Immunization requirements for volunteers in child care center or preschool
H&S Code 1596.871	Fingerprints of individuals in contact with child day care facility clients
Lab. Code 1720.4	Public works; exclusion of volunteers from prevailing wage law
Lab. Code 3352	Workers' compensation; definitions
Lab. Code 3364.5	Authority to provide workers' compensation insurance for volunteers
Pen. Code 290	Registration of sex offenders
Pen. Code 290.4	Information regarding sex offenders
Pen. Code 290.95	Disclosure by person required to register as sex offender
Pen. Code 626.81	Sex offender; permission to volunteer at school

Management Resources	**Description**
PERB Decision	Whisman Elementary School District (1991) PERB Decision No. 868
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Justice, Megan's Law
Website	California Department of Education, Parents/Family and Community
Website	Commission on Teacher Credentialing
Website	CSBA
Website	California State Parent Teacher Association

Cross References

Code	**Description**
0410	Nondiscrimination In District Programs And Activities
0500	Accountability
1000	Concepts And Roles
1100	Communication With The Public
1150	Commendations And Awards

1250	Visitors/Outsiders
1250	Visitors/Outsiders
1400	Relations Between Other Governmental Agencies And The Schools
1700	Relations Between Private Industry And The Schools
3514	Environmental Safety
3514	Environmental Safety
3514.1	Hazardous Substances
3514.1	Hazardous Substances
3515.2	Disruptions
3515.2	Disruptions
3515.3	District Police/Security Department
3515.3	District Police/Security Department
3515.5	Sex Offender Notification
3515.5	Sex Offender Notification
3530	Risk Management/Insurance
3530	Risk Management/Insurance
3541.1	Transportation For School-Related Trips
3541.1-E(1)	Transportation For School-Related Trips
3541.1-E(2)	Transportation For School-Related Trips
3543	Transportation Safety And Emergencies
4030	Nondiscrimination In Employment
4030	Nondiscrimination In Employment
4112.4	Health Examinations
4112.5	Criminal Record Check
4112.5-E(1)	Criminal Record Check
4127	Temporary Athletic Team Coaches
4127	Temporary Athletic Team Coaches
4131	Staff Development
4141	Collective Bargaining Agreement

4157.1	Work-Related Injuries
4212	Appointment And Conditions Of Employment
4212.4	Health Examinations
4212.5	Criminal Record Check
4212.5-E(1)	Criminal Record Check
4217.3	Layoff/Rehire
4222	Teacher Aides/Paraprofessionals
4222	Teacher Aides/Paraprofessionals
4227	Temporary Athletic Team Coaches
4227	Temporary Athletic Team Coaches
4231	Staff Development
4241	Collective Bargaining Agreement
4257.1	Work-Related Injuries
4312.4	Health Examinations
4312.5	Criminal Record Check
4312.5-E(1)	Criminal Record Check
4327	Temporary Athletic Team Coaches
4327	Temporary Athletic Team Coaches
4331	Staff Development
4357.1	Work-Related Injuries
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5141.52	Suicide Prevention
5141.52	Suicide Prevention
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications

5148	Child Care And Development
5148	Child Care And Development
5148.2	Before/After School Programs
5148.2	Before/After School Programs
5148.3	Preschool/Early Childhood Education
5148.3	Preschool/Early Childhood Education
6020	Parent Involvement
6020	Parent Involvement
6116	Classroom Interruptions
6142.2	World Language Instruction
6142.2	World Language Instruction
6142.6	Visual And Performing Arts Education
6142.7	Physical Education And Activity
6142.7	Physical Education And Activity
6142.8	Comprehensive Health Education
6142.8	Comprehensive Health Education
6145	Extracurricular And Cocurricular Activities
6145	Extracurricular And Cocurricular Activities
6154	Homework/Makeup Work
6163.1	Library Media Centers
6171	Title I Programs
6171	Title I Programs
6184	Continuation Education
6184	Continuation Education
7140	Architectural And Engineering Services
7140	Architectural And Engineering Services
9200	Limits Of Board Member Authority

Policy 1240: Volunteer Assistance

Status: ADOPTED

Original Adopted Date: 03/01/2010 **| Last Revised Date:** 12/01/2014 **| Last Reviewed Date:** 09/17/2025

The Board of Trustees recognizes that volunteer assistance in schools can enrich the educational program, increase supervision of students, and contribute to school safety while strengthening the schools' relationships with the community. The Board encourages parents/guardians and other members of the community to share their time, knowledge, and abilities with students.

The Superintendent or designee shall develop and implement a plan for recruiting, screening, and placing volunteers, including strategies for reaching underrepresented groups of parents/guardians and community members. He/she may also recruit community members to serve as mentors to students and/or make appropriate referrals to community organizations.

The Board prohibits harassment of any volunteer on the basis of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, or military and veteran status. (Government Code 12940)

As appropriate, the Superintendent or designee shall provide volunteers with information about school goals, programs, and practices and an orientation or other training related to their specific responsibilities. Employees who supervise volunteers shall ensure that volunteers are assigned meaningful responsibilities that utilize their skills and expertise and maximize their contribution to the educational program.

Volunteer ~~maintenance~~ work shall be limited to those projects that do not replace the normal ~~maintenance~~ duties of classified staff. The Board nevertheless encourages volunteers to work on short-term projects to the extent that they enhance the classroom or school~~, do not significantly increase maintenance workloads,~~ and comply with employee negotiated agreements ~~(See CSEA Collective Bargaining Agreement, Article 23).~~

~~Volunteer aides.~~

The Superintendent or designee shall ~~not be used to assist certificated staff in performing teaching or~~ establish procedures for determining whether volunteers possess the qualifications, if any, required by law and administrative ~~responsibilities in place~~regulation for the types of ~~regularly authorized classified employees who have been laid off. (Education Code 35021)~~

duties they will perform.

Volunteers shall act in accordance with district policies, regulations, and school rules. The Superintendent or designee shall be responsible for investigating and resolving complaints regarding volunteers.

The Board encourages principals to develop a means for recognizing the contributions of each school's volunteers.

The Superintendent or designee shall periodically report to the Board regarding the district's volunteer assistance program.

Workers' Compensation Insurance

The Board desires to provide a safe environment for volunteers and minimize the district's exposure to liability.

Upon the adoption of a resolution by the Board, volunteers shall be entitled to workers' compensation benefits for any injury sustained while engaged in the performance of service for the district. (Labor Code 3364.5)

~~**Qualifications**~~

~~The Superintendent or designee shall establish procedures for determining whether volunteers possess the qualifications, if any, required by law and administrative regulation for the types of duties they will perform.~~

~~A volunteer who obtained both a Department of Justice and Federal Bureau of Investigation criminal background clearance through the district prior to July 1, 2010 shall have satisfied this requirement. (Education Code 49024)~~

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6184	Continuation Education
6184	Continuation Education
7140	Architectural And Engineering Services
7140	Architectural And Engineering Services
9200	Limits Of Board Member Authority

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Scott Carroll **Date of Meeting:** September 03, 2025

Agenda Section: Section F: Board Policies, First Reading

First Reading – Revisions to BP/AR 4119.11, 4219.11, 4319.11: Sexual Harassment (*Carroll*)

In response to recent legislative changes and guidance from the California School Boards Association (CSBA), district policies and the accompanying administrative regulations have undergone a comprehensive update. These updates ensure that the district's governance framework remains current and legally compliant.

- The updated policies and regulations incorporate new statutory language, which is clearly identified in red underline for ease of review.
- Outdated or superseded language has been removed, with deletions indicated by red strikethrough formatting
- The policies and regulations will be presented for a second reading and adoption at the September 17, 2025, regular board meeting.

FISCAL IMPACT:
N/A

RECOMMENDATION:
It is the recommendation of the Assistant Superintendent, Human Resources, that the Board of Trustees review the attached policies and regulations for first reading, as presented.

ADDITIONAL MATERIALS:

Attached: Revised Policy 4119.11_4219.11_4319.11_Sexual Harassment (7 pages)
Revised Regulation 4119.11_4219.11_4319.11 Sexual Harassment (10 pages)

Policy 4119.11/4219.11/4319.11: Sexual Harassment

Status: ADOPTED

Original Adopted Date: 11/02/2011 | Last Revised Date: 12/14/2022| Last Reviewed Date: 09/17/2025

The following policy shall apply to all district employees,

The district does not discriminate on the basis of sex in any of its programs or activities and complies with Title IX of the Education Amendments of 1972 and its implementing regulations.

The Governing Board is committed to providing a safe work environment that is free of discrimination, harassment, and intimidation, including sexual harassment. The Board prohibits sexual harassment, as defined in the accompanying administrative regulation, in district programs and activities by and against district employees. For purposes of this policy and accompanying administrative regulation, employees include interns, volunteers, contractors, job applicants, and other persons with an employment relationship with the district.

~~The Governing Board is committed to providing a safe work environment that is free of harassment and intimidation. The~~ Additionally, the Board prohibits ~~sexual harassment against district employees and~~ retaliatory behavior or action against any person who complains~~,~~ or testifies about conduct that reasonably may constitute sexual harassment, reports such conduct, or otherwise participates or refuses to participate in the complaint process established for the purpose of this policy.

~~Sexual harassment includes, but is not limited to, harassment that is based on the sex, gender, gender identity, gender expression, or sexual orientation of the victim and harassment based on pregnancy, childbirth, or related medical conditions.~~ (Education Code 220.1; 34 CFR 106.71)

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to: (Education Code 231.5; Government Code 12950.1; 2 CCR 11023; 34 CFR 106.8, 106.45)

1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sexual harassment policy to employees and others to whom the policy may apply
3. Publicize as specified in Exhibit (1) 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures, the required notifications related to Title IX to employees, applicants for employment, and bargaining units

~~3.~~4. Ensuring prompt, thorough, fair, and equitable investigation of complaints through the appropriate state and/or federal procedures

4.5. Taking timely and appropriate corrective/remedial action(s~~), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments~~)

The Superintendent or designee ~~shall~~may periodically evaluate the effectiveness of the district's strategies to prevent and address harassment. Such evaluation may involve conducting regular anonymous employee surveys to assess whether harassment is occurring or is perceived to be tolerated, partnering with researchers or other agencies with the needed expertise to evaluate the district's prevention strategies, and using any other effective tool for receiving feedback on systems and/or processes. As necessary, changes shall be made to ~~the~~ harassment policy~~,~~(ies), complaint procedures, or training~~.~~

~~**Sexual Harassment** ~~, as appropriate and in accordance with law.

Reports and Complaints

~~District employees who feel that they have been sexually harassed in the performance of their~~ Any district ~~responsibilities~~employee who has experienced sexual harassment in the district's education program or ~~who have~~activity may file a complaint with the district's Title IX Coordinator. (34 CFR 106.8)

Any employee with knowledge of ~~any incident of~~conduct that reasonably may constitute sexual harassment by or against another ~~employee shall immediately report the incident to their direct supervisor, a~~ district ~~administrator, or the district's Title IX Coordinator. Employees may bypass their supervisor in filing a complaint if the supervisor is the subject of the complaint. A supervisor or administrator who receives a harassment complaint shall promptly~~ employee, a student, or a third party in a district education program or activity shall notify the Title IX Coordinator within one workday.

Once notified, the Title IX Coordinator shall ensure that the complaint ~~or allegation~~alleging sexual harassment is addressed through ~~AR~~Administrative Regulation 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures or ~~AR~~Administrative Regulation 4030 - Nondiscrimination in Employment, as applicable. ~~Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law~~Additionally, the Title IX Coordinator shall ensure that any implementation of ~~AR~~Administrative Regulation 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures, concurrently meets the requirements of ~~AR~~Administrative Regulation 4030~~.~~

~~The~~ - Nondiscrimination in Employment.

Before or after the filing of a formal complaint or where no formal complaint has been filed, the Title IX Coordinator shall offer and coordinate supportive measures to be provided to the complainant and the respondent, as deemed appropriate under the circumstances. (34 CFR 106.30, 106.44)

Upon investigation of a sexual harassment complaint, any district employee found to have engaged or participated in sexual harassment or to have aided, abetted, incited, compelled, or coerced another to commit sexual harassment in violation of this policy shall be subject to disciplinary

action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

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 Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
2 CCR 11006-11086	Discrimination in employment
2 CCR 11009	Employment discrimination
2 CCR 11021	Discrimination in employment - retaliation
2 CCR 11023	Harassment and discrimination prevention and correction
2 CCR 11024	Required training and education on harassment based on sex, gender identity and expression, and sexual orientation
2 CCR 11034	Terms, conditions, and privileges of employment
5 CCR 4900-4965	Nondiscrimination in elementary and secondary educational programs receiving state or federal financial assistance
Ed. Code 200-262.4	Prohibition of discrimination
Ed. Code 220.1	Prohibition of retaliation related to educational equity
Ed. Code 220.3	No requirement to disclose information related to student's sexual orientation, gender identity, or gender expression
Ed. Code 220.5	Prohibition of policies requiring disclosure of information related to student's sexual orientation, gender identity, or gender expression
Gov. Code 11135	Prohibition of discrimination
Gov. Code 12900-12996	Fair Employment and Housing Act
Gov. Code 12940	Unlawful discriminatory employment practices
Gov. Code 12950	Sexual harassment
Gov. Code 12950.1	Sexual harassment training
Lab. Code 1101	Political activities of employees
Lab. Code 1102.1	Discrimination: sexual orientation

Lab. Code 1197.5	Wages, hours, and working conditions

Federal	**Description**
20 USC 1681-1688	Title IX of the Education Amendments of 1972; discrimination based on sex
29 CFR 1636	Implementation of the Pregnant Workers Fairness Act
34 CFR 106.1-106.82	Nondiscrimination on the basis of sex in education programs or activities
42 USC 2000e-2000e-17	Title VII, Civil Rights Act of 1964, as amended
42 USC 2000gg-2000gg-6	Pregnant Workers Fairness Act

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Federal Register	Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, May 19, 2020, Vol. 85, No. 97, pages 30026-30579
U.S. DOE, Office for Civil Rights Publication	Dear Colleague Letter: Enforcement of Title IX under the provisions of the 2020 Title IX Rule, February 4, 2025
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Education
Website	California Civil Rights Department

Website	U.S. Department of Education, Office for Civil Rights
Website	U.S. Equal Employment Opportunity Commission

Cross References

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0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1313	Civility
3530	Risk Management/Insurance
3530	Risk Management/Insurance
3600	Consultants
4030	Nondiscrimination In Employment
4030	Nondiscrimination In Employment
4033	Lactation Accommodation
4040	Employee Use Of Technology
4040	Employee Use Of Technology
4112.9	Employee Notifications
4112.9	Employee Notifications
4117.7	Employment Status Reports
4118	Dismissal/Suspension/Disciplinary Action
4118	Dismissal/Suspension/Disciplinary Action
4119.12	Title IX Sexual Harassment Complaint Procedures
4119.12	Title IX Sexual Harassment Complaint Procedures
4119.21	Professional Standards
4119.21	Professional Standards

4119.22	Dress And Grooming
4131	Staff Development
4144	Complaints
4144	Complaints
4212.9	Employee Notifications
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4218.1	Dismissal/Suspension/Disciplinary Action (Merit System)
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4219.21	Professional Standards
4219.21	Professional Standards
4219.22	Dress And Grooming
4231	Staff Development
4244	Complaints
4244	Complaints
4300	Administrative And Supervisory Personnel
4300	Administrative And Supervisory Personnel
4312.9	Employee Notifications
4312.9	Employee Notifications
4317.7	Employment Status Reports
4319.12	Title IX Sexual Harassment Complaint Procedures
4319.12	Title IX Sexual Harassment Complaint Procedures
4319.21	Professional Standards
4319.21	Professional Standards
4319.22	Dress And Grooming
4344	Complaints
4344	Complaints
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5145.7	Sexual Harassment

5145.7	Sexual Harassment
5145.71	Title IX Sexual Harassment Complaint Procedures
5145.71	Title IX Sexual Harassment Complaint Procedures

Regulation 4119.11/4219.11/4319.11: Sexual Harassment

Status: ADOPTED

Original Adopted Date: 11/02/2011 **| Last Revised Date: 12/14/2022 | Last Reviewed Date: 09/17/2025**

~~The following administrative regulation shall apply to all allegations of sexual harassment involving employees, interns, volunteers, and job applicants, but shall not be used to resolve any complaint by or against a student.~~

Definitions

Sexual harassment is a form of sex discrimination and means sexual harassment and other harassment on the basis of one, or a combination of two or more protected characteristics, which include, but may not be limited to, sex; gender; gender identity; gender expression; sexual orientation; sex stereotypes; pregnancy, false pregnancy, childbirth, or related conditions or recovery; reproductive health decision-making; breastfeeding or related medical conditions; and parental, marital, and family status. (Government Code 11135, 12920, 12926, 12940; 20 USC 1681-1688)

Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature, regardless of whether ~~or not~~ the conduct is motivated by sexual desire. Conduct is considered to be sexual harassment when made against another person of the same or opposite sex in the work or educational setting under any of the following conditions: (Education Code 212.5; Government Code 12940; 2 CCR 11034)

1. Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment
2. Submission to or rejection of the conduct is used as the basis for an employment decision affecting the individual
3. The conduct has the purpose or effect of having a negative impact upon the individual's work performance or of creating an intimidating, hostile, or offensive work environment
4. Submission to or rejection of the conduct is used as the basis for any decision affecting the individual regarding benefits, services, honors, programs, or activities available at or through the district.

For purposes of applying the complaint procedures specified in Title IX ~~of the Education Amendments of 1972~~, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent: (34 CFR 106.30, 106.44)

1. A district employee conditioning the provision of a district aid, benefit, or service on the person's participation in unwelcome sexual conduct

2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity

3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

~~Examples of Sexual Harassment~~

~~Examples of actions that might constitute sexual harassment under state or federal law in accordance with the definitions above, in the work or educational setting, whether committed by a supervisor, a co-worker, or a non-employee, include, but are not limited to:~~

1. ~~Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors~~

2. ~~Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects~~

3. ~~Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements~~

Title IX Coordinator/Compliance Officer

The district designates the following individual~~(s)~~ as the responsible employee~~(s)~~ to coordinate its efforts to comply with Title IX ~~of the Education Amendments of 1972~~ in accordance with ~~AR~~Administrative Regulation 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures, ~~as well as to~~and oversee~~, investigate, and resolve~~ the district's response to sexual harassment complaints processed under ~~AR~~Administrative Regulation 4030 - Nondiscrimination in Employment. The Title IX Coordinator(s) may be contacted at:

Assistant Superintendent, Human Resources
(title or position)
1051 S. A Street, Oxnard, CA 93030
(address)
(805) 385-1501 ext. 2050
(telephone number)
certificatedhr@oxnardsd.org
(email address)

Training

The Superintendent or designee shall ensure that employees receive training regarding sexual harassment in accordance with state and federal law.

Every two years, the Superintendent or designee shall ensure that supervisory employees receive at least two hours, and nonsupervisory employees receive at least one hour, of classroom or other

effective interactive training and education regarding sexual harassment. as specified in Government Code 12950.1. All newly hired employees and employees promoted to a supervisory position shall receive training within six months of their assumption of the new position. (Government Code 12950.1)

A supervisory employee is any employee having the authority, in the interest of the district, to hire, transfer, suspend, lay off, promote, discharge, assign, reward, or discipline other employees, or the responsibility to direct them, adjust their grievances, or effectively recommend such action, when the exercise of the authority is not of a merely routine or clerical nature, but requires the use of independent judgment. (Government Code 12926)

Such training may be completed by employees individually or as part of a group presentation, may be completed in shorter segments as long as the applicable hourly requirement is met, and may be provided in conjunction with other training provided to the employees. The training shall be presented by trainers or educators with knowledge and expertise in the prevention of harassment, discrimination, and retaliation. (Government Code 12950.1)

The district's sexual harassment training and education program shall include, but is not limited to, the following: (Government Code 12950.1; 2 CCR 11024)

1. Information and practical guidance regarding federal and state laws concerning the prohibition, prevention, and correction of sexual harassment
2. The types of conduct that constitute sexual harassment
3. Remedies available for victims in civil actions, and potential employer/individual exposure/liability
4. Strategies to prevent harassment in the workplace
5. Supervisors' obligation to report sexual harassment, discrimination, and retaliation of which they become aware
6. Practical examples which illustrate sexual harassment, discrimination, and retaliation using training modalities such as role plays, case studies, and group discussions, based on factual scenarios taken from case law, news and media accounts, and hypotheticals based on workplace situations and other sources
7. The limited confidentiality of the complaint process
8. Resources for victims of unlawful harassment, such as to whom they should report any alleged harassment
9. Steps necessary to take appropriate remedial measures to correct harassing behavior, which includes the district's obligation to conduct an effective workplace investigation of a harassment complaint
10. What to do if the supervisor is personally accused of harassment
11. The essential elements of the district's anti-harassment policy, and how to use the policy if a harassment complaint is filed

Employees shall receive a copy of the district's sexual harassment policy and administrative

regulations, which they shall read and acknowledge that they have received.

12. Information, including practical examples, of harassment based on sex, gender identity, gender expression, and sexual orientation

13. Prevention of abusive conduct, including a review of the definition and elements of abusive conduct pursuant to Government Code 12950.1, the negative effects that abusive conduct has on the victim and ~~other~~others in the workplace, the detrimental consequences of this conduct on employee productivity and morale, and that a single act does not constitute abusive conduct unless the act is severe or egregious

The Superintendent or designee shall retain for at least two years the records of any training provided to ~~supervisory employees. Such records shall include the names of trained employees, date of the training, the type of training, and the name of the training provider. (2 CCR 11024)~~employees. Such records shall include, but are not limited to, the names of trained employees, date of the training, the sign in sheet, a copy of all certificates of attendance or completion issued, the type of training, a copy of all written or recorded materials that comprise the training, and name of the training provider. (2 CCR 11024)

Additionally, the Superintendent or designee shall ensure that Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, receive training in accordance with 34 CFR 106.45, including the definition of sexual harassment specified in 34 CFR 106.30, the scope of the district's education program or activity, how to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

In addition, the district's Title IX sexual harassment training shall include additional training for investigators and decisionmakers. (34 CFR 106.45)

The Superintendent or designee shall retain for seven years the materials used to provide training as specified in 34 CFR 106.45, make these materials publicly available on its website, or, if the district does not maintain a website make these materials available upon request, to members of the public.

Notifications

The Superintendent or designee shall notify employees that the district does not discriminate on the basis of sex as required by Title IX, that the Title IX nondiscrimination requirement extends to employment, and that inquiries about the application of Title IX to the district may be referred to the district's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8)

The district shall notify employees, bargaining units, and applicants for employment of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)

~~A~~The Superintendent or designee shall ensure that a copy of the accompanying Board policy and this administrative regulation ~~shall~~:

1. Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)

2. Be provided to every district employee at the beginning of the first quarter or semester of the school year or whenever a new employee is hired (Education Code 231.5)

3. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)

4. Be posted, along with the name or title and contact information of the Title IX Coordinator, in a prominent location on the district's ~~web site~~website (34 CFR 106.8)

5. Be included, along with the name or title and contact information of the Title IX Coordinator, in any handbook provided to employees or employee organizations (34 CFR 106.8)

All employees shall receive a copy of an information sheet prepared by the California Civil Rights Department ~~of Fair Employment and Housing (DFEH~~(CRD) or the district that contains, at a minimum, components on: (Government Code 12950)

1. The illegality of sexual harassment

2. The definition of sexual harassment under applicable state and federal law

3. A description of sexual harassment, with examples

4. The district's complaint process available to the employee

5. The legal remedies and complaint process available through ~~DFEH~~CRD and the Equal Employment Opportunity Commission (EEOC)

6. Directions on how to contact ~~DFEH~~CRD and the EEOC

7. The protection against retaliation provided by 2 ~~(~~CCR 11021~~)~~ for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by ~~DFEH~~CRD and the EEOC

~~In addition~~Additionally, the district shall post, in a prominent and accessible location, the ~~DFEH~~CRD poster on discrimination in employment and the illegality of sexual harassment, and the ~~DFEH~~CRD poster regarding transgender rights. (Government Code 12950)

Complaint Procedures

All complaints ~~and allegations of~~alleging sexual harassment by and against employees shall be investigated and resolved in accordance with law and district procedures. The district's Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with ~~AR~~Administrative Regulation 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved ~~pursuant to AR~~in accordance with

Administrative Regulation 4030 - Nondiscrimination in Employment.

If sexual harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Title IX Coordinator, shall take prompt action to stop the sexual harassment, prevent recurrence, and address any continuing effects.

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 Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
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Gov. Code 11135	Prohibition of discrimination
Gov. Code 12900-12996	Fair Employment and Housing Act
Gov. Code 12940	Unlawful discriminatory employment practices
Gov. Code 12950	Sexual harassment
Gov. Code 12950.1	Sexual harassment training

Lab. Code 1101	Political activities of employees
Lab. Code 1102.1	Discrimination: sexual orientation
Lab. Code 1197.5	Wages, hours, and working conditions

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42 USC 2000gg-2000gg-6	Pregnant Workers Fairness Act

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Court Decision	Burlington Industries v. Ellreth (1998) 118 S.Ct. 2257
Court Decision	Department of Health Services v. Superior Court of California (2003) 31 Cal.4th 1026
Court Decision	Faragher v. City of Boca Raton (1998) 118 S.Ct. 2275
Court Decision	Gebser v. Lago Vista Independent School District (1998) 118 S.Ct. 1989
Court Decision	Meritor Savings Bank, FSB v. Vinson et al. (1986) 447 U.S. 57
Court Decision	Oncale v. Sundowner Offshore Serv. Inc. (1998) 118 S.Ct. 998
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4319.22	Dress And Grooming
4344	Complaints
4344	Complaints
5145.3	Nondiscrimination/Harassment

5145.3	Nondiscrimination/Harassment
5145.7	Sexual Harassment
5145.7	Sexual Harassment
5145.71	Title IX Sexual Harassment Complaint Procedures
5145.71	Title IX Sexual Harassment Complaint Procedures

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Scott Carroll **Date of Meeting:** September 03, 2025

Agenda Section: Section F: Board Policies, First Reading

First Reading – Revisions to AR/Exhibit 4119.12, 4219.12, 4319.12: Title IX Sexual Harassment Complaint Procedures (Carroll)

In response to recent legislative changes and guidance from the California School Boards Association (CSBA), district regulations and the accompanying exhibits have undergone a comprehensive update. These updates ensure that the district's governance framework remains current and legally compliant.

- The updated regulations and exhibit incorporate new statutory language, which is clearly identified in red underline for ease of review.
- Outdated or superseded language has been removed, with deletions indicated by red strikethrough formatting.
- The regulations and exhibit will be presented for a second reading and adoption at the September 17, 2025, regular board meeting.

FISCAL IMPACT:
N/A

RECOMMENDATION:
It is the recommendation of the Assistant Superintendent, Human Resources, that the Board of Trustees review the attached regulation and exhibit for first reading, as presented.

ADDITIONAL MATERIALS:

Attached: REVISED Regulation 4119.12_4219.12_4319.12_TitleIX Sexual Harassment Complaint Procedures (13 pages)
REVISED Exhibit 4119.12_4219.12_4319.12_Title IX Sexual Harassment Complaint Procedures (5 pages)

Regulation 4119.12/4219.12/4319.12: Title IX Sexual Harassment Complaint Procedures

Status: ADOPTED

Original Adopted Date: 12/14/2022 | Last Revised Date: 12/14/2022 | Last Reviewed Date: 09/17/2025

The complaint procedures described in this administrative regulation shall be used to address any complaint governed by Title IX of the Education Amendments of 1972 alleging that a district employee, while in an education program or activity, in which a district school exercises substantial control over the context and respondent, was subjected to one or more of the following forms of sexual harassment: (34 CFR 106.30, 106.44)

1. A district employee conditioning the provision of a district aid, benefit, or service on a person's participation in unwelcome sexual conduct

2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a ~~person~~person's equal access to the district's education program or activity

3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

For a complaint governed by Title IX based on conduct that occurred, in whole or in part, between August 1, 2024 and January 9, 2025, or prior to August 14, 2020, the Title IX Coordinator shall consult with district legal counsel to determine which procedures to use.

All other complaints alleging sexual harassment ~~complaints~~brought by or ~~allegations~~against employees shall be investigated and resolved in accordance with ~~AR~~Administrative Regulation 4030 - Nondiscrimination in Employment. The determination ~~of whether the allegations meet the definition of sexual harassment under Title IX~~ over which process shall be used to investigate and resolve a complaint shall be made by the district's Title IX Coordinator.

~~Because the complainant has a right to pursue a complaint under AR 4030 for any allegation that is dismissed or denied under the Title IX complaint procedure, the~~
The Title IX Coordinator shall ensure that all requirements and timelines for ~~AR 4030~~Administrative Regulation 4030 - Nondiscrimination in Employment are concurrently met while implementing the Title IX procedure.

Basic Requirements

When implementing Title IX grievance procedures, the district shall: (34 CFR 106.45)

1. Treat complainants and respondents equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent and by following a grievance process in accordance with 34 CFR 106.45 before the imposition of any disciplinary sanctions or other actions that are not supportive measures, as defined in 34 CFR 106.30, against a respondent.

Remedies following a determination of responsibility for sexual harassment shall be designed to restore or preserve equal access to the district's education program or activity, and shall be provided in accordance with "Remedies," below.

2. Require an objective evaluation of all relevant evidence, including both inculpatory and exculpatory evidence, and provide that credibility determination may not be based on a person's status as complainant, respondent, or witness

3. Ensure that the Title IX Coordinator, investigator, or decisionmaker, any person that facilitates an information resolution process, does not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent, and that such individuals receive training in accordance with 34 CFR 106.45

4. Presume that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process

5. Include reasonably prompt timeframes for the conclusion of the grievance procedures, including reasonably prompt timeframes for filing and resolving appeals, and informal resolution processes if appropriate and offered by the district

   The district's procedures shall also include a process that allows for the temporary delay of the grievance procedures or the limited extension of timeframes for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

6. Describe the range of, or list, the possible disciplinary sanctions and remedies that the district may implement following any determination of responsibility

7. State whether the standard of evidence to be used to determine responsibility is the preponderance of the evidence standard or the clear and convincing evidence standard, and apply the same standard of evidence to formal complaints against students and employees and to all formal complaints of sexual harassment

8. Include the procedures and permissible bases for the complainant and respondent to appeal

9. Describe the range of supportive measures available to complainants and respondents

10. Not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege

Additionally, the district shall not disclose the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act statute or regulations, as required by law, or to carry out the purposes of Title IX, including the conduct of any investigation, hearing, or judicial proceeding arising under Title IX. (34 CFR 106.30, 106.71)

Reporting Allegations/Filing a Formal Complaint

An employee who is the alleged victim of sexual harassment may submit a report of sexual harassment to the district's Title IX Coordinator using the contact information listed in ~~AR~~Administrative Regulation 4119.11/4219.11/4319.11 - Sexual Harassment, or to ~~the employee's direct supervisor or~~any other ~~district administrator~~available school employee, who shall forward the report to the Title IX Coordinator within one ~~day~~workday of receiving the report.

Upon receiving such a report, the Title IX Coordinator shall inform the complainant of the right to file a formal complaint and the process for filing a formal complaint. (34 CFR 106.44)

A formal complaint~~, with~~ shall include the complainant's physical or digital signature, ~~may~~or another indication that the complainant is the person filing the complaint, and be filed with the Title IX Coordinator in person, by mail, by email, or by any other method authorized by the district. (34 CFR 106.30)

~~Even if~~
If the district has actual knowledge of sexual harassment or allegations of sexual harassment but the alleged victim ~~chooses~~does not ~~to~~ file a formal complaint, the Title IX Coordinator may file a formal complaint and, in situations when an imminent safety threat exists, shall file a formal complaint ~~in situations when a safety threat exists. In addition, the Title IX Coordinator may file a formal complaint in other situations as permitted under the Title IX regulations, including as part of the district's obligation to not be deliberately indifferent to known allegations of sexual harassment~~. In such cases, the Title IX Coordinator shall provide the alleged victim notices as required by the Title IX regulations at specific points in the complaint process.

~~The Title IX Coordinator, investigator, decision-maker, or a facilitator of an informal resolution process shall not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. Such persons shall receive training in accordance with 34 CFR 106.45. (34 CFR 106.45)~~

Supportive Measures

Upon receipt of a report of Title IX sexual harassment, the Title IX Coordinator shall promptly contact the complainant to discuss the availability of supportive measures and shall consider the complainant's wishes with respect to the supportive measures implemented. Supportive measures shall be offered as appropriate, as reasonably available, and without charge to the complainant or the respondent before or after the filing of a formal complaint or ~~where~~even if no formal complaint has been filed. Such measures shall be nondisciplinary, nonpunitive, and ~~not~~designed to restore or preserve equal access to the district's education program or activity without unreasonably ~~burden~~burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment or to deter sexual harassment. Supportive measures may include, but are not limited to, counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact, changes in work or housing locations, leaves of absence, increased security, and monitoring of certain areas of the campus. (34 CFR 106.30, 106.44)

The district shall maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the district's ability to provide the supportive measures. (34 CFR 106.30)

Emergency Removal from School

If a district employee is the respondent, the employee may be placed on administrative leave during the pendency of the formal complaint process. (34 CFR 106.44)

If a student is the respondent ~~is a student~~, the district may~~, on an emergency basis,~~ remove the student from the district's education program or activity, on an emergency basis, provided that the district conducts an individualized safety and risk analysis, determines that removal is justified due to an immediate threat to the physical health or safety of any student or other individual arising from the allegations, and provides the student with notice and an opportunity to challenge the decision immediately following the removal. ~~This~~

Any such removal may not constitute discipline for student record purposes or Board Policy 5144 - Discipline. Additionally, this authority to remove a student does not modify a student's rights under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973. (34 CFR 106.44)

Dismissal of Complaint

The Title IX Coordinator shall dismiss a formal complaint if the alleged conduct would not constitute sexual harassment as defined in 34 CFR 106.30 ~~even if proved. The~~. Additionally, the Title IX Coordinator shall ~~also~~ dismiss ~~any~~a formal complaint in which the alleged conduct did not occur in the district's education program or activity or did not occur against a person in the United States~~, and~~. In addition, the Title IX Coordinator may dismiss a formal complaint if the complainant notifies the district in writing that the complainant would like to withdraw the complaint or any allegations in the complaint, the respondent is no longer enrolled or employed by the district, or sufficient circumstances prevent the district from gathering evidence sufficient to reach a determination with regard to the complaint. (34 CFR 106.45)

Upon dismissal, the Title IX Coordinator shall promptly send written notice of the dismissal and the reasons for the dismissal simultaneously to the parties, and shall inform them of their right to appeal the dismissal ~~of a formal complaint or any allegation in the complaint~~ in accordance with the appeal procedures described in the section "Appeals~~,~~"," below. (34 CFR 106.45)

If a complaint is dismissed, the conduct may still be addressed pursuant to ~~AR~~Administrative Regulation 4030 - Nondiscrimination in Employment, as applicable.

Informal Resolution Process

When a formal complaint of sexual harassment is filed~~,~~ the district may offer an informal resolution process, such as mediation, at any time prior to reaching a determination regarding responsibility. (34 CFR 106.45)

The district shall not require a party to participate in the informal resolution process or to waive the right to an investigation and adjudication of a formal complaint~~.~~, including that the district shall not require such waiver as a condition of enrollment or employment or continuing employment. (34 CFR 106.45)

As a part of an informal resolution, the parties may agree upon discipline such as suspension or expulsion without the need for an investigation.

The district may facilitate an informal resolution process provided that the district: (34 CFR 106.45)

1. Provides the parties with written notice disclosing the allegations~~,~~; the requirements of the informal resolution process, including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations; the right to withdraw from the informal process and resume the formal complaint process~~,~~ at any time prior to agreeing to a resolution; and any consequences resulting from ~~participating in~~ the informal resolution process, including that records will be maintained or could be shared

2. Obtains the parties' voluntary, written consent to the informal resolution process

3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student

Written Notice

If a formal complaint is filed, the Title IX Coordinator shall provide the known parties with written notice of the following: (34 CFR 106.45)

1. The district's complaint process, including any informal resolution process

2. The allegations potentially constituting sexual harassment with sufficient details known at the time, including the identity of parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident

   ~~if known.~~ Such notice shall be provided with sufficient time for the parties to prepare a response before any initial interview. If, during the course of the investigation, new Title IX allegations arise about the complainant or respondent that are not included in the initial notice, the Title IX Coordinator shall provide notice of the additional allegations to the parties.

3. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the complaint process

4. The opportunity for the parties to have an advisor of their choice who may be, but is not required to be, an attorney, and the ability to inspect and review evidence

5. The prohibition against knowingly making false statements or knowingly submitting false information during the complaint process

The above notice ~~shall~~may also include the name of the investigator, facilitator of an informal process, and ~~decision-maker~~decisionmaker and ~~shall~~ inform the parties that, if at any time a party has concerns regarding conflict of interest or bias regarding any of these persons, the party should immediately notify the Title IX Coordinator.

Consolidation of Complaints

When the allegations of sexual harassment arise out of the same facts or circumstances, the district may consolidate formal complaints alleging sexual harassment against more than one respondent; by more than one complainant against one or more respondents; or by one party against another party. (34 CFR 106.45)

Investigation Procedures

During the investigation process, the district's designated investigator shall: (34 CFR 106.45)

1. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence

2. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence

3. Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney

4. Not limit the choice or presence of an advisor for either the complainant or respondent in any meeting or grievance proceeding, although the district may establish restrictions regarding the extent to which the advisor may participate in the proceedings as long as the restrictions apply equally to both parties

5. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all investigative interviews or other meetings, with sufficient time for the party to prepare to participate

6. Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint including evidence that the district does not intend to rely on in reaching a determination regarding responsibility and inculpatory and exculpatory evidence whether obtained from a party or other source so that each party can meaningfully respond to the evidence prior to conclusion of the investigation

~~6.~~7. Send in an electronic format or hard copy to both parties and their advisors, if any, the evidence obtained as part of the investigation that is directly related to the allegations raised in the complaint, and provide the parties at least 10 days to submit a written response for the investigator to consider prior to the completion of the investigative report

~~1. Objectively evaluate all relevant evidence, including both inculpatory and exculpatory evidence, and determine credibility in a manner that is not based on a person's status as a complainant, respondent, or witness~~

~~7.~~8. Create an investigative report that fairly summarizes relevant evidence and, at least 10 days prior to the determination of responsibility, send to the parties and their advisors, if any, the investigative report in an electronic format or a hard copy, for their review and written response

Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence are offered to prove that someone other than the respondent committed the conduct alleged by the complainant or if the questions and evidence

concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. ~~(34 CFR 106.45)~~

Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws.

If the complaint is against an employee, rights conferred under an applicable collective bargaining agreement shall be applied to the extent they do not conflict with the Title IX requirements.

Written Decision

The Superintendent shall designate an employee as the ~~decision-maker~~decisionmaker to determine responsibility for the alleged conduct, who shall not be the Title IX Coordinator or a person involved in the investigation ~~of the matter.~~ (34 CFR 106.45)

After the investigative report has been sent to the parties but before reaching a determination regarding responsibility, the ~~decision-maker~~decisionmaker shall afford each party the opportunity to submit written, relevant questions that the party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party.

The ~~decision-maker~~decisionmaker shall issue, and simultaneously provide to both parties, a written decision as to ~~whether the respondent is responsible~~the scope of the respondent's responsibility for the alleged conduct~~.~~, if any. (34 CFR 106.45)

The written decision shall be issued within 60 calendar days of the receipt of the complaint.

The ~~timeline~~district may ~~be temporarily extended~~extend the timeline for good cause with written notice to the complainant and respondent of the extension and the reasons for the action. (34 CFR 106.45)

In making this determination, the ~~decision-maker~~decisionmaker shall use the "preponderance of the evidence" standard for all formal complaints of sexual harassment. The same standard of evidence shall be used for formal complaints against students as for complaints against employees. (34 CFR 106.45)

The written decision shall include the following: (34 CFR 106.45)

1. Identification of the allegations potentially constituting sexual harassment as defined in 34 CFR 106.30

2. A description of the procedural steps taken from receipt of the formal complaint through the written decision, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held if the district includes hearings as part of the grievance process

3. Findings of fact supporting the determination

4. Conclusions regarding the application of the district's code of conduct or policies to the facts

5. A statement of, and rationale for, the result as to each allegation, including a decision regarding responsibility, any disciplinary sanctions the district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the district's educational program or activity will be provided by the district to the complainant

6. The district's procedures and permissible bases for the complainant and respondent to appeal

Appeals

Either party may appeal the ~~district's~~written decision or dismissal of a formal complaint or any allegation in the complaint, if the party believes that a procedural irregularity affected the outcome, new evidence is available that was not reasonably available at the time the determination regarding responsibility or dismissal was made that could affect the outcome, or a conflict of interest or bias by the Title IX Coordinator, investigator(s), or ~~decision-maker~~decisionmaker(s) affected the outcome.

If an appeal is filed, the district shall: (34 CFR 106.45)

1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties

2. Ensure that the ~~decision-maker~~decisionmaker(s) for the appeal is trained in accordance with 34 CFR 106.45 and is not the same ~~decision-maker~~decisionmaker(s) who reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator

3. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome

4. Issue a written decision describing the result of the appeal and the rationale for the result

5. Provide the written decision simultaneously to both parties

An appeal ~~must~~shall be filed in writing within 10 calendar days of receiving the notice of the decision or dismissal, stating the grounds for the appeal and including any relevant documentation in support of the appeal. Appeals submitted after this deadline are not timely and shall not be considered.

A written decision shall be provided to the parties within 20 calendar days from the receipt of the appeal.

Either party has the right to file a complaint with the U.S. Department of Education's Office for Civil Rights within 180 days of the date of the most recently alleged misconduct.

The complainant shall be advised of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal antidiscrimination laws, if applicable.

Remedies

When a determination of responsibility for sexual harassment has been made against the respondent, the district shall provide remedies to the complainant as appropriate. Such remedies may include the same individualized services described above in the section "Supportive Measures," but need not be nondisciplinary or nonpunitive and need not avoid burdening the respondent. (34 CFR 106.45)

Disciplinary Actions

The district ~~shall not~~may impose ~~any~~ disciplinary sanctions or other actions ~~against a respondent, other than supportive measures as described above in the section "Supportive Measures," until~~after the complaint procedure has been completed and a determination of responsibility has been made. (34 CFR 106.44, 106.45)

When an employee is found to have committed sexual harassment or retaliation, the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

Record-Keeping

The Superintendent or designee shall maintain, for a period of seven years: (34 CFR 106.45)

1. A record of all reported cases and Title IX investigations of sexual harassment, any determinations of responsibility, any audio or audiovisual recording and transcript if applicable, any disciplinary sanctions imposed, any remedies provided to the complainant, and any appeal or informal resolution and the results therefrom
2. A record of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment, including the district's basis for its conclusion that its response was not deliberately indifferent, the measures taken that were designed to restore or preserve equal access to the education program or activity, and, if no supportive measures were provided to the complainant, the reasons that such a response was not unreasonable in light of the known circumstances
3. All materials used to train the Title IX Coordinator, investigator(s), ~~decision-maker~~decisionmaker(s), and any person who facilitates an informal resolution process

   ~~.~~The district shall make such training materials publicly available on its ~~web site~~website, or if the district does not maintain a ~~web site~~website, available upon request by members of the public.

For complaints containing allegations of childhood sexual assault, the Superintendent or designee shall also indefinitely maintain the following: (Code of Civil Procedure 340.1)

1. A record of the allegation(s)
2. A record of the investigation procedures followed
3. A record of the written determination

4. A record of the corrective action implemented, if any

5. A record of any appeals and the outcome of the same

6. All training materials addressing the prohibition and investigation of childhood sexual assault

Additionally, the Superintendent or designee shall indefinitely maintain a record of insurance which evidences the district's coverage for acts of sexual assault.

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 Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 4600-4670	Uniform complaint procedures
5 CCR 4900-4965	Nondiscrimination in elementary and secondary educational programs receiving state or federal financial assistance
Civ. Code 1714.1	Liability of parent/guardian for act of willful misconduct by a minor
Civ. Code 51.9	Liability for sexual harassment; business, service and professional relationships
Ed. Code 200-262.4	Prohibition of discrimination
Ed. Code 48900	Grounds for suspension or expulsion
Ed. Code 48900.2	Additional grounds for suspension or expulsion; sexual harassment
Ed. Code 48985	Notices to parents in language other than English
Gov. Code 12950.1	Sexual harassment training

Federal	Description
20 USC 1092	Definition of sexual assault
20 USC 1221	Application of laws
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 1681-1688	Title IX of the Education Amendments of 1972; discrimination based on sex
34 CFR 106.1-106.82	Nondiscrimination on the basis of sex in education programs or activities
34 CFR 99.1-99.67	Family Educational Rights and Privacy

34 USC 12291	Definition of dating violence, domestic violence, and stalking
42 USC 1983	Civil action for deprivation of rights
42 USC 2000d-2000d-7	Title VI, Civil Rights Act of 1964
42 USC 2000e-2000e-17	Title VII, Civil Rights Act of 1964, as amended

Management Resources	**Description**
Court Decision	Tennessee v. Cardona (2024) 737 F.Supp.3d 510
Court Decision	Reese v. Jefferson School District (2001, 9th Cir.) 208 F.3d 736
Court Decision	Davis v. Monroe County Board of Education (1999) 526 U.S. 629
Court Decision	Gebser v. Lago Vista Independent School District (1998) 524 U.S. 274
Court Decision	Oona by Kate S. v. McCaffrey (1998, 9th Cir.) 143 F.3d 473
Court Decision	Doe v. Petaluma City School District (1995, 9th Cir.) 54 F.3d 1447
Court Decision	Donovan v. Poway Unified School District (2008) 167 Cal.App.4th 567
Court Decision	Flores v. Morgan Hill Unified School District (2003, 9th Cir.) 324 F.3d 1130
Federal Register	Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, May 19, 2020, Vol. 85, No. 97, pages 30026-30579
U.S. DOE, Office for Civil Rights Publication	Dear Colleague Letter: Enforcement of Title IX under the provisions of the 2020 Title IX Rule, February 4, 2025
U.S. DOJ, FBI Publication	National Incident-Based Reporting System
Website	U.S. Department of Justice, Federal Bureau of Investigation
Website	CSBA District and County Office of Education Legal Services
Website	CSBA
Website	California Department of Education

Website	U.S. Department of Education, Office for Civil Rights

Cross References

Code	Description
0410	Nondiscrimination In District Programs And Activities
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1313	Civility
3580	District Records
3580	District Records
3600	Consultants
4030	Nondiscrimination In Employment
4030	Nondiscrimination In Employment
4033	Lactation Accommodation
4117.7	Employment Status Reports
4118	Dismissal/Suspension/Disciplinary Action
4118	Dismissal/Suspension/Disciplinary Action
4119.11	Sexual Harassment
4119.11	Sexual Harassment
4131	Staff Development
4218	Dismissal/Suspension/Disciplinary Action
4218	Dismissal/Suspension/Disciplinary Action
4219.11	Sexual Harassment
4219.11	Sexual Harassment
4317.7	Employment Status Reports
4319.11	Sexual Harassment
4319.11	Sexual Harassment
5145.7	Sexual Harassment

5145.7	Sexual Harassment
5145.71	Title IX Sexual Harassment Complaint Procedures
5145.71	Title IX Sexual Harassment Complaint Procedures

Exhibit 4119.12/4219.12/4319.12 -E(1): Title IX Sexual Harassment Complaint Procedures

Status: ADOPTED

Original Adopted Date: 12/14/2022 | Last Revised Date: 12/14/2022 | Last Reviewed Date: 09/17/2025

NOTICE OF TITLE IX SEXUAL HARASSMENT POLICY

The ~~Code of Federal Regulations, Title 34, Section 106.8 requires the~~ district ~~to issue the following notification to employees, job applicants, and employee organizations:~~

~~The district does~~shall not discriminate on the basis of sex in any education program or activity that it operates. The prohibition against discrimination on the basis of sex is required by federal law (20 USC 1681-1688; 34 CFR Part 106) and extends to admission and employment. The district also prohibits retaliation against any employee for filing a complaint or exercising any right granted under Title IX.

~~Title IX requires a school~~

The district ~~to~~shall take ~~immediate~~prompt and ~~appropriate~~equitable action to address any potential Title IX violations that are brought to its attention. Any inquiries about the application of Title IX, this notice, and who is protected by Title IX may be referred to the ~~district's~~ district's Title IX Coordinator, to the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

~~The district has designated and authorized the~~

The following employee serves as the district's Title IX Coordinator~~, to address~~ and is responsible for addressing concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment~~, sexual assault, dating violence, domestic violence, and stalking:~~

Assistant Superintendent, Human Resources
(title/position)

1051 South A Street, Oxnard, CA 93030
(address)

805-385-1501 extension 2050
(telephone number)

certificatedhr@oxnardsd.org
(email address)

Any individual may report sex discrimination, including sexual harassment, to the Title IX Coordinator or any other school employee at any time, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon receiving an allegation of sexual harassment, the Title IX Coordinator ~~will~~shall promptly notify the parties, in writing, of the applicable district complaint procedure.

To view an electronic copy of the district's policies and administrative regulations on sexual harassment, including the grievance process that complies with 34 CFR 106.45, please see ~~BP/AR~~Board Policy/Administrative Regulation 4119.11/4219.11/4319.11 - Sexual Harassment, and ~~AR~~Administrative Regulation 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures, on the district's ~~web site~~ website at https://simbli.eboardsolutions.com/Policy/PolicyListing.aspx?S=36030628.

To inspect or obtain a copy of the district's sexual harassment policies and administrative regulations, please contact: Administrative Assistant, Superintendent's Office ~~Assistant Superintendent, Human Resources,~~ 1051 A. Street, Oxnard, California 93030, (805) 385-1501.

Materials used to train the Title IX Coordinator, investigator(s), decisionmaker(s), and any person(s) who facilitates an informal resolution process, are also publicly available on the district's website or at the district office upon request.

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Website	U.S. Department of Justice, Federal Bureau of Investigation
Website	CSBA District and County Office of Education Legal Services
Website	CSBA
Website	California Department of Education
Website	U.S. Department of Education, Office for Civil Rights

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1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
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4319.11	Sexual Harassment
4319.11	Sexual Harassment
5145.7	Sexual Harassment
5145.7	Sexual Harassment
5145.71	Title IX Sexual Harassment Complaint Procedures
5145.71	Title IX Sexual Harassment Complaint Procedures

OSD BOARD AGENDA ITEM

Name of Contributor: Kristen Pifko **Date of Meeting:** September 03, 2025

Agenda Section: Section F: Board Policies, Second Reading

Second Reading and Adoption – Revisions to BB 9270 Conflict of Interest (Pifko/Núñez)

The administration is recommending a revision to BB 9270 Conflict of Interest, to reflect changes in accordance with 2 CFR 200.318c, which requires that the policy provide for disciplinary actions to be applied for violations by employees, officers, agents, or board members. New language is added in red font and underlined.

FISCAL IMPACT:
N/A

RECOMMENDATION:
It is the recommendation of the Assistant Superintendent of Business and Fiscal Services, and the Director of Fiscal Services, that the Board of Trustees adopt the revisions to BB 9270 Conflict of Interest, as presented for Second Reading.

ADDITIONAL MATERIALS:

Attached: BB 9270 (9 pages)

Bylaw 9270: Conflict Of Interest

Status: ADOPTED

Original Adopted Date: 07/01/2010 **| Last Revised Date:** 12/01/2024 **| Last Reviewed Date:** 12/01/2024

The Governing Board desires to maintain the highest ethical standards and help ensure that decisions are made in the best interest of the district and the public. Accordingly, no "District Official," defined as a Board member or position designated in the district's conflict of interest code, shall participate in the making of any decision for the district when the decision will or may be affected by the District Official's financial, family, or other personal interest or consideration, as defined by law.

Additionally, a Board member shall abstain from voting on personnel matters that uniquely affect the Board member's relatives. However, a Board member may vote on collective bargaining agreements and personnel matters that affect a class of employees to which the Board member's relative belongs. Relative means an adult who is related to the Board member by blood or affinity within the third degree, as determined by common law, or an individual in an adoptive relationship within the third degree. (Education Code 35107)

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

Conflict of Interest Code

The Board shall adopt a conflict of interest code for the district that incorporates the provisions of 2 CCR 18730 by reference, delineates the District Officials, and provides the disclosure categories required for each position. The conflict of interest code shall be submitted to the district's code reviewing body for approval, in accordance with Government Code 87303 and within the deadline for submission established by the code reviewing body.

Upon direction by the code reviewing body, the Board shall review its conflict of interest code and submit any changes to the code reviewing body or, if no change is required, the Board shall submit a written statement to that effect. (Government Code 87306.5)

When a change in the district's conflict of interest code is necessitated due to changed circumstances, such as the creation of new District Officials or changes to the duties of District Officials, the Board shall amend the code, which shall then be submitted to the code reviewing body within 90 days after the changed circumstances necessitating the amendments have become apparent. (Government Code 87306)

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

Conflict of Interest under the Political Reform Act

A District Official shall not make, participate in making, or in any way use or attempt to use an official position to influence a governmental decision in which the District Official knows or has reason to know that there is a disqualifying conflict of interest. A disqualifying conflict of interest exists if the decision will have a "reasonably foreseeable material financial effect," which is distinguishable from the effect on the public generally, on the District Official's immediate family, or any financial interest described in 2 CCR 18700. (Government Code 87100, 87101, 87103; 2 CCR 18700-18707)

A District Official makes a governmental decision when, acting within the authority of the office or position, the District Official authorizes or directs any action on a matter, votes or provides information or opinion on it, contacts or appears before other District Officials for the purpose of affecting the decision, or takes any other action specified in 2 CCR 18704.

However, a District Official is not prohibited from participating in the making of a contract in which the District Official has a financial interest if such participation is required by the rule of necessity or legally required participation pursuant to Government Code 87101 and 2 CCR 18705.

Conflict of Interest from Campaign Contributions

Prior to the district rendering a decision in a proceeding before the district involving a contract, license, permit, or other entitlement for use, as defined by Government Code 84308, a Board member whose campaign committee received a contribution of more than $500 from any party or participant to the proceeding, or from an agent of such a party or participant, in the prior 12 months, and the party who made such a contribution, shall both publicly disclose that fact on the record of the proceeding. Additionally, if a Board member willfully or knowingly received a contribution to the Board member's campaign committee of more than $500 from any party or participant to such a proceeding, or from an agent of a party or participant, in the prior 12 months, and knows or has reason to know that the participant has a financial interest in the district's decision, the Board member shall not make, participate in making, or in any way attempt to use the Board member's official position to influence the district's decision in the proceeding. However, a Board member may make, participate in making, or attempt to use the Board member's official position to influence the decision if the contribution is returned within 30 days after the decision was made or after the Board member knows or should have known about the contribution and the proceeding, whichever is later.

All Board members and the Superintendent are prohibited from accepting, soliciting, or directing a contribution of more than $500 to a candidate or ballot measure campaign committee from any party or participant to a proceeding before the district involving a contract, license, permit, or other entitlement for use, as defined by Government Code 84308, or from an agent of a party or participant, while the proceeding is pending before the district and for 12 months following the date the district renders a final decision in the proceeding, if the Board member or Superintendent knows or has reason to know that the participant has a financial interest in the district's decision. However, if a Board member or the Superintendent does accept, solicit, or direct such a contribution during those 12 months but did not do so knowingly or willingly, the Board member or the Superintendent may cure the violation by ensuring that the contribution, or the portion exceeding $500, is returned within 30 days of accepting, soliciting, or directing the contribution. The Board member or Superintendent shall maintain records of curing the violation. (Government Code 84308)

For a Board member or the Superintendent, a proceeding becomes "pending" when an item involving the contract, license, permit, or other entitlement for use, as defined by Government Code 84308, is placed on a Board agenda for discussion or decision or when it is reasonably

foreseeable that the proceeding will come before the district for a decision. For a party or participant, and the agent of a party of participant, a proceeding becomes "pending" when an application is filed with the district, or, if the proceeding process does not require an application, when the proceeding is before the district for a decision or other action. (Government Code 84308)

The contributions disclosure requirements and restrictions above do not apply to contracts that are required to be competitively bid, labor contracts, personal employment contracts, contracts valued under $50,000, contracts where no party receives financial compensation, or contracts with another governmental agency. (Government Code 84308)

Form 700

Each District Official shall annually file a Statement of Economic Interest/Form 700 in accordance with the disclosure categories specified in the district's conflict of interest code. An individual who ceases to be a District Official shall, within 30 days, file a revised statement covering the period of time between the closing date of the last required statement and the date the individual ceased to be a District Official. (Government Code 87302)

Additional Requirements for Boards that Manage Public Investments

Any Board member, district employee, or district consultant who manages public investments, as defined by Government Code 87200, and who has a financial interest in a decision shall, upon identifying a conflict or potential conflict of interest and immediately prior to the consideration of the matter, do all of the following: (Government Code 87105; 2 CCR 18707)

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

2. Not discuss or vote on the matter, or otherwise act in violation of Government Code 87100

   For a Board member, the Board member shall not be counted toward achieving a quorum while the item is discussed.

3. Leave the room until after the discussion, vote, and any other disposition of the matter is concluded

   However, the Board member, district employee, or district consultant who manages public investments, as defined by Government Code 87200, may speak on the issue during the time that the general public speaks on it. Additionally, for a Board member, if the matter has been placed on the consent calendar, the Board member shall abstain from voting on the consent calendar or, if the Board removes the item from the consent calendar, the Board member shall abstain from voting on the item. In any event, the Board member shall refrain from discussing or voting on the item. However, the Board member is not required to leave the room during consideration of the consent calendar.

4. If a decision is made during closed session, disclose the interest orally during the open session preceding the closed session

   This disclosure shall be limited to a declaration that the recusal is because of a conflict of interest pursuant to Government Code 87100. The Board member, district employee, or district consultant who manages public investments, as defined by Government Code 87200, shall not be present when the item is considered in closed session and shall not

knowingly obtain or review a recording or any other nonpublic information regarding the decision.

Conflict of Interest under Government Code 1090 - Financial Interest in a Contract

A District Official shall not be financially interested in any contract made by the district, including in the development, internal discussions, negotiations, modifications, planning, deliberation of issues, and specifications and solicitations for bids. If a District Official has such a financial interest in a contract made by the district, the contract is void. (Government Code 1090)

Remote Interest Exception to Government Code 1090

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

Noninterest Exception to Government Code 1090

A District Official shall not be considered to be financially interested in a contract if the interest is reimbursement for actual and necessary expenses incurred in the performance of official duties, in the employment of a spouse/registered domestic partner who has been a district employee for at least one year prior to the Board member's election or appointment, or in any other "noninterest" specified in Government Code 1091.5.

Common Law Doctrine Against Conflict of Interest

A District Official shall abstain from any official action in which the District Official's private or personal interest may conflict with official duties pursuant to the common law doctrine against conflict of interest.

Incompatible Offices and Activities

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

Gifts

District Officials may accept gifts only under the conditions and limitations specified in law including, but not limited to, Government Code 89503 and 2 CCR 18730.

Gifts of travel and related lodging and subsistence shall be subject to the current gift conditions and limitations, except when: (Government Code 89506)

1. The travel is in connection with a speech given by a District Official, provided the lodging and subsistence expenses are limited to the day immediately preceding, the day of, and the day immediately following the speech and the travel is within the United States

2. The travel is provided by a person or agency specified in Government Code 89506, including a government, governmental agency or authority, bona fide public or private

educational institution, as defined in Revenue and Taxation Code 203, or nonprofit organization exempt from taxation under section 501(c)(3) of the Internal Revenue Code

Gifts of travel exempted from the gift limitation, as described in Items #1 and 2 above, shall nevertheless be reportable on the recipient's Statement of Economic Interest/Form 700 as required by law.

A gift of travel does not include travel provided by the district for District Officials. (Government Code 89506)

Honoraria

District Officials shall not accept any honorarium, which is defined as any payment made in consideration for any speech given, article published, or attendance at any public or private conference, convention, meeting, social event, meal, or like gathering. (Government Code 89501, 89502)

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

1. Earned income for personal services customarily provided in connection with a bona fide business, trade, or profession, unless the sole or predominant activity of the business, trade, or profession is making speeches

2. Any honorarium which is not used and, within 30 days after receipt, is either returned to the donor or delivered to the district for donation into the general fund without being claimed as a deduction from income for tax purposes

Advice

Any District Official, who, in good faith, believes that they may be subject to the requirements of this Bylaw and has questions, is unclear, or is unsure regarding the application of the requirements of this Bylaw to any particular instance or situation, may seek advice from the district's legal counsel with the permission of the Superintendent, Board President, or majority of the Board.

Training

Unless a Board member's term expires prior to January 1, 2026, each Board member shall complete ethics training in accordance with Government Code 53234-53235.2 by January 1, 2026, and at least once every two years thereafter as specified in Board Bylaw 9240 - Board Training.

Addendum Addressing Conflicts of Interest

When an actual conflict of interest is found, any transactions that may have been affected will be reviewed retroactively. Affected parties both within and outside of the District, including Trustees, directors, employees, and contractors, will be notified. An investigation will also be conducted by the Board of Trustees to determine the extent of the conflict and the intentions of the parties involved. If the conflict in question involves a member of members of the Board of Trustees, such a member will be excused from the deliberations. (Government Code 2 CFR 200.318c)

Disciplinary Action

As all conflicts of interest will be reviewed on a case-by-case basis, a review may result in a disciplinary action. The Board of Trustees has full discretion to deem what disciplinary action is both fitting and necessary, including suspension and/or termination of employment. (Government Code 2 CFR 200.318c)

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 Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
2 CCR 18110-18997	Regulations of the Fair Political Practices Commission
2 CCR 18438.1-18438.8	Campaign contribution-based conflicts of interest
2 CCR 18700-18760	Conflicts of Interest
2 CCR 18722-18740	Disclosure of interests
2 CCR 18753-18756	Conflict of interest codes
2 CCR 18940.2	Gift limit amount
Ed. Code 1006	Prohibition against school district employees serving on county board of education
Ed. Code 35107	School district employees
Ed. Code 35230-35240	Corrupt practices
Ed. Code 35233	Prohibitions applicable to members of governing boards
Ed. Code 41000-41003	Moneys received by school districts
Ed. Code 41015	Investments
Fam. Code 297.5	Rights, protections, and benefits of registered domestic partners
Gov. Code 1090-1099	Prohibitions applicable to specified officers
Gov. Code 1125-1129	Incompatible activities
Gov. Code 53234-53235.2	Ethics training
Gov. Code 81000-91014	Political Reform Act
Gov. Code 82011	Code reviewing body
Gov. Code 82019	Definition; designated employee
Gov. Code 82028	Definition; gift
Gov. Code 82030	Definition; income
Gov. Code 82033	Definition; interest in real property

Gov. Code 82034	Definition; investment
Gov. Code 84308	Campaign disclosure
Gov. Code 87100-87505	Political Reform Act; conflict of interest
Gov. Code 89501-89503	Honoraria and gifts
Gov. Code 89506	Ethics; travel
Gov. Code 91000-91014	Enforcement
Pen. Code 85-88	Bribes
Pub. Cont. Code 6102	Bribery of public official; voidable contract
Rev. & Tax Code 203	Taxable and exempt property - colleges

Management Resources	**Description**
Attorney General Opinion	105 Ops.Cal.Atty.Gen.69 (2022)
Attorney General Opinion	63 Ops.Cal.Atty.Gen. 868 (1980)
Attorney General Opinion	65 Ops.Cal.Atty.Gen. 606 (1982)
Attorney General Opinion	68 Ops.Cal.Atty.Gen. 171 (1985)
Attorney General Opinion	69 Ops.Cal.Atty.Gen. 255 (1986)
Attorney General Opinion	80 Ops.Cal.Atty.Gen. 320 (1997)
Attorney General Opinion	81 Ops.Cal.Atty.Gen. 327 (1998)
Attorney General Opinion	82 Ops.Cal.Atty.Gen. 83 (1999)
Attorney General Opinion	85 Ops.Cal.Atty.Gen. 60 (2002)
Attorney General Opinion	86 Ops.Cal.Atty.Gen. 138(2003)
Attorney General Opinion	89 Ops.Cal.Atty.Gen. 217 (2006)
Attorney General Opinion	92 Ops.Cal.Atty.Gen. 19 (2009)
Attorney General Opinion	92 Ops.Cal.Atty.Gen. 26 (2009)
Court Decision	Davis v. Fresno Unified School District (2015) 237 Cal.App.4th 261
Court Decision	Klistoff v. Superior Court (2007) 157 Cal.App.4th 469
Court Decision	Kunec v. Brea Redevelopment Agency (1997) 55 Cal.App.4th 511
Court Decision	McGee v. Balfour Beatty Construction, LLC, et al. (2016) 247 Cal. App. 4th 235
Court Decision	Thorpe v. Long Beach Community College District (2000) 83 Cal.App.4th 655
CSBA Publication	Conflict of Interest: Overview of Key Issues for Governing Board Members, Fact Sheet, July 2010
Fair Political Practices Commission Publication	Advice Letter: A-96-314 (December 18, 1996)

Fair Political Practices Commission Publication	Can I Vote? A Basic Overview of Public Officials' Obligations Under the Conflict-of-Interest Rules, 2005
Institute For Local Government Publication	Understanding the Basics of Public Service Ethics: Personal Financial Gain Laws, 2009
Institute for Local Government Publication	Understanding the Basics of Public Service Ethics: Transparency Laws, 2009
Website	CSBA District and County Office of Education Legal Services
Website	Institute for Local Government
Website	Fair Political Practices Commission
Website	CSBA

Cross References

Code	Description
1340	Access To District Records
1340	Access To District Records
1700	Relations Between Private Industry And The Schools
3230	Federal Grant Funds
3230	Federal Grant Funds
3300	Expenditures And Purchases
3311	Bids
3311	Bids
3400	Management Of District Assets/Accounts
3400	Management Of District Assets/Accounts
3430	Investing
3430	Investing
3470	Debt Issuance And Management
3600	Consultants
4112.8	Employment Of Relatives
4117.2	Resignation
4136	Nonschool Employment
4212.8	Employment Of Relatives
4217.2	Resignation
4236	Nonschool Employment
4312.8	Employment Of Relatives

4317.2	Resignation
4336	Nonschool Employment
6161.1	Selection And Evaluation Of Instructional Materials
6161.1	Selection And Evaluation Of Instructional Materials
6161.1-E(1)	Selection And Evaluation Of Instructional Materials
7140	Architectural And Engineering Services
7140	Architectural And Engineering Services
7214	General Obligation Bonds
7214	General Obligation Bonds
9000	Role Of The Board
9005	Governance Standards
9140	Board Representatives
9200	Limits Of Board Member Authority
9220	Governing Board Elections
9220-E(1)	Governing Board Elections
9222	Resignation
9230	Orientation
9240	Board Training
9320	Meetings And Notices
9321	Closed Session
9321-E(1)	Closed Session
9321-E(2)	Closed Session
9323	Meeting Conduct

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** September 03, 2025

Agenda Section: Section G: Conclusion

Future Agenda Items (DeGenna)

The Board of Trustees and Superintendent will discuss any Trustee requests for items to be added to future agendas.

Item	Proposed Meeting Date
Process for input regarding future needs, PD & opportunities for feedback	9/17/25
Discussion of public comments process	10/9/25 (Special)
Board Rotation	10/9/25 (Special)
Discussion of Talent Search program	10/15/25
Hiring Practices/Processes	11/5/25
Recognition of Teacher Activities with Non-Profits	TBD
Immigration Update (Standing Item)	TBD

FISCAL IMPACT:
N/A

RECOMMENDATION:
Information only.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** September 03, 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:
Information only.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** September 03, 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:
Information only.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** September 03, 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, August 29, 2025.

FISCAL IMPACT:
N/A

RECOMMENDATION:
N/A