OXNARD SCHOOL DISTRICT

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

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

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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, June 17, 2026

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

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

Persons wishing to address the Board of Trustees on any agenda item may do so by completing a Speaker Request Form and submitting the form to the Assistant Superintendent of Educational Services. The speaker should indicate on the form whether they wish to speak during Public Comment or when a specific agenda item is considered. Persons wishing to provide remote public comment may do so by completing a speaker request form at the following link: www.oxnardsd.org/osdtv

Watch the meeting live: www.oxnardsd.org/osdtv

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

A.2. Pledge of Allegiance to the Flag

Dr. Ana DeGenna, Superintendent, will lead the audience in the Pledge of Allegiance.

A.3. Adoption of Agenda (Superintendent)

Moved:
Seconded:
Vote:

ROLL CALL VOTE:

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

A.4. Recognition of Parent Volunteers of the Year (DeGenna)

The Board of Trustees will recognize the 2025-2026 Parent Volunteers of the Year from each of the district's schools.

TK-5

Brekke	Mayra Blixt
Elm	Jocelyn Gonzalez
Harrington	Karina Cardenas Covarrubias
Marina West	Eva Barraza
McAuliffe	Ron Franco
McKinna	Deyci Caamano
Ramona	Rosa Castillo
Ritchen	Francisco Amezquita
Rose Avenue	Ana Avendano
Sierra Linda	Krista Ward

TK-8

Chavez	Pedro Rodriguez
Curren	Veronica Rodriguez
Driffill	Elizabeth Alvarez
Frank	Imelda Fernandez
Fremont	Jasmine Duron
Kamala	Juana Nuno
Lemonwood	Carolina DeLeon

Lopez	Erika Benitez
Marshall	Olivia Cayabyab
Soria	Carina Chavez

A.5. Discussion/Action re: Process for Resolutions (DeGenna)
The Board of Trustees will engage in a discussion regarding the process for submitting resolutions for the Board's consideration.

A.6. Closed Session – Public Participation/Comment (Limit three minutes per person per topic)
Persons wishing to address the Board of Trustees on any agenda item identified in the Closed Session agenda may do so by completing a "Speaker Request Form" and submitting the form to the Assistant Superintendent of Educational Services. Public Comment shall be limited to fifteen (15) minutes per subject with a maximum of three (3) minutes per speaker. The Board will receive public comment from individuals who are attending the meeting in person prior to receiving online/virtual public comment. If written public comment is received, it will be noted for the minutes and be provided to the Board. The Board will now convene in closed session to consider the items listed under Closed Session.

A.7. Closed Session

1. Pursuant to Section 54956.9 of Government Code:
   Conference with Legal Counsel
   - Existing Litigation:
     - D.J. v. Oxnard SD, et al., Case #2024-CUOE029274
     - Y.V. v. Oxnard SD, Case #GHC0058142
   - Anticipated Litigation:
     - Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Section 54956.9: 1 case

2. Pursuant to Sections 54957.6 and 3549.1 of the Government Code:
   Conference with Labor Negotiator:
   Agency Negotiators: OSD Assistant Superintendent, Human Resources, and Garcia Hernandez & Sawhney, LLP
   Association(s): OEA, CSEA, OSSA; and All Unrepresented Personnel-Administrators, Classified Management, Confidential

3. Pursuant to Section 54957 of the Government Code the Board will consider personnel matters, including:
   - Public Employee(s) Discipline/Dismissal/Release
   - Public Employee Evaluation
     - Superintendent

A.8. Reconvene to Open Session (7:00 PM)

A.9. Report Out of Closed Session
The Board will report on any action taken in Closed Session or take action on any item considered in Closed Session, including expulsion of students.

A.10. 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. The Board will receive public comment from individuals who are attending the meeting in person prior to receiving online/virtual public comment. If written public comment is received, it will be noted for the minutes and be provided to the Board. 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. Board members cannot respond to 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. La Mesa Directiva recibirá comentarios públicos de las personas que asistan a la reunión en persona antes de recibir comentarios públicos en línea/virtuales. Si se recibe algún comentario público por escrito, se dejará constancia en las actas y se proporcionará a la Mesa Directiva. 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. Los miembros de la Mesa Directiva no pueden responder a los comentarios.

B.2. Public Hearing: Sunshine of the Oxnard Supportive Services Association (OSSA) and the Oxnard School District's (District) Initial Proposals for 2026-2027 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 and authorize the District to enter into contract negotiations with OSSA for the 2026-2027 school year and any additional years, as may be mutually agreed upon by the parties.

Board Discussion:
Moved:
Seconded:
Vote:

ROLL CALL VOTE:

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

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

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

C.1. Establishment of Positions (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 establishment of positions, as presented.

C.2. 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.3. Certification of Signatures for Fiscal Year 2026-27 (Pifko)
It is the recommendation of the Assistant Superintendent of Business and Fiscal Services that the Board of Trustees declare the attached Certification of Signatures as that of the agent(s) authorized for signature for the Oxnard School District.

C.4. Approval of Allowance Allocation #2 from Amendment #003 to Construction Services Agreement #17-158 with Balfour Beatty Contractors, LLC to provide Lease-Lease-Back Construction Services for the Rose Ave Elementary School Reconstruction Project (Pifko/Bennett/CFW)
It is the recommendation of the Assistant Superintendent of Business and Fiscal Services and the Director of Facilities, in consultation with Caldwell Flores Winters, Inc., that the Board of Trustees approve Allocation #2 from Amendment #3 to Construction Services Agreement #17-158 with Balfour Beatty Contractors, LLC to provide Lease-Lease-Back Construction Services for the Rose Ave Elementary School Reconstruction Project, in the amount of $79,327.00, allocated from the overall Project Budget previously established by the Board to be paid through Measure I Bond Funds.

C.5. Approval of Change Order #4 to Agreement #25-189, Perfection Painting Corp. – District Office Enhancement Project (Pifko/Bennett)
It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, and the Director of Facilities that the Board of Trustees approve Change Order #4 to Agreement #25-189 with Perfection Painting Corp., for the District Office Enhancement Project, for additional work necessary to improve site drainage, prevent water from ponding in the parking lot, enhance site security and access control, and provide consistency with the building's renovated architectural appearance, in the amount of $89,309.50, to be paid out of Deferred Maintenance Funds.

C.6. Approval of Change Order No. 007 to Construction Services Agreement #24-143 for Viola, Inc. for the McAuliffe Elementary School Modernization Project (Pifko/Bennett/CFW)

It is the recommendation of the Assistant Superintendent, Business & Fiscal Services and the Director of the Facilities, in conjunction with Caldwell, Flores Winters, that the Board of Trustees approve Change Order #007 to Agreement #24-143 with Viola, Inc., for miscellaneous Proposed Change Orders necessary to support ongoing requirements for the McAuliffe Elementary School Modernization Project, in the amount of $90,815.10, to be paid out of Measure I Bond Funds.

C.7. Ratification of Change Order #007 to Agreement #23-237 with Edwards Construction Group, Inc. for Lease Lease-Back Services for the Marina West Elementary School PS/TK/K Project (Pifko/Bennett/CFW)

It is the recommendation of the Assistant Superintendent, Business & Fiscal Services and Director of Facilities, in conjunction with Caldwell Flores Winters, that the Board of Trustees ratify Change Order #007 to Agreement #23-237 with Edwards Construction Group, Inc., for various Potential Change Orders necessary to address project-related needs and maintain construction progress for the Marina West Elementary School PS/TK/K Project, in the amount of $71,575.92, to be paid out of Measure I Bond Funds.

C.8. Approval of Designation of Representative and Alternate to the Ventura County Schools Self-Funding Authority's Board of Directors (Pifko)

It is the recommendation of the Assistant Superintendent of Business and Fiscal Services that the Board of Trustees approve the designations of Kristen Pifko, Assistant Superintendent, Business and Fiscal Services, as Representative and Norma Magaña, Risk Manager, as Alternate, to the VCSSFA Board, as outlined.

C.9. Approval of Resolution No. 26-01 for Authorization of Appropriation Transfers in Fiscal Year 2026-27 (Pifko)

It is the recommendation of the Assistant Superintendent of Business and Fiscal Services that the Board of Trustees approve Resolution No. 26-01 to authorize appropriation transfers for the 2026-27 fiscal year, and authorize its filing with the Ventura County Office of Education.

C.10. Approval of Resolution No. 26-02 for the Authorization of Retroactive Compensation for Unrepresented Employees in Fiscal Year 2026-27 (Pifko)

It is the recommendation of the Assistant Superintendent of Business and Fiscal Services that the Board of Trustees approve Resolution No. 26-02, reserving the right to improve compensation to unrepresented employees after July 1, 2026, and authorize its filing with the Ventura County Office of Education.

C.11. Approval of Resolution No. 26-03 for Authorization of Temporary Loans Between District Funds in Fiscal Year 2026-27 (Pifko)

It is the recommendation of the Assistant Superintendent of Business and Fiscal Services that the Board of Trustees approve Resolution No. 26-03 authorizing temporary loans between district funds, and authorize its filing with the Ventura County Office of Education.

C.12. Approval of Selection of Vendors for Child Nutrition Program (Pifko/Corona)

It is the recommendation of the Assistant Superintendent of Business and Fiscal Services

and the Director of Child Nutrition Services that the Board of Trustees approve the selection of vendors for the Child Nutrition Program for the 2026-27 school year, as presented.

C.13. Approval of 2026-27 Education Protection Account (EPA) Spending Plan (Pifko/Núñez)
It is the recommendation of the Assistant of Business and Fiscal Services and the Director of Fiscal Services that the Board of Trustees approve the 2026-27 Education Protection Account Spending Plan, as presented.

C.14. Purchase Order/Draft Payment Report #25-10 (Pifko/Reyes)
It is the recommendation of the Assistant Superintendent, Business and Fiscal Services, and the Director of Purchasing that the Board of Trustees approve Purchase Order/Draft Payment Report #25-10, as submitted.

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

C.15. Approval of Agreement No. 26-26 with VCOE - Agreement for Supplying Breakfast and Lunch Meals to James Foster School (Pifko/Corona)
It is the recommendation of the Assistant Superintendent of Business and Fiscal Services and the Director of Child Nutrition Services that the Board of Trustees approve Agreement No. 26-26 with the Ventura County Office of Education for the purpose of supplying breakfast and lunch meals for their program at Foster School for the 2026-27 fiscal year, revenue generated by the reimbursement from the Community Eligibility Provision covers the cost of operating.

C.16. Approval of Agreement No. 26-27 with VCOE - Agreement for Supplying Breakfast and Lunch Meals to Dwire School (Pifko/Corona)
It is the recommendation of the Assistant Superintendent of Business and Fiscal Services and the Director of Child Nutrition Services that the Board of Trustees approve Agreement No. 26-27 with the Ventura County Office of Education for the purpose of supplying breakfast and lunch meals for their program at Dwire School for the 2026-27 fiscal year, revenue generated by the reimbursement from the Community Eligibility Provision covers the cost of operating.

C.17. Approval of Agreement #26-33, Panorama Education, Inc. (Fox/Nocero)
It is the recommendation of the Director, Pupil Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #26-33 with Panorama Education, Inc., to provide a comprehensive, web-based assessment and data platform designed to support schools in identifying and addressing student needs related to social and emotional learning, July 1, 2026 through June 30, 2027, in the amount of $192,745.00, to be paid out of the Multi-Tiered System of Support (MTSS) Grant.

C.18. Approval of Agreement #26-48 – Orenda Education (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 #26-48 with Orenda Education, to provide an equity-focused curriculum alignment system designed to support continuous and sustainable school improvement through the development of grade-level curricula, common assessments, and effective

instructional strategies, July 1, 2026 through June 30, 2027, in the amount of $304,013.00, to be paid out of Title I Funds.

C.19. Approval of Agreement #26-49, American Language Services (Fox/Ruvalcaba)
It is the recommendation of the Manager, Equity, Family & Community Engagement, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #26-49 with American Language Services, to provide interpretation and translation services via telephone, Zoom, or in person for parents who speak languages other than English, Spanish, or Mixteco, August 1, 2026 through July 30, 2027, in the amount not to exceed $30,000.00, to be paid out of Title 1 Funds.

C.20. Approval of Agreement #26-50, Step Engagement Coaching (Fox/Ruvalcaba)
It is the recommendation of the Manager, Equity, Family & Community Engagement, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #26-50 with Step Engagement Coaching, to provide eight STEP 2 leadership development sessions designed to strengthen the leadership capacity of ELAC/DELAC parent leaders, graduates of the Level 4 Project 2 Inspire program, and parent leaders and caregivers who have completed Step Engagement Part I, August 21, 2026 through June 30, 2027, in the amount of $9,500.00, to be paid out of Title I Funds.

C.21. Approval of Agreement #26-51 – County of Ventura – Human Services Agency (Fox/Nocero)
It is the recommendation of the Director, Pupil Services, and the Assistant Superintendent, Educational Services that the Board of Trustees approve Agreement #26-51 with the County of Ventura Human Services Agency, to provide social workers to support the Healthy Start Program at designated school sites, focusing on families in high-need communities identified through county data, July 1, 2026 through June 30, 2027, in the amount not to exceed $450,843.00, to be paid out of the General Fund.

C.22. Approval of Agreement #26-52 – Foundation for California Community Colleges/ California Afterschool Network (Fox/Shea)
It is the recommendation of the Director, Enrichment & Specialized Programs, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #26-52 with Foundation for California Community Colleges/California Afterschool Network, to provide in-person and virtual professional development, coaching, and strategic planning support for Oxnard Scholars After School staff, July 1, 2026 through June 30, 2027, in the amount not to exceed $75,000.00, to be paid out of Expanded Learning Opportunities Program Funds.

C.23. Approval of Agreement #26-53, Ehecatl Wind Philosophy, LLC. (Fox)
It is the recommendation of the Assistant Superintendent, Educational Services that the Board of Trustees approve Agreement #26-53 with Ehecatl Wind Philosophy, LLC, to provide an eight-day Ethnic Studies Foundations Professional Learning Series for teachers, instructional leaders, and support staff throughout the Oxnard School District, July 1, 2026 through June 30, 2027, in the amount of $45,000.00, to be paid out of LCFF funds.

C.24. Approval of Agreement #26-54 – IXL Learning (DeGenna/Jefferson)
It is the recommendation of the Director, Special Education, and the Superintendent, that the Board of Trustees approve Agreement #26-54 with IXL Learning, to provide

professional development training for Special Education teachers in the Oxnard School District focused on the effective implementation of IXL Math within special education settings, July 1, 2026 through June 30, 2027, in the amount of $7,600.00, to be paid out of Special Education Funds.

C.25. Approval of Agreement #26-55, Read Naturally, Inc. (DeGenna/Jefferson)
It is the recommendation of the Director, Special Education, and the Superintendent that the Board of Trustees approve Agreement #26-55 with Read Naturally, Inc., to provide professional development for Special Education teachers in the Oxnard School District focused on the effective implementation of the Read Naturally Live curriculum within special education settings, November 5, 2026, in the amount of $3,650.00, to be paid out of Special Education Funds.

C.26. Approval of Agreement #26-56 - Ventura County Office of Education/SELPA – Orientation and Mobility Specialist Services (DeGenna/Jefferson)
It is the recommendation of the Director, Special Education, and the Superintendent that the Board of Trustees approve Agreement #26-56 with Ventura County Office of Education, to provide SELPA Orientation & Mobility (O&M) Specialist services to support Special Education students in the Oxnard School District, July 1, 2026 through June 30, 2027, in the amount not to exceed $70,000.00, to be paid out of Special Education Funds.

C.27. Approval of Agreement #26-58 – Mindset Academy by SWEAT III (Fox/De Los Santos)
It is the recommendation of the Principal, Fremont Academy, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #26-58 with Mindset Academy by SWEAT III, to provide students and parents with workshops focused on Social-Emotional Learning (SEL), Positive Behavioral Interventions and Supports (PBIS), student voice, and character development, September 1, 2026 through June 30, 2027, in the amount of $24,650.00, to be paid out of Comprehensive Support and Improvement Funds.

C.28. Approval of Agreement #26-59 – CPS HR Consulting (Carroll/Fuentes)
It is the recommendation of the Director, Classified Human Resources, and the Assistant Superintendent, Human Resources, that the Board of Trustees approve Agreement #26-59 with CPS HR Consulting, to provide six on-site professional development training courses for classified staff, August 3 & 4, 2026, in the amount of $16,590.00, to be paid out of LCFF Funds.

C.29. Approval of Agreement #26-60, MGT Impact Solutions, Inc. (Pifko)
It is the recommendation of the Assistant Superintendent of Business and Fiscal Services that the Board of Trustees approve Agreement #26-60 with, MGT Impact Solutions, Inc., to provide professional consulting services focused on community demographic analysis and enrollment forecasting to support district decision-making, July 1, 2026 through June 30, 2029, in the amount of $28,500.00 per year, to be paid out of the General Fund.

C.30. Approval of Agreement #26-61 – Students for Eco- Education and Agriculture (SEEAG) (Fox/Shea)
It is the recommendation of the Director, Enrichment & Specialized Programs and the Assistant Superintendent, Educational Services, that the Board of Trustees approve

Agreement #26-61 with Students for Eco- Education and Agriculture (SEEAG), to provide in person hands on agricultural STEM summer programming for 225 Oxnard School District students in grades 3 through 5, July 1, 2026 through August 1, 2026, in the amount not to exceed $2,000.00, to be paid out of Expanded Learning Opportunities Program Funds.

C.31. Approval of Agreement #26-62 – Channel Islands Maritime Museum (Fox/Shea)
It is the recommendation of the Director, Enrichment & Specialized Programs, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #26-62 with the Channel Islands Maritime Museum, to provide and in-person educational experience designed to engage approximately 480 Oxnard School District students in maritime career exploration, ocean stewardship, and hands-on STEAM learning, July 1, 2026 through August 1, 2026, in the amount not to exceed $36,000.00, to be paid out of Expanded Learning Opportunities Program Funds.

C.32. Approval of Agreement #26-63 – Inspire Education Center, LLC. (DeGenna/Jefferson)
It is the recommendation of the Director, Special Education, and the Superintendent that the Board of Trustees approve Agreement #26-63 with Inspire Education Center, LLC, to provide independent psychological and educational consulting services, including Independent Educational Evaluations (IEEs), July 1, 2026 through June 30, 2027, in the amount not to exceed $18,000.00, to be paid out of Special Education Funds.

C.33. Approval of Agreement #26-64 – Raising Mami Alchemy, LLC. (DeGenna/Jefferson)
It is the recommendation of the Director, Special Education, and the Superintendent that the Board of Trustees approve Agreement #26-64 with Raising Mami Alchemy, LLC, to provide Sound Bath Training for Special Education school psychologists that will introduce participants to sound-based relaxation and mindfulness practices and their potential applications within educational and therapeutic settings, August 13 & 14, 2026, in the amount of $25,399.92, to be paid out of Special Education Funds.

C.34. Approval of Joint Use Agreement #26-65 with Catalyst Family, Inc. dba Catalyst Kids for Harrington Early Childhood Development Center (Pifko)
It is the recommendation of Assistant Superintendent, Business & Fiscal Services, that the Board of Trustees approve Joint Use Agreement #26-65 with Catalyst Family, Inc. dba Catalyst Kids, to establish the terms and conditions under which Catalyst Family, Inc. dba Catalyst Kids may utilize preschool classrooms located at Harrington Early Childhood Development Center in partnership with the Oxnard School District, July 1, 2026 through June 30, 2029, in the amount of $3,396.00 per month to be paid to Oxnard School District by Catalyst Family, Inc. dba Catalyst Kids.

C.35. Approval of Joint Use Agreement #26-66 with Children and Families First Commission of Ventura County (First 5 Ventura County) at Harrington Early Childhood Development Center (Pifko)
It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, that the Board of Trustees approve Joint Use Agreement #26-66 with Children and Families First Commission of Ventura County, to establish the terms and conditions between the Oxnard School District and the Children and Families First Commission of Ventura County (First 5 Ventura County) for the use of space at the Harrington Early Childhood Development Center, July 1, 2026 to June 30, 2029, in the amount of $1,800.00 per year

to be paid to Oxnard School District by Children and Families First Commission of Ventura County (First 5 Ventura County).

C.36. Approval of Joint Use Agreement #26-67 with Child Development Resources of Ventura County, Inc. for Mary Crawford Head Start at Harrington Early Childhood Development Center (Pifko)

It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, that the Board of Trustees approve Agreement#26-67 with Child Development Resources of Ventura County, Inc., to establish the terms and conditions governing the use of a preschool classroom by the Oxnard School District (OSD) and Child Development Resources of Ventura County, Inc. (CDR) for the operation of the Mary Crawford Head Start Program at Harrington Elementary School, July 1, 2026 to June 30, 2029, in the amount of $2,500.00 per year to be paid to Oxnard School District by Child Development Resources of Ventura County, Inc.

C.37. Approval of Joint Use Agreement #26-68 with Child Development Resources of Ventura County, Inc. for Marina West Head Start Preschool at Marina West School (Pifko)

It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, that the Board of Trustees approve Agreement #26-68 with Child Development Resources of Ventura County, Inc., to establish the terms and conditions governing the use of preschool classrooms by the Oxnard School District (OSD) and Child Development Resources of Ventura County, Inc. (CDR) for the operation of the Marina West Head Start Program at Marina West School, July 1, 2026 to June 30, 2029, in the amount of $2,500.00 per year paid to be paid to Oxnard School District by Child Development Resources of Ventura County, Inc.

C.38. Approval of Joint Use Agreement #26-69 with Child Development Resources of Ventura County, Inc. for Sierra Linda Head Start Preschool at Sierra Linda Elementary School (Pifko)

It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, that the Board of Trustees approve Agreement #26-69 with Child Development Resources of Ventura County, Inc., to establish the terms and conditions governing the use of preschool classrooms by the Oxnard School District (OSD) and Child Development Resources of Ventura County, Inc. (CDR) for the operation of the Sierra Linda Head Start Program at Sierra Linda School, July 1, 2026 to June 30, 2029, in the amount of $2,500.00 per year to be paid to Oxnard School District by Child Development Resources of Ventura County, Inc.

C.39. Approval of Joint Use Agreement #26-70 with Child Development Resources of Ventura County, Inc. for Jeff Davis Head Start at Lopez Academy (Pifko)

It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, that the Board of Trustees approve Agreement #26-70 with Child Development Resources of Ventura County, Inc., to establish the terms and conditions between the Oxnard School District (OSD) and Child Development Resources of Ventura County, Inc. (CDR) for the operation of the Jeff Davis Head Start Program at Lopez Academy, July 1, 2026 to June 30, 2029, in the amount of $2,500.00 per year to be paid to Oxnard School District by Child Development Resources of Ventura County, Inc.

C.40. Award of Bid #25-07 and Approval of Agreement #26-72 – Best Contracting

Services, Inc. – Roofing Improvement Project at Lopez Academy (Pifko/Bennett)
It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, and the Director of Facilities that the Board of Trustees award Bid #25-07, Roofing Improvement Project at Lopez Academy and enter into Agreement #26-72 with Best Contracting Services, Inc., June 19, 2026 through August 18, 2026, in the amount of $171,620.00, to be paid out of Deferred Maintenance Funds.

C.41. Award of Bid #25-08 and Approval of Agreement #26-73 – Best Contracting Services, Inc. – Roofing Improvement Project at McAuliffe Elementary School (Pifko/Bennett)
It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, and the Director of Facilities, that the Board of Trustees award Bid #25-08, Roofing Improvement Project at McAuliffe Elementary School and enter into Agreement #26-73 with Best Contracting Services, Inc., June 19, 2026 through August 18, 2026, in the amount of $356,325.00, to be paid out of Deferred Maintenance Funds.

C.42. Award of Bid #25-09 and Approval of Agreement #26-74 – Best Contracting Services, Inc. – Roofing Improvement Project at Ramona Elementary School (Pifko/Bennett)
It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, and the Director of Facilities, that the Board of Trustees award Bid #25-09, Roofing Improvement Project at Ramona Elementary School and enter into Agreement #26-74 with Best Contracting Services, Inc., June 19, 2026 through August 18, 2026, in the amount of $776,450.00, to be paid out of Deferred Maintenance Funds.

C.43. Award of Bid #25-10 and Approval of Agreement #26-75 – Channel Islands Roofing, Inc. – Roofing Improvement Project at Ritchen Elementary School (Pifko/Bennett)
It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, and the Director of Facilities that the Board of Trustees award Bid #25-10, Roofing Improvement Project at Ritchen Elementary School and enter into Agreement #26-75 with Channel Islands Roofing, Inc., June 19, 2026 through August 18, 2026, in the amount of $867,977.00, to be paid out of Deferred Maintenance Funds.

C.44. Approval of Agreement #26-76 – California Lutheran 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 approve Agreement #26-76 with California Lutheran University, to provide opportunities for university students holding an Intern Credential issued by the California Commission on Teacher Credentialing (Paid Interns) to complete field-based teaching experiences within District schools, August 1, 2026 through June 30, 2029, at no cost to Oxnard School District.

C.45. Approval of Agreement #26-77 – California Lutheran University – Student Teaching (Carroll/ Cordes)
It is the recommendation of the Director, Certificated Human Resources, and the Assistant Superintendent, Human Resources, that the Board of Trustees approve Agreement #26-77 with California Lutheran University, to provide opportunities for CLU students enrolled in teacher credential programs to complete required practicum and fieldwork experiences within District schools, August 1, 2026 through June 30, 2029, at no cost to Oxnard School District.

C.46. Approval of Amendment #001 to Agreement No. 24-139 with Kenco Construction Services to Provide Inspector of Record Services for McAuliffe Elementary School Modernization Project (Pifko/Bennett/CFW)

It is the recommendation of the Assistant Superintendent, Business & Fiscal Services and the Director of Facilities, in conjunction with Caldwell Flores Winters, that the Board of Trustees approve Amendment #001 to Agreement #24-139 with Kenco Construction Services, for the McAuliffe Elementary School Modernization Project, to provide additional project inspection services and extend the agreement term through December 31, 2026, to support project completion, in the amount of $52,920.00, to be paid out of Measure I Bond Funds.

C.47. Approval of Amendment #001 to Agreement No. 24-140 with Kenco Construction Services to Provide Inspector of Record Services for Ritchen Elementary School Modernization Project (Pifko/Bennett/CFW)

It is the recommendation of the Assistant Superintendent, Business & Fiscal Services and the Director of Facilities, in conjunction with Caldwell Flores Winters, that the Board of Trustees approve Amendment #001 to Agreement #24-140 with Kenco Construction Services, for the Ritchen Elementary School Modernization Project, to provide additional project inspection services and extend the current contract term through January 31, 2027, in the amount of $61,740.00, to be paid out of Measure I Bond Funds.

Section C: RATIFICATION OF AGREEMENTS

It is recommended that the Board ratify the following agreements:

C.48. Ratification of Agreement #25-240 – VCOE/SELPA – Hearing Conservation & Audiology Services (DeGenna/Jefferson/Fox /Nocero)

It is the recommendation of the Director, Pupil Services, the Director, Special Education, the Superintendent, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #25-240 with VCOE/SELPA – Hearing Conservation & Audiology Services, for providing Hearing Assessment services for eligible Oxnard School District students on an as-needed basis during the 2025–2026 school year through authorized referrals, in the amount not to exceed $7,500.00 to be paid out of Special Education Funds ($6,000.00) and the General Fund ($1,500.00).

Section D: ACTION ITEMS

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

D.1. Approval of Oxnard School District 2026-2027 Local Control Accountability Plan (Fox)

It is the recommendation of the Assistant Superintendent of Educational Services that the Board of Trustees approve and adopt the Oxnard School District 2026–2027 Local Control Accountability Plan (LCAP), the LCFF Budget Overview for Parents (BOP), and the LCAP Local Indicators, as presented. This item is presented for formal consideration following the public hearing and presentation on these components held at the June 3, 2026, board meeting.

Board Discussion:
Moved:
Seconded:
Vote:

ROLL CALL VOTE:

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

D.2. Adoption of Oxnard School District 2026-27 Budget (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 Oxnard School District Budget for the 2026-27 fiscal year, as presented.

Board Discussion:
Moved:
Seconded:
Vote:

ROLL CALL VOTE:

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

D.3. Approval of Agreement #26-71 – Highland Electric Fleets, LLC (Pifko)
It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, that the Board of Trustees approve Agreement #26-71 with Highland Electric Fleets, LLC, to expand the District's transition to electric school buses via the acquisition of five (5) Type C electric school buses, one (1) 30 kW single-port charger, and three (3) 60 kW, dual-port chargers, in the amount of $1.7 million over the 12-year period, to be paid with LCFF funds.

Board Discussion:
Moved:
Seconded:
Vote:

ROLL CALL VOTE:

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

D.4. Approval of Change Order No. 007 to Construction Services Agreement #24-115 with Edwards Construction Group, Inc. for the Modernization Project at Ritchen Elementary School (Pifko/Bennett/CFW)
It is the recommendation of the Assistant Superintendent, Business & Fiscal Services and Director of Facilities, in conjunction with Caldwell Flores Winters, that the Board of Trustees approve Change Order #007 to Agreement #24-115 with Edwards Construction Group, Inc. for the Modernization Project at Ritchen Elementary School, for Phase 3 termite repairs required for the project, in the amount of $436,070.66, to be paid out of Measure I Bond Funds.

Board Discussion:
Moved:
Seconded:
Vote:

ROLL CALL VOTE:

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

D.5. Approval of New Job Descriptions – Behavior Support Coach, Educational Assessment and Data Systems Specialist, School Physical Therapist (Carroll/Fuentes)
It is the recommendation of the Assistant Superintendent, Human Resources and the Director, Classified Human Resources that the Board of Trustees approve the new job descriptions for Behavior Support Coach, in the amount of $17,327.00 per FTE (20 proposed positions) to be paid from Special Education Funds; Educational Assessment and Data Systems Specialist, in the amount of $13,416.00 to be paid from the General Fund; and School Physical Therapist, at no additional fiscal impact, as it will replace a contracted position.

Board Discussion:
Moved:
Seconded:
Vote:

ROLL CALL VOTE:

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

D.6. Approval of New Job Descriptions – Teacher on Special Assignment (TOSA) - Curriculum Alignment Specialist and Mild/Moderate Special Education Teacher - Revised (Carroll)
It is the recommendation of the Assistant Superintendent, Human Resources, that the Board of Trustees approve the new job descriptions for Teacher on Special Assignment – Curriculum Alignment Specialist and Mild/Moderate Special Education Teacher, salaries to fall within the parameters of the OEA Salary Schedule (Credentialed Teachers), to be paid from Title I Funds, as presented.

Board Discussion:
Moved:
Seconded:
Vote:

ROLL CALL VOTE:

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

D.7. Approval of Agreement #26-12, City of Oxnard Recreation and Community Services 2026-2027 (Fox/Shea)
It is the recommendation of the Director, Enrichment and Specialized Programs, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #26-12 with the City of Oxnard Recreation and Community Services, to provide an in-person Integrated Recreation and Literacy Program across all 20 schools within the Oxnard School District, July 1, 2026 through June 30, 2027, in the amount not to exceed $2,500,000.00, to be paid 50/50 from After School Education and Safety

(ASES) Grant & Expanded Learning Opportunities Program Fund.

Board Discussion:
Moved:
Seconded:
Vote:

ROLL CALL VOTE:

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

D.8. Approval of Agreement #26-57 - Ventura County Office of Education, Special Circumstances Paraeducator Services (DeGenna/Jefferson)

It is the recommendation of the Director, Special Education, and the Superintendent that the Board of Trustees approve Agreement #26-57 with the Ventura County Office of Education for Special Circumstances Paraeducator Services (SCP's), to provide Special Circumstance 1:1 Paraeducator Support to students in accordance with their Individualized Education Programs (IEPs), July 1, 2026 through June 30, 2027, in the amount not to exceed $2,500,000.00, to be paid out of Special Education Funds.

Board Discussion:
Moved:
Seconded:
Vote:

ROLL CALL VOTE:

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

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 - BP 5131.9 Academic Honesty (Fox)

It is the recommendation of the Assistant Superintendent of Educational Services that the Board of Trustees receive the revisions to BP 5131.9 Academic Honesty, as presented for First Reading. The revised policy will be presented for Second Reading and Adoption at a future Board meeting.

F.2. First Reading - BP 6154 Homework/Makeup Work (Fox)

It is the recommendation of the Assistant Superintendent of Educational Services that the Board of Trustees receive the revisions to BP 6154 Homework/Makeup Work, as presented for First Reading. The revised policy will be presented for Second Reading and Adoption at a future Board meeting.

F.3. First Reading - BP 6162.5 Student Assessment (Fox)

It is the recommendation of the Assistant Superintendent of Educational Services that the Board of Trustees receive the revisions to Board Policy 6162.5 Student Assessment, as presented for First Reading. The revised policy will be presented for Second Reading and Adoption at a future Board meeting.

F.4. First Reading - Revisions to BB 9320 Meetings and Notices (DeGenna)
It is the recommendation of the Superintendent that the Board of Trustees receive the revisions to BB 9320 Meetings and Notices, as presented for First Reading. The revised policy will be presented for Second Reading and Adoption at a future meeting.

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
Highlight Ventura County Farm to School Program	8/5/26
AI Information	8/5/26
Ethnic Studies & Master Plan - Combo ELD/STEAM	8/19/26
Discussion re: Behaviors	8/19/26
Structure to Assess Fiscal Impact on Regular Basis	TBD
Opportunities for College-Going Programs in County	TBD
Discussion re: Integrated Pest Management Plan	TBD
Discussion re: SRO Policies/Protocols	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 ___, Madrigal Lopez ___, Robles-Solis ___, Gonzales ___, Melanephy ___

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, June 12, 2026.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** June 17, 2026

Agenda Section: Section A: Preliminary

Recognition of Parent Volunteers of the Year (DeGenna)

The Board of Trustees will recognize the 2025-2026 Parent Volunteers of the Year from each of the district's schools.

TK-5

Brekke	Mayra Blixt
Elm	Jocelyn Gonzalez
Harrington	Karina Cardenas Covarrubias
Marina West	Eva Barraza
McAuliffe	Ron Franco
McKinna	Deyci Caamano
Ramona	Rosa Castillo
Ritchen	Francisco Amezquita
Rose Avenue	Ana Avendano
Sierra Linda	Krista Ward

TK-8

Chavez	Pedro Rodriguez
Curren	Veronica Rodriguez
Driffill	Elizabeth Alvarez
Frank	Imelda Fernandez
Fremont	Jasmine Duron
Kamala	Juana Nuno
Lemonwood	Carolina DeLeon
Lopez	Erika Benitez
Marshall	Olivia Cayabyab
Soria	Carina Chavez

FISCAL IMPACT:
N/A

RECOMMENDATION:
It is the recommendation of the Superintendent that the Board of Trustees recognize the 2025-2026 Parent Volunteers of the Year from each of the district's schools.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** June 17, 2026

Agenda Section: Section A: Preliminary

Discussion re: Process for Resolutions (DeGenna)

The Board of Trustees will engage in a discussion regarding the process for submitting resolutions for the Board's consideration.

FISCAL IMPACT:
None - discussion only.

RECOMMENDATION:
It is the recommendation of the Superintendent that the Board of Trustees engage in a discussion regarding the process for submitting resolutions for the Board's consideration.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** June 17, 2026

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 receive public comment from individuals who are attending the meeting in person prior to receiving online/virtual public comment. If written public comment is received, it will be noted for the minutes and be provided to the Board. 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:** June 17, 2026

Agenda Section: Section A: Preliminary

Closed Session

1. Pursuant to Section 54956.9 of Government Code:
   Conference with Legal Counsel
   - Existing Litigation:
   - D.J. v. Oxnard SD, et al., Case #2024-CUOE029274
   - Y.V. v. Oxnard SD, Case #GHC0058142
   - Anticipated Litigation:
   - Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Section 54956.9: 1 case

2. Pursuant to Sections 54957.6 and 3549.1 of the Government Code:
   Conference with Labor Negotiator:
   Agency Negotiators: OSD Assistant Superintendent, Human Resources, and Garcia Hernandez & Sawhney, LLP
   Association(s): OEA, CSEA, OSSA; and All Unrepresented Personnel-Administrators, Classified Management, Confidential

3. Pursuant to Section 54957 of the Government Code the Board will consider personnel matters, including:
   - Public Employee(s) Discipline/Dismissal/Release
   - Public Employee Evaluation
   - Superintendent

FISCAL IMPACT:
N/A

RECOMMENDATION:
N/A

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** June 17, 2026

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:** June 17, 2026

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:** June 17, 2026

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:** June 17, 2026

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. The Board will receive public comment from individuals who are attending the meeting in person prior to receiving online/virtual public comment. If written public comment is received, it will be noted for the minutes and be provided to the Board. 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. Board members cannot respond to 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. La Mesa Directiva recibirá comentarios públicos de las personas que asistan a la reunión en persona antes de recibir comentarios públicos en línea/virtuales. Si se recibe algún comentario público por escrito, se dejará constancia en las actas y se proporcionará a la Mesa Directiva. 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. Los miembros de la Mesa Directiva no pueden responder a los comentarios.

FISCAL IMPACT:
N/A

RECOMMENDATION:
N/A

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Scott Carroll **Date of Meeting:** June 17, 2026

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 2026-2027 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 2026-2027 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 2026-2027 school year and any additional years, as may be mutually agreed upon by the parties.

ADDITIONAL MATERIALS:

Attached: OSD Sunshine Proposals 26.27 (2 pages)
OSSA Sunshine Proposals 26.27 (1 page)

OXNARD SCHOOL DISTRICT
1051 South "A" Street • Oxnard, California 93030
805/385-1501• www.oxnardsd.org

HUMAN RESOURCES

June 3, 2026

Mr. Brian Melanephy
President, OSD Board of Trustees
Oxnard School District
1051 South A Street
Oxnard, California 93030

Re: Sunshine of OSSA and District Initial Proposals, 2026-2027

Dear President Melanephy,

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 2026-2027 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 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, 2028.

The District plans to negotiate the following two articles:

- Article 11- Leave Provisions
- Article 3- Grievance Procedure

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 June 17, 2026. Upon completion of the public notice

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

OSSA

May 22, 2026

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

As agreed by The District and The Association during the March 3, 2026, negotiation session, The Association seeks to open the following articles:

Article 12 – Safety Conditions
Article 15 – Contractual Duties

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

Sincerely,
Jose Carranza
President
Oxnard Support Services Association

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Scott Carroll **Date of Meeting:** June 17, 2026

Agenda Section: Section C: Consent Agenda

Establishment of Positions (Carroll/Fuentes)

Establishment

An eight-hour, 183-day Paraeducator Special Education position 13648 is to be established at Frank Academy to support a student with Health needs.
An eight-hour, 183-day Paraeducator Special Education position 13649 is to be established at Frank Academy to support a student with Health needs.
An eight-hour, 183-day Paraeducator Special Education position 13644 is to be established at Marina West School to support a student with Health needs.
An eight-hour, 183-day Paraeducator Special Education position 13645 is to be established at Marina West School to support a student with Health needs.
An eight-hour, 183-day Paraeducator Special Education position 13646 is to be established at McAuliffe School to support a student with Health needs.

FISCAL IMPACT:

Cost for 5 Paraeducator Special Education $402,616.15 SpEd Funds (Established positions)

RECOMMENDATION:

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

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Scott Carroll **Date of Meeting:** June 17, 2026

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 Items 06.17.26 (2 pgs.)
Certificated Personnel Items 06.17.26 (1 pg.)

CLASSIFIED PERSONNEL ACTIONS

New Hires

Leon, Areli	Paraeducator Special Education, Ritchen School 5.75 hrs./183 days	05/19/2026

Limited Term/Substitutes

Moreno, Keila	Paraeducator (Substitute)	05/21/2026
Mosqueda, Gabriel	Paraeducator (Substitute)	05/26/2026
Schauer, Kellie A	Paraeducator (Substitute)	05/26/2026

Promotions

Apodaca, Dolores R.	Child Nutrition Worker II, Child Nutrition Services 6 hrs./185 days Child Nutrition Worker, Child Nutrition Services 5 hrs./185 days	05/11/2026
Lopez, Daniel	Bus Driver, Transportation 8 hrs./183 days Transportation Driver, Transportation 8 hrs./183 days	05/20/2026

Layoffs

Perez, Gilalonzo A	Grounds Maintenance Worker I, Grounds 8 hrs./245 days	06/30/2026
Platz, Leyla C	Human Resources Assistant, Human Resources 8 hrs./245 days	06/30/2026
Pulido, Tanya	Secretary, Enrollment Center 8 hrs./245 days	06/30/2026

In Lieu of Layoff

Alonso, Geraldine	Office Assistant II, Fremont Academy/Special Education 8 hrs./203a days Office Assistant II, Marina West School 8 hrs./203a days	07/01/2026
Alonzo, Mayra J	Office Assistant II, Frank Academy/Special Education 8 hrs./203a days Office Assistant II, Lopez Academy 8 hrs./203a days	07/01/2026
Barrera Suarez, Elizabeth	Office Assistant II, Lopez Academy/Special Education 8 hrs./203a days Office Assistant II, Marshall School 8 hrs./203a days	07/01/2026
Barron, Alejandro	Office Assistant II, Driffill School/Special Education 8 hrs./203a days Office Assistant II, Driffill School 8 hrs./203a days	07/01/2026
Kenoss, Haven R	Paraeducator General Education, Pupil Services 5.75 hrs. 183 days Paraeducator General Education, Fremont Academy 5.75 hrs. 183 days	07/01/2026
Peraza Itzel A	Office Assistant II, Driffill School/Special Education 8 hrs./203a days Office Assistant II, Frank Academy 8 hrs./203a days	07/01/2026

In Lieu of Layoff (cont.)

Romero, Juan M	Grounds Maintenance Worker I, Grounds 8 hrs./245 days Grounds Maintenance Lead, Grounds 8 hrs./245 days	07/01/2026
Viveros, Wendy	Secretary, Enrollment Center 8 hrs./245 days Secretary, Educational Services 8 hrs./245 days	07/01/2026

Medical Layoffs

3899	Campus Assistant, 5.75 hrs./180 days	06/09/2026

Resignations

Hernandez Cedillo, Yesenia B	Outreach Specialist, Ramona School 8 hrs./180 day	08/01/2026
Hulm, Janet A	Library Media Technician, Sierra Linda School 5 hrs./190 days	6/11/2026
Pestrella, Jonathan K	Paraeducator Special Education, McAuliffe School 5.75 hrs./183 days	05/20/2026
Prado Mares, Gabriela	School Occupational Therapist, McAuliffe School 8 hrs./203b days	06/12/2026
Sotelo, Julian M	Paraeducator Special Education, Harrington School 5.75 hrs./183 days	5/29/2026
Zavala, Ana G	School Office Manager, Marshall School 8 hrs./215 days	06/24/2026

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

Falk, Sven	Substitute Teacher	2025/2026 School Year
Gaxiola, Yasmine	Substitute Teacher	2025/2026 School Year
Limon, Giselle	Substitute Teacher	2025/2026 School Year

Resignation

Howarth, Brittany	ISP, McAuliffe	April 30, 2026
Kennedy, Christina	SLP, Frank	June 18, 2026
Nippard, Peter	SPED Teacher	June 18, 2026
Robles, Jaszmin	Spanish Teacher, Chavez	June 18, 2026

OSD BOARD AGENDA ITEM

Name of Contributor: Kristen Pifko **Date of Meeting:** June 17, 2026

Agenda Section: Section C: Consent Agenda

Certification of Signatures for Fiscal Year 2026-27 (Pifko)

Annually, at the beginning of each fiscal year, or after any reorganization or staff change, school districts need to declare the agent(s) authorized to sign orders, warrants, contracts, documents, etc. A statement of authorized agent(s) along with a verified signature must be filed with School Business and Advisory Services at the Ventura County Office of Education.

FISCAL IMPACT:
N/A

RECOMMENDATION:
It is the recommendation of the Assistant Superintendent of Business and Fiscal Services that the Board of Trustees declare the attached Certification of Signatures as that of the agent(s) authorized for signature for the Oxnard School District.

ADDITIONAL MATERIALS:

Attached: Certification of Signatures (3 pages)

OXNARD SCHOOL DISTRICT

CERTIFICATION OF SIGNATURES

I, Dr. Anabolena DeGenna, Superintendent/Secretary to the Board of Trustees of the Oxnard School District of Ventura County, California, certify that the signatures shown below are the verified signatures of the members of the Governing Board of the above-named school district (Part 1). Verified signatures of the person or persons authorized to sign orders drawn on the funds of the school district, Notices of Employment, Contracts, etc., appear in Part 2. These certifications are made in accordance with the provisions of Education Code Sections indicated.* If those authorized to sign orders shown in Part 2 are unable to do so, the law requires the signatures of the majority of the Governing Board.

Unless amended by Board action, these approved signatures will be considered valid for the period of July 1, 2026 through December 31, 2026.

Date of Board Action: June 17, 2026 Signature:_____
Dr. Anabolena DeGenna,
Secretary to the
Board of Trustees

PART I

Signatures of Members of the Board

Signature:_____
Brian R. Melanephy, President
of the Board of Trustees

Signature:_____
Rose Gonzales, Clerk
of the Board of Trustees

Signature:_____
Monica Madrigal Lopez, Member
of the Board of Trustees

Signature:_____
Veronica Robles-Solis, Member
of the Board of Trustees

Signature:_____
Cynthia Salas, Member
of the Board of Trustees

*Education Code Sections
42632, 42633

PART 2

Signatures of Personnel and/or Members of the Governing Board authorized to Sign Checks, Orders for Salary Payment, Notices of Employment, Contracts, etc. Please list after each name all items that person is authorized to sign.

Signature:_____
Dr. Anabolena DeGenna
Title: District Superintendent

Authorized to Sign: Warrants, Orders for Salary Payment, Notices of Employment, Contracts, Reports, Budgets, Budget Transfers, Inter-fund and Intra-fund Transfers, Cafeteria, Revolving and Clearing Account Checks, Federal and State Applications, Warrant Orders, Appointment of Authorized Agents for Federal and State Applications, Appointment of Representatives to Acquire Surplus Property, all Documents Related to District Property or Acquiring Property, and All Documents Requiring the Signature of Secretary or Clerk.

Signature:_____
Dr. Scott Carroll
Title: Assistant Superintendent, Human Resources

Authorized to Sign: Warrants, Orders for Salary Payment, Notices of Employment, Contracts, Reports, Budgets, Budget Transfers, Inter-fund and Intra-fund Transfers, Cafeteria, Revolving, and Clearing Account Checks, Federal and State Applications, and Warrant Orders.

Signature:_____
Kristen Pifko
Title: Assistant Superintendent, Business and Fiscal Services

Authorized to Sign: Warrants, Orders for Salary Payment, Notice of Employment, Contracts, Purchase Orders, Reports, Budgets, Budget Transfers, Inter-fund and Intra-fund Transfers, Cafeteria, Revolving and Clearing Account Checks, Federal and State Applications, Warrant Orders, and all Documents Related to District Property or Acquiring Property.

Signature:_____
Dr. Aracely Fox
Title: Assistant Superintendent, Educational Services

Authorized to Sign: Warrants, Orders for Salary Payment, Notices of Employment, Contracts, Reports, Budgets, Budget Transfers, Inter-fund and Intra-fund Transfers, Cafeteria, Revolving, and Clearing Account Checks, Federal and State Applications, and Warrant Orders.

Signature:_____
Patricia Núñez
Title: Director of Fiscal Services

Authorized to Sign: A and B Warrants, Inter-fund and Intra-fund Transfers, Miscellaneous Income Collection Reports, Cafeteria, Revolving and Clearing Account Checks.

Signature:_____
Melissa Reyes
Title: Director of Purchasing

Authorized to Sign: Purchase Orders, Board-Approved Contracts.

OSD BOARD AGENDA ITEM

Name of Contributor: Kristen Pifko **Date of Meeting:** June 17, 2026

Agenda Section: Section C: Facilities Agreement

Approval of Allowance Allocation #2 from Amendment #003 to Construction Services Agreement #17-158 with Balfour Beatty Contractors, LLC to provide Lease-Lease-Back Construction Services for the Rose Ave Elementary School Reconstruction Project (Pifko/Bennett/CFW)

The Board approved Amendment No. 3 to Agreement No. 17-158 to establish an allowance fund for the completion of off-site improvement plans approved by the City of Oxnard on December 12, 2024; extend the Site Lease and Sublease Agreements through completion of Phase 2 of the Project; and provide additional funding necessary to complete the Project due to delays in City approvals and unforeseen underground soil conditions.

The Contractor is requesting approval to draw funds from Amendment No. 3 to cover increased labor, material, and equipment costs resulting from unforeseen scope additions. The contract documents authorize the use of allowance funds with prior District approval. The Director of Facilities has been designated to provide initial approval before the request is presented to the Board. The accompanying documentation identifies all allowance account draws approved to date.

The allowance account was established with a balance of One Million Eight Hundred Thousand Dollars and No Cents ($1,800,000.00). This request totals Seventy-Nine Thousand Three Hundred Twenty-Seven Dollars and No Cents ($79,327.00), resulting in a remaining allowance balance of One Hundred Thirty-Three Thousand Twelve Dollars and Twenty-Five Cents ($133,012.25).

FISCAL IMPACT:
$79,327.00 - Allocated from the overall Project Budget previously established by the Board. Funding for the Project is provided through Measure I Bond Funds.

RECOMMENDATION:
It is the recommendation of the Assistant Superintendent of Business and Fiscal Services and the Director of Facilities, in consultation with Caldwell Flores Winters, Inc., that the Board of Trustees approve Allocation #2 from Amendment #3 in the amount of $79,327.00 as presented.

ADDITIONAL MATERIALS:

Attached: Allowance Allocation #2 (16 Pages)

CONTRACTOR AMENDMENT #3
ALLOCATION APPROVAL #2

Date: 06/17/2026 **Contractor Amendment #3 Allowance Approval NO. 2**

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

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

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

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

Attn: Dennis Kuykendall

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

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

ORIGINAL CONTRACTOR ALLOWANCE SUM PER AMENDMENT #3 ..... **$1,800,000.00**

NET CHANGE - ALL PREVIOUS CONTRACTOR ALLOCATIONS..... **$ 1,587,660.75**

ADJUSTED ALLOWANCE SUM ..... **$ 212,339.25**

NET CHANGE – ALLOCATION #2 **$ 79,327.00**

Total Allocations to Date: ..... **$ 1,666,987.75**

ADJUSTED ALLOWANCE SUM THROUGH NO #2 ..... **$ 133,012.25**

Commencement Date: ..... November 1, 2021
Original Completion Date: ..... October 5, 2023
Original Contract Time: ..... 705 Calendar Days
Time Extension for all Previous Amendments: ..... **908 Days**
Time Extension for this Amendment: ..... 122 Days
Adjusted Completion Date: ..... July 30, 2026

Total Contractor Contingency Allocation Approval No. 2 …….. $79,327.00

Item	Description	Additional Cost related to Bid/Buyout	Conflicts Discrepancies or Errors in Documents	Additional Work Required by IOR or Other Agency not in Plans	Other Item Agreed to by District and Contractor
1.	CDR 459 R1 - Bldg B Kitchen - Added Intercom Speakers				$2,411.00
2.	CDR 464 - Additional AC Paving Cost Increase for Remainder of Phase II				$27,061.00
3.	CDR 465 - ASI 39 R2 Revised Grades and Additional Mow Curb				$36,078.00
4.	CDR 466 - Storm Tech Pipe and Mow Curb Conflict at Detention Basin				$4,178.00
5.	CDR 467R1 - RFI 654 CB Pipe Connection Detail Catch Basin Upsizing				$4,820.00
6.	CDR 468 - Temporary Construction Water Connection at Irrigation Backflow (FH Removal Scope)				$3,342.00
7.	CDR 469 – 18” x 18” Catch Basin in Lieu of 12” x 12”				$1,437.00
	Total				$79,327.00

APPROVAL (REQUIRED):

BOARD APPROVAL **DATE:**_____

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

CONTRACTOR:_____ **DATE:**_____

Contingency Draw Request (CDR)

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

CONTINGENCY DRAW REQUEST

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

Contingency Draw Request #: 459 R1
.

Date: 4-14-2026

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

The Contract is changed as follows:

Reference Cost Event 424 - CDR 459 R1 - Bldg B Kitchen - Added Intercom Speakers Provide (2) intercom speakers to Bldg B Kitchen.	$ 2,411.00

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

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

NOT VALID UNTIL SIGNED BY THE OWNER/DISTRICT & CONTRACTOR

CONTRACTOR	ARCHITECT	PROGRAM MANAGER
Balfour Beatty	IBI Group	CFW Group, Inc.
By: Rafael Alamillo	By : _____	By: _____
Date: 2026-04-14	Date: _____	Date: _____

OWNER - Oxnard School District By : _____ Date: _____

CONTINGENCY DRAW REQUEST (CDR)

Owner:	Oxnard School District	Date:	4-14-2026
Permit Number:	DSA# 03-119284	Change Event No.:	424
Project Name:	Rose Ave. K-5 Reconstruction		
Project Number:	15650001		
To: (Program Manager)	Gerald Schober - CFW	Contract Number:	P22-01685
From: (Contractor or Design)	Balfour Beatty	Task Order Number:	n/a

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

Description of Work:

Reference Cost Event 424 - CDR 459 R1 - Bldg B Kitchen - Added Intercom Speakers

Provide (2) intercom speakers to Bldg B Kitchen.

A.	**Subcontractor's Cost**				
	Taft Electric	$	2,202.00		
	Insurance @ 1%	$	24.33		
			Subtotal B:	**$**	**2,226.33**
B.	**General Contractor's Cost**				
	Material (See attached supporting documentation.)	$	-		
	Taxes at 9.5% of Material	$	-		
	Labor (includes Fringe Benefits)	$	-		
	Payroll Taxes and Insurances at 9.5% of Labor		included above		
	Construction Equipment (see attached supporting documentation)	$	-		
			Subtotal C:	**$**	**-**
C.	**General Contractor's Overhead and Profit***	* N/A for Contingency Draw Requests			
	Overhead & Profit 5% of Subtotal A	$	111.32		
	Overhead & Profit 10% of Subtotal C	$	-		
			Subtotal C:	**$**	**111.32**
D.	**Bond at 1%**		**Subtotal D:**	**$**	**24.11**
E.	**Builders Risk Insurance at 1%**		**Subtotal E:**	**$**	**24.11**
F.	**General Liability at 1.04%**		**Subtotal F:**	**$**	**25.07**
	Grand Total = (A + B + C + D + E + F)			**$**	**2,411.00**

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

☐

Rafael Alamillo, Project Manager - Balfour Beatty — Rafael Alamillo — 2026-04-14

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

Contingency Draw Request (CDR)

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

CONTINGENCY DRAW REQUEST

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

Contingency Draw Request #: 464
.

Date: 4-27-2026

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

The Contract is changed as follows:

Reference Cost Event 429 - CDR 464 - Additional AC Paving Cost Increase for Remainder of Phase II This change order addresses additional material price escalation associated with asphalt paving work in the Playground and Fire Lane areas. The adjustment reflects continued increases in asphalt concrete and aggregate base unit costs applicable to the remaining Phase II paving quantities beyond those previously authorized. **This change order excludes all scope, quantities, and costs associated with added aggregate base resulting from ASI-039R2, including but not limited to thickness increases, subgrade revisions, or field-directed base enhancements.** Pricing reflected herein is valid through **May 31, 2026.** The current fuel surcharge is **30% of the haul rate** and remains subject to **weekly adjustment** based on prevailing fuel market conditions.	$ 27,061.00

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

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

NOT VALID UNTIL SIGNED BY THE OWNER/DISTRICT & CONTRACTOR

CONTRACTOR	ARCHITECT	PROGRAM MANAGER
Balfour Beatty	IBI Group	CFW Group, Inc.
By: Rafael Alamillo	By : _____	By: _____
Date: 2026-04-27	Date: _____	Date: _____

OWNER - Oxnard School District By : _____ Date: _____

CONTINGENCY DRAW REQUEST (CDR)

Owner:	Oxnard School District	Date:	4-27-2026
Permit Number:	DSA# 03-119284	Change Event No.:	429
Project Name:	Rose Ave. K-5 Reconstruction		
Project Number:	15650001		
To: (Program Manager)	Gerald Schober - CFW	Contract Number:	P22-01685
From: (Contractor or Design)	Balfour Beatty	Task Order Number:	n/a

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

Description of Work:

Reference Cost Event 429 - CDR 464 - Additional AC Paving Cost Increase for Remainder of Phase II

This change order addresses additional material price escalation associated with asphalt paving work in the Playground and Fire Lane areas. The adjustment reflects continued increases in asphalt concrete and aggregate base unit costs applicable to the remaining Phase II paving quantities beyond those previously authorized.

This change order excludes all scope, quantities, and costs associated with added aggregate base resulting from ASI-039R2, including but not limited to thickness increases, subgrade revisions, or field-directed base enhancements.

Pricing reflected herein is valid through **May 31, 2026**.

The current fuel surcharge is **30% of the haul rate** and remains subject to **weekly adjustment** based on prevailing fuel market conditions.

A.	**Subcontractor's Cost**				
	BC Rincon	$	25,194.33		
	Insurance @ 1%	$	278.43		
			Subtotal B:	**$**	**25,472.76**
B.	**General Contractor's Cost**				
	Material (See attached supporting documentation.)	$	-		
	Taxes at 9.5% of Material	$	-		
	Labor (includes Fringe Benefits)	$	-		
	Payroll Taxes and Insurances at 9.5% of Labor		included above		
	Construction Equipment (see attached supporting documentation	$	-		
			Subtotal C:	**$**	**-**
C.	**General Contractor's Overhead and Profit***	* N/A for Contingency Draw Requests			
	Overhead & Profit 5% of Subtotal A	$	1,273.64		
	Overhead & Profit 10% of Subtotal C	$	-		
			Subtotal C:	**$**	**1,273.64**
D.	**Bond at 1%**		**Subtotal D:**	**$**	**270.61**
E.	**Builders Risk Insurance at 1%**		**Subtotal E:**	**$**	**270.61**
F.	**General Liability at 1.04%**		**Subtotal F:**	**$**	**281.43**
	Grand Total = (A + B + C + D + E + F)			**$**	**27,061.00**

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

☐

Rafael Alamillo, Project Manager - Balfour Beatty — Rafael Alamillo — 2026-04-27

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

Contingency Draw Request (CDR)

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

CONTINGENCY DRAW REQUEST

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

Contingency Draw Request #: 465
.

Date: 4-22-2026

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

The Contract is changed as follows:

Reference Cost Event 426 - CDR 465 - ASI 39 R2 Revised Grades and Additional Mow Curb Provide and install new reinforced concrete mow curb/stepped curb in accordance with ASI 39 R2, which includes revised site grades, along the east fence line, playfield edges, detention basin, asphalt paving edges, and adjacent concrete walks. Scope includes required re-survey due to revised elevations, layout, demolition as necessary, forming, reinforcing, concrete placement, finish work, and regrading at the detention basin, to complete the mow curb installation and associated grading. This change order excludes all landscaping work, which will be submitted under a separate change order. Per RFI 650.1, the highest playfield elevation shall remain as constructed and the mow curb shall be set flush with the existing asphalt; work assumes grades are adjusted to tie into existing elevations and does not include removal of existing asphalt or placement of additional base material. This change order also excludes modifications to existing fencing and any unforeseen or latent site conditions. Any such work shall require a separate and formally executed change order prior to proceeding.	$ 36,078.00

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

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

NOT VALID UNTIL SIGNED BY THE OWNER/DISTRICT & CONTRACTOR

CONTRACTOR	ARCHITECT	PROGRAM MANAGER
Balfour Beatty	IBI Group	CFW Group, Inc.
By: _____	By : _____	By: _____
Date: 2026-04-22	Date: _____	Date: _____

OWNER - Oxnard School District By : _____ Date: _____

CONTINGENCY DRAW REQUEST (CDR)

Owner:	Oxnard School District	Date:	4-22-2026
Permit Number:	DSA# 03-119284	Change Event No.:	426
Project Name:	Rose Ave. K-5 Reconstruction		
Project Number:	15650001		
To: (Program Manager)	Gerald Schober - CFW	Contract Number:	P22-01685
From: (Contractor or Design)	Balfour Beatty	Task Order Number:	n/a

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

Description of Work:

Reference Cost Event 426 - CDR 465 - ASI 39 R2 Revised Grades and Additional Mow Curb

Provide and install new reinforced concrete mow curb/stepped curb in accordance with ASI 39 R2, which includes revised site grades, along the east fence line, playfield edges, detention basin, asphalt paving edges, and adjacent concrete walks. Scope includes required re-survey due to revised elevations, layout, demolition as necessary, forming, reinforcing, concrete placement, finish work, and regrading at the detention basin, to complete the mow curb installation and associated grading.

This change order excludes all landscaping work, which will be submitted under a separate change order. Per RFI 650.1, the highest playfield elevation shall remain as constructed and the mow curb shall be set flush with the existing asphalt; work assumes grades are adjusted to tie into existing elevations and does not include removal of existing asphalt or placement of additional base material. This change order also excludes modifications to existing fencing and any unforeseen or latent site conditions. Any such work shall require a separate and formally executed change order prior to proceeding.

A.	**Subcontractor's Cost**				
	Inland Building	$	4,971.37		
	Insurance @ 1%	$	54.94		
	Huitt Zollars	$	10,650.00		
	Bond @ 1.5%	$	159.75		
	Insurance @ 1%	$	117.70		
	Summer Construction	$	16,920.00		
	Bond @ 1.5%	$	253.80		
	Insurance @ 1%	$	186.99		
			Subtotal B:	**$**	**33,314.54**
B.	**General Contractor's Cost**				
	Material (See attached supporting documentation.)	$	-		
	Taxes at 9.5% of Material	$	-		
	Labor (includes Fringe Benefits)	$	-		
	Payroll Taxes and Insurances at 9.5% of Labor		included above		
	Construction Equipment (see attached supporting documentation)	$	-		
			Subtotal C:	**$**	**-**
C.	**General Contractor's Overhead and Profit***	* N/A for Contingency Draw Requests			
	Overhead & Profit 5% of Subtotal A	$	1,665.73		
	Overhead & Profit 10% of Subtotal C	$	-		
			Subtotal C:	**$**	**1,665.73**
D.	**Bond at 1%**		**Subtotal D:**	**$**	**360.78**
E.	**Builders Risk Insurance at 1%**		**Subtotal E:**	**$**	**360.78**
F.	**General Liability at 1.04%**		**Subtotal F:**	**$**	**375.21**
	Grand Total = (A + B + C + D + E + F)			**$**	**36,078.00**

The request could potentially Increase **the Milestones and/or** **Contract Time Extension through November 30, 2026.**

☐

Rafael Alamillo, Project Manager - Balfour Beatty — 2026-04-22

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

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

CONTINGENCY DRAW REQUEST

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

Contingency Draw Request #: 466

Date: 4-27-2026

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

The Contract is changed as follows:

Reference Cost Event 428 - CDR 466 - Storm Tech Pipe and Mow Curb Conflict at Detention Basin Provide demolition and modification of fence improvements on the north side of the detention basin, including chipping and lowering existing fence footings to below the mow curb elevation, layout and excavation of new fence post footings, and demolition of an existing fence post that was not compatible with the detention basin work.	$ 4,178.00

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

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

NOT VALID UNTIL SIGNED BY THE OWNER/DISTRICT & CONTRACTOR

CONTRACTOR	ARCHITECT	PROGRAM MANAGER
Balfour Beatty	IBI Group	CFW Group, Inc.
By: _____	By : _____	By: _____
Date: 2026-04-27	Date: _____	Date: _____

OWNER - Oxnard School District By : _____ Date: _____

CONTINGENCY DRAW REQUEST (CDR)

Owner:	Oxnard School District	Date:	4-27-2026
Permit Number:	DSA# 03-119284	Change Event No.:	426
Project Name:	Rose Ave. K-5 Reconstruction		
Project Number:	15650001		
To: (Program Manager)	Gerald Schober - CFW	Contract Number:	P22-01685
From: (Contractor or Design)	Balfour Beatty	Task Order Number:	n/a

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

Description of Work:

Reference Cost Event 428 - CDR 466 - Storm Tech Pipe and Mow Curb Conflict at Detention Basin

Provide demolition and modification of fence improvements on the north side of the detention basin, including chipping and lowering existing fence footings to below the mow curb elevation, layout and excavation of new fence post footings, and demolition of an existing fence post that was not compatible with the detention basin work.

A.	**Subcontractor's Cost**				
	Inland Building	$	3,815.53		
	Insurance @ 1%	$	42.17		
			Subtotal B:	**$**	**3,857.70**
B.	**General Contractor's Cost**				
	Material (See attached supporting documentation.)	$	-		
	Taxes at 9.5% of Material	$	-		
	Labor (includes Fringe Benefits)	$	-		
	Payroll Taxes and Insurances at 9.5% of Labor		included above		
	Construction Equipment (see attached supporting documentation)	$	-		
			Subtotal C:	**$**	**-**
C.	**General Contractor's Overhead and Profit***	* N/A for Contingency Draw Requests			
	Overhead & Profit 5% of Subtotal A	$	192.88		
	Overhead & Profit 10% of Subtotal C	$	-		
			Subtotal C:	**$**	**192.88**
D.	**Bond at 1%**		**Subtotal D:**	**$**	**41.78**
E.	**Builders Risk Insurance at 1%**		**Subtotal E:**	**$**	**41.78**
F.	**General Liability at 1.04%**		**Subtotal F:**	**$**	**43.45**
	Grand Total = (A + B + C + D + E + F)			**$**	**4,178.00**

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

☐

Rafael Alamillo, Project Manager - Balfour Beatty — 2026-04-27

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

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

CONTINGENCY DRAW REQUEST

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

Contingency Draw Request #: 467R1

Date: 5/22/2026

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

The Contract is changed as follows:

Reference Cost Event 435 - CDR 467R1 - RFI 654 CB Pipe Connection Detail Catch Basin Upsizing Provide labor, material, and equipment to revise the storm drain system per RFI #654 by increasing the specified 12"x12" catch basin to a 36"x36" catch basin to accommodate multiple pipe connections, including associated material cost adjustments and credit for the originally specified basin.	$ 4,820.00

[☑] The cost of this work will be drawn from E&O Contractor Contingency:

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

NOT VALID UNTIL SIGNED BY THE OWNER/DISTRICT & CONTRACTOR

CONTRACTOR	ARCHITECT	PROGRAM MANAGER
Balfour Beatty	IBI Group	CFW Group, Inc.
By: Rafael Alamillo	By : _____	By: _____
Date: 5/22/2026	Date: _____	Date: _____

OWNER - Oxnard School District By : _____ Date: _____

CONTINGENCY DRAW REQUEST (CDR)

Owner:	Oxnard School District	Date:	5/22/2026
Permit Number:	DSA# 03-119284	Change Event No.:	435
Project Name:	Rose Ave. K-5 Reconstruction		
Project Number:	15650001		
To: (Program Manager)	Gerald Schober - CFW	Contract Number:	P22-01685
From: (Contractor or Design)	Balfour Beatty	Task Order Number:	n/a

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

Description of Work:

Reference Cost Event 435 - CDR 467R1 - RFI 654 CB Pipe Connection Detail Catch Basin Upsizing

Provide labor, material, and equipment to revise the storm drain system per RFI #654 by increasing the specified 12"x12" catch basin to a 36"x36" catch basin to accommodate multiple pipe connections, including associated material cost adjustments and credit for the originally specified basin.

A.	**Subcontractor's Cost**				
	Burns Pacific	$	4,401.93		
	Insurance @ 1%	$	48.65		
			Subtotal B:	**$**	**4,450.58**
B.	**General Contractor's Cost**				
	Material (See attached supporting documentation.)	$	-		
	Taxes at 9.5% of Material	$	-		
	Labor (includes Fringe Benefits)	$	-		
	Payroll Taxes and Insurances at 9.5% of Labor		included above		
	Construction Equipment (see attached supporting documentation	$	-		
			Subtotal C:	**$**	**-**
C.	**General Contractor's Overhead and Profit***	* N/A for Contingency Draw Requests			
	Overhead & Profit 5% of Subtotal A	$	222.53		
	Overhead & Profit 10% of Subtotal C	$	-		
			Subtotal C:	**$**	**222.53**
D.	**Bond at 1%**		**Subtotal D:**	**$**	**48.20**
E.	**Builders Risk Insurance at 1%**		**Subtotal E:**	**$**	**48.20**
F.	**General Liability at 1.04%**		**Subtotal F:**	**$**	**50.13**
	Grand Total = (A + B + C + D + E + F)			**$**	**4,820.00**

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

☐

Rafael Alamillo, Project Manager - Balfour Beatty — Rafael Alamillo — 2026-05-22

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

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

CONTINGENCY DRAW REQUEST

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

Contingency Draw Request #: 468

Date: 5-22-2026

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

The Contract is changed as follows:

Reference Cost Event 437 - CDR 468 - Temporary Construction Water Connection at Irrigation Backflow (FH Removal Scope) Provide labor, materials, and equipment to support temporary construction water service associated with fire hydrant (FH) removal. Scope includes reconfiguration of the existing campus-side irrigation backflow device on Driskill to furnish a temporary construction water supply, including installation of all required fittings, valves, piping, and appurtenances. Work also includes coordination with Public Works and Fire Department for required approvals, attempted shutdown of the street valve, and mobilization/demobilization related to the suspended hydrant removal operation. Temporary connection to remain in place for construction use and to be removed upon completion, with system restored to original condition.	$ 3,342.00

[☑] The cost of this work will be drawn from E&O Contractor Contingency:

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

NOT VALID UNTIL SIGNED BY THE OWNER/DISTRICT & CONTRACTOR

CONTRACTOR	ARCHITECT	PROGRAM MANAGER
Balfour Beatty	IBI Group	CFW Group, Inc.
By: Rafael Alamillo	By : _____	By: _____
Date: 2026-05-22	Date: _____	Date: _____

OWNER - Oxnard School District By : _____ Date: _____

CONTINGENCY DRAW REQUEST (CDR)

Owner:	Oxnard School District	Date:	5-22-2026
Permit Number:	DSA# 03-119284	Change Event No.:	435
Project Name:	Rose Ave. K-5 Reconstruction		
Project Number:	15650001		
To: (Program Manager)	Gerald Schober - CFW	Contract Number:	P22-01685
From: (Contractor or Design)	Balfour Beatty	Task Order Number:	n/a

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

Description of Work:

Reference Cost Event 437 - CDR 468 - Temporary Construction Water Connection at Irrigation Backflow (FH Removal Scope)

Provide labor, materials, and equipment to support temporary construction water service associated with fire hydrant (FH) removal. Scope includes reconfiguration of the existing campus-side irrigation backflow device on Driskill to furnish a temporary construction water supply, including installation of all required fittings, valves, piping, and appurtenances. Work also includes coordination with Public Works and Fire Department for required approvals, attempted shutdown of the street valve, and mobilization/demobilization related to the suspended hydrant removal operation. Temporary connection to remain in place for construction use and to be removed upon completion, with system restored to original condition.

A.	**Subcontractor's Cost**				
	Burns Pacific	$	3,052.09		
	Insurance @ 1%	$	33.73		
			Subtotal B:	**$**	**3,085.82**
B.	**General Contractor's Cost**				
	Material (See attached supporting documentation.)	$	-		
	Taxes at 9.5% of Material	$	-		
	Labor (includes Fringe Benefits)	$	-		
	Payroll Taxes and Insurances at 9.5% of Labor		included above		
	Construction Equipment (see attached supporting documentation)	$	-		
			Subtotal C:	**$**	**-**
C.	**General Contractor's Overhead and Profit***	* N/A for Contingency Draw Requests			
	Overhead & Profit 5% of Subtotal A	$	154.29		
	Overhead & Profit 10% of Subtotal C	$	-		
			Subtotal C:	**$**	**154.29**
D.	**Bond at 1%**		**Subtotal D:**	**$**	**33.42**
E.	**Builders Risk Insurance at 1%**		**Subtotal E:**	**$**	**33.42**
F.	**General Liability at 1.04%**		**Subtotal F:**	**$**	**34.76**
	Grand Total = (A + B + C + D + E + F)			**$**	**3,342.00**

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

☐

Rafael Alamillo, Project Manager - Balfour Beatty — Rafael Alamillo — 2026-05-22

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

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

CONTINGENCY DRAW REQUEST

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

Contingency Draw Request #: 469

Date: 5/22/2026

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

The Contract is changed as follows:

Reference Cost Event 439 – CDR 469 – 18” x 18” Catch Basin in Lieu of 12” x 12” RFI #663 - Provide all labor, materials, and equipment required to install an 18” x 18” catch basin in place of the specified 12” x 12” unit. This change is necessary to accommodate a 10-inch pipe connection. The installation will include a non-traffic-rated grate.	$ 1,437.00

[☑] The cost of this work will be drawn from E&O Contractor Contingency:

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

NOT VALID UNTIL SIGNED BY THE OWNER/DISTRICT & CONTRACTOR

CONTRACTOR	ARCHITECT	PROGRAM MANAGER
Balfour Beatty	IBI Group	CFW Group, Inc.
By: Rafael Alamillo	By : _____	By: _____
Date: 2026-05-22	Date: _____	Date: _____

OWNER - Oxnard School District By : _____ Date: _____

CONTINGENCY DRAW REQUEST (CDR)

Owner:	Oxnard School District	Date:	5/22/2026
Permit Number:	DSA# 03-119284	Change Event No.:	439
Project Name:	Rose Ave. K-5 Reconstruction		
Project Number:	15650001		
To: (Program Manager)	Gerald Schober - CFW	Contract Number:	P22-01685
From: (Contractor or Design)	Balfour Beatty	Task Order Number:	n/a

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

Description of Work:

Reference Cost Event 439 – CDR 469 – 18” x 18” Catch Basin in Lieu of 12” x 12”

RFI #663, Provide all labor, materials, and equipment required to install an 18” x 18” catch basin in place of the specified 12” x 12” unit. This change is necessary to accommodate a 10-inch pipe connection. The installation will include a non-traffic-rated grate.

A.	**Subcontractor's Cost**				
	Burns Pacific	$	1,312.24		
	Insurance @ 1%	$	14.50		
			Subtotal B:	**$**	**1,326.74**
B.	**General Contractor's Cost**				
	Material (See attached supporting documentation.)	$	-		
	Taxes at 9.5% of Material	$	-		
	Labor (includes Fringe Benefits)	$	-		
	Payroll Taxes and Insurances at 9.5% of Labor		included above		
	Construction Equipment (see attached supporting documentation	$	-		
			Subtotal C:	**$**	**-**
C.	**General Contractor's Overhead and Profit***	* N/A for Contingency Draw Requests			
	Overhead & Profit 5% of Subtotal A	$	66.34		
	Overhead & Profit 10% of Subtotal C	$	-		
			Subtotal C:	**$**	**66.34**
D.	**Bond at 1%**		**Subtotal D:**	**$**	**14.37**
E.	**Builders Risk Insurance at 1%**		**Subtotal E:**	**$**	**14.37**
F.	**General Liability at 1.04%**		**Subtotal F:**	**$**	**14.94**
	Grand Total = (A + B + C + D + E + F)			**$**	**1,437.00**

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

☐

Rafael Alamillo, Project Manager - Balfour Beatty

Print Name & Title (General Contractor)

Rafael Alamillo

Signature

2026-05-22

Date

OSD BOARD AGENDA ITEM

Name of Contributor: Kristen Pifko **Date of Meeting:** June 17, 2026

Agenda Section: Section C: Facilities Agreement

Approval of Change Order #4 to Agreement #25-189, Perfection Painting Corp. – District Office Enhancement Project (Pifko/Bennett)

On January 14, 2026, the Board of Trustees approved Agreement #25-189 with Perfection painting Corp. for the District Office Enhancement Project in the amount of $1,359,000.00.

Change Order #4, in the amount of $89,309.50, addresses unforeseen conditions encountered during construction. The change order includes the installation of v-gutters in accordance with Instruction Bulletin (IB) No. 006, the installation of a DoorKing 1830 Series telephone entry/intercom system with associated VoIP/SIP adapter, data pathway, and CAT6A cabling in accordance with IB No. 007, and the installation of five (5) replacement windows.

This additional work is necessary to improve site drainage and prevent water from ponding in the parking lot, enhance site security and access control, and provide consistency with the building's renovated architectural appearance. The scope of work and associated pricing have been reviewed and approved by the project architect.

FISCAL IMPACT:
$89,309.50 – Deferred Maintenance Funds

RECOMMENDATION:
It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, and the Director of Facilities, that the Board of Trustees approve Change Order #4 to Agreement #25-189 with Perfection Painting Corp.

ADDITIONAL MATERIALS:

Attached: Change Order #4 (9 Pages)

CHANGE ORDER

Date: June 17, 2026

CHANGE ORDER NO. 004

PROJECT: District Office Enhancement Project

O.S.D. BID No. 25-02
O.S.D. Agreement No.

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

CONTRACTOR: Perfection Pro Contractors
Carlos Zarate

ARCHITECT: Flewelling & Moody
Steve Colombero

Architects Proj. No.:
D.S.A. File No.:
D.S.A. App. No.:

Attn:

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

ORIGINAL CONTRACT SUM	**$ 1,359,000.00**
NET CHANGE - ALL PREVIOUS CHANGE ORDERS	**$ 83,903.94**
ADJUSTED CONTRACT SUM	**$ 1,442,903.94**
NET CHANGE -	**$89,309.50**
Total Change Orders to Date:	**$ 173,213.44**
ADJUSTED CONTRACT SUM THROUGH CHANGE ORDER NO	**$1,532,213.44**
Commencement Date:	February 2, 2026
Original Completion Date:	May 13, 2026
Original Contract Time	100 Calendar days
Time Extension for all Previous Change Orders:	60 Calendar days
Time Extension for this Change Order	**30 days**
Adjusted Completion Date:	August 12, 2026

Percentage..... 1.10%

Item	Description	Unforeseen Condition (UFO)	Additional Scope (AS)	Design Clarification (DC)	Code Requirement
1.	Furnish and install v-gutters per attached Instruction Bulletin Drawing No. IB-No. 6		**$40,942.50**		
2.	Furnish install: • Doorking telephone entry/intercom system – 1830-sensor evolveseries • Doorking VoIP/sip adapter • Provide pathway to data switch and cat6A cable IB No.: 007		**$ 19,467.00**		
3.	Furnish and install five 5 windows Refer to proposal		**$ 28,900.00**		
	Totals		**$89,309.50**		

Total Change Order No. ..... **$ 89,309.50**

NOT VALID UNTIL SIGNED BY THE ARCHITECT, CONTRACTOR AND ASST. SUPT. BUSINESS SERVICES OR PURCHASING DIRECTOR

APPROVAL (REQUIRED):

ARCHITECT:_____ **DATE:**_____

CONTRACTOR: Antonia Marquez (President) **DATE:** 06/03/2026

RECOMMENDED FOR APPROVAL:

OSD DSA INSPECTOR:_____ **DATE:**_____

FACILITIES DIRECTOR:_____ **DATE:**_____

APPROVAL (REQUIRED):

BOARD APPROVAL **DATE:**_____

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

DSA APPROVAL **DATE:**_____

PERFECTION PRO CONTRACTORS
24820 Orchard Village, Ste A #310, Santa Clarita, CA 91355.
perfectionptgco@gmail.com (661) 234 - 1957
CSLB #1091363 B, C-15, C-33

CHANGE ORDER PROPOSAL

June 3, 2026
CSLB#1091363
CLASS: B, C-15, C-33
DIR # 2000017608
072

To: OXNARD SCHOOL DISTRICT | FLEWELLING & MOODY

Steve Colombero

scolombero@flewelling-moody.com

Exterior Finishes & New Fencing at Oxnard School District
IB No. 006

Item No.	Quantity	Unit	Description	Unit Price	TOTAL
1	1	LS	Material	$ 17,500.00	$ 17,500.00
2	1	LS	Labor	$ 17,455.00	$ 17,455.00
3	1	LS	Bonds	$ 1,987.50	$ 1,987.50
4	1	LS	Profit	$ 3,000.00	$ 3,000.00
5	1	LS	Overhead	$ 1,000.00	$ 1,000.00
				TOTAL COST	**$ 40,942.50**

Proposal Notes

We propose to furnish all labor, materials, equipment, and supervision necessary to furnish and install v-gutters per IB No. 006. Includes prevailing wage labor.

PERFECTION PRO CONTRACTORS
24820 Orchard Village, Ste A #310, Santa Clarita, CA 91355.
perfectionptgco@gmail.com (661) 234 - 1957
CSLB #1091363 B, C-15, C-33

All our work includes one (1) year limited warranty

Perfection Pro Contractors materials will meet applicable building codes and district specifications.

Work Schedule

Perfection Pro Contractors will collaborate and coordinate with Owner to ensure a good time to commence our work schedule.

Cleanup

Perfection Pro Contractors will remove rubbish, debris, and waste materials and legally dispose of the Project site.

Cost

Perfection Pro Contractors is to complete in accordance with the above specifications

Total Change Order: $ 40,942.50

- **Taxes included**
- **Prevailing Wages Included**

[END OF PROPOSAL]

ACCEPTANCE OF PROPOSAL
The above price, specifications, and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified. Steve Colombero _____ 6/8/2026 _____ Signature Date

PERFECTION PRO CONTRACTORS
24820 Orchard Village, Ste A #310, Santa Clarita, CA 91355.
perfectionptgco@gmail.com (661) 234 - 1957
CSLB #1091363 B, C-15, C-33

CHANGE ORDER PROPOSAL

June 3, 2026
CSLB#1091363
CLASS: B, C-15, C-33
DIR # 2000017608
073

To: OXNARD SCHOOL DISTRICT | FLEWELLING & MOODY

Steve Colombero

scolombero@flewelling-moody.com

Exterior Finishes & New Fencing at Oxnard School District
IB No.: 007

Item No.	Quantity	Unit	Description	Unit Price	TOTAL
1	1	LS	Material	$ 7,442.00	$ 7,442.00
2	1	LS	Labor	$ 7,441.00	$ 7,441.00
3	1	LS	Bonds	$ 584.00	$ 584.00
4	1	LS	Profit	$ 3,000.00	$ 3,000.00
5	1	LS	Overhead	$ 1,000.00	$ 1,000.00
				TOTAL COST	**$ 19,467.00**

Proposal Notes

We propose to furnish all labor, materials, equipment, and supervision necessary to furnish and install the following items:

- DoorKing telephone entry/intercom system – 1830 Series, or approved equal
- DoorKing VoIP/SIP adapter
- Provide pathway to data switch and CAT6A cable

PERFECTION PRO CONTRACTORS
24820 Orchard Village, Ste A #310, Santa Clarita, CA 91355.
perfectionptgco@gmail.com (661) 234 - 1957
CSLB #1091363 B, C-15, C-33

All our work includes one (1) year limited warranty

Perfection Pro Contractors materials will meet applicable building codes and district specifications.

Work Schedule

Perfection Pro Contractors will collaborate and coordinate with Owner to ensure a good time to commence our work schedule.

Cleanup

Perfection Pro Contractors will remove rubbish, debris, and waste materials and legally dispose of the Project site.

Cost

Perfection Pro Contractors is to complete in accordance with the above specifications

Total Change Order: $ 19,467.00

- **Taxes included**
- **Prevailing Wages Included**

[END OF PROPOSAL]

ACCEPTANCE OF PROPOSAL
The above price, specifications, and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified. Steve Colombero _____ 6/8/2026 _____ Signature Date

PERFECTION PRO CONTRACTORS
24820 Orchard Village, Ste A #310, Santa Clarita, CA 91355.
perfectionptgco@gmail.com (661) 234 - 1957
CSLB #1091363 B, C-15, C-33

CHANGE ORDER PROPOSAL

June 3, 2026
CSLB#1091363
CLASS: B, C-15, C-33
DIR # 2000017608
074

To: OXNARD SCHOOL DISTRICT | FLEWELLING & MOODY

Steve Colombero

scolombero@flewelling-moody.com

Exterior Finishes & New Fencing at Oxnard School District
Furnish and Install 5 windows

Item No.	Quantity	Unit	Description	Unit Price	TOTAL
1	1	LS	Material	$ 10,500.00	$ 10,500.00
2	1	LS	Labor	$ .00	$ 13,533.00
3	1	LS	Bonds	$ 867.00	$ 867.00
4	1	LS	Profit	$ 3,000.00	$ 3,000.00
5	1	LS	Overhead	$ 1,000.00	$ 1,000.00
				TOTAL COST	**$ 28,900.00**

Proposal Notes

We propose to furnish all labor, materials, equipment, and supervision necessary to furnish and install five (5) sets of windows at the Oxnard School District Exterior Finishes & New Fencing project. Please refer to the attached pictures for the typical window reference.

All our work includes one (1) year limited warranty

PERFECTION PRO CONTRACTORS
24820 Orchard Village, Ste A #310, Santa Clarita, CA 91355.
perfectionptgco@gmail.com (661) 234 - 1957
CSLB #1091363 B, C-15, C-33

Perfection Pro Contractors materials will meet applicable building codes and district specifications.

Work Schedule

Perfection Pro Contractors will collaborate and coordinate with Owner to ensure a good time to commence our work schedule.

Cleanup

Perfection Pro Contractors will remove rubbish, debris, and waste materials and legally dispose of the Project site.

Cost

Perfection Pro Contractors is to complete in accordance with the above specifications

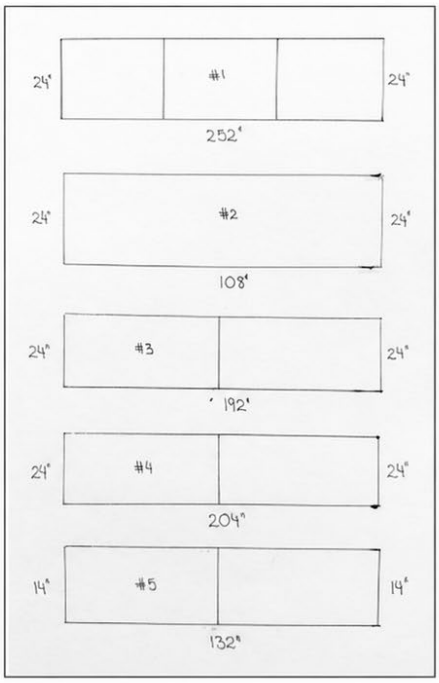
Total Change Order: $ 28,900.00

- **Taxes included**
- **Prevailing Wages Included**

[END OF PROPOSAL]

ACCEPTANCE OF PROPOSAL
The above price, specifications, and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified. Steve Colomberto _____ 6/8/2026 _____ Signature Date

PERFECTION PRO CONTRACTORS
24820 Orchard Village, Ste A #310, Santa Clarita, CA 91355.
perfectionptgco@gmail.com (661) 234 - 1957
CSLB #1091363 B, C-15, C-33



OSD BOARD AGENDA ITEM

Name of Contributor: Kristen Pifko **Date of Meeting:** June 17, 2026

Agenda Section: Section C: Consent Agenda

Approval of Change Order No. 007 to Construction Services Agreement #24-143 for Viola, Inc. for the McAuliffe Elementary School Modernization Project (Pifko/Bennett/CFW)

The Board of Trustees approved the Enhanced Master Construction Program, which focuses on increasing the number of K–8 school facilities and modernizing or replacing aging schools, portable classrooms, and support facilities with permanent K–5 and K–8 schools. These facilities are designed to provide 21st Century Learning Environments that align with adopted Board specifications and program requirements.

On October 16, 2024, the Board entered into Construction Services Agreement No. 24-143 with Viola, Inc. to serve as the Lease-Leaseback Contractor for the project.

On March 5, 2025, the Board approved Amendment No. 001 to Construction Services Agreement No. 24-143.

On September 17, 2025, the Board approved Amendment No. 002 to Construction Services Agreement No. 24-143.

The purpose of Change Order No. 007 is to provide funding for miscellaneous Proposed Change Orders (PCOs) necessary to support ongoing project requirements.

FISCAL IMPACT:
$90,815.10 – Measure I Bond Funds

RECOMMENDATION:
It is the recommendation of the Assistant Superintendent, Business & Fiscal Services and the Director of the Facilities, in conjunction with Caldwell, Flores Winters that the Board of Trustees approve Change Order #007 to Agreement #24-143 with Viola, Inc.

ADDITIONAL MATERIALS:

Attached: Change Order #007 (15 Pages)

CHANGE ORDER # 007

Date: 06/17/26

Change Order NO. 007

PROJECT: McAuliffe Modernization Project
O.S.D. BID No. N/A
O.S.D. Agreement No. 24-143

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

ARCHITECT: Arcadis/IBI
333 S. Hope St. Ste C-200
Los Angeles, CA 90017

CONTRACTOR: Viola, Inc.
5811 Olivas Park Dr. #204
Ventura, CA 93003
Attn: Mr. Michael Viola

Architects Proj. No.: 12392
D.S.A. File No.: 56-22
D.S.A. App. No.: 03-121079

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

ORIGINAL CONTRACT SUM	$	6,908,240.50
NET CHANGE - ALL PREVIOUS CHANGE ORDERS	$	881,463.37
ADJUSTED CONTRACT SUM	$	7,789,703.87
NET CHANGE	$	90,815.10
Total Change Orders to Date:	$	972,278.47
ADJUSTED CONTRACT SUM THROUGH CHANGE ORDER NO. 007	$	7,880,518.97

Anticipated Commencement Date:		March 6, 2025
Actual Commencement Date:		March 6, 2025
Original Completion Date:		June 4, 2026
Original Contract Time:	455	Calender Days
Time Extension for all Previous Change Orders:	0	Calender Days
Time Extension for this Change Order:	88	Calender Days
Adjusted Completion Date:		August 31, 2026
Percentage:		0%

Item	Description	Unforeseen Condition (UFO)	Additional Scope (AS)	Design Clarification (DC)	Code Requirement
1.	PCO-050: Add Retrofit Light Fixtures at RM 115 per RFI#146		$ 1,795.02		
2.	PCO-051: Hardware Keying/Cylinder Change			$ 6,056.79	
3.	PCO-052: Prime Acoustics Overtime Ph 2	$ 1,581.40			
4.	PCO-053: Troubleshoot Chiller Due to Water Intrusion		$ 2,164.52		
5.	PCO-054: Add Data Outlets per ASI#015R		$ 25,386.95		
6.	PCO-055: Fire Alarm Device Changes per CCD 004 A				$ 23,706.28
7.	PCO-056: Added Light Fixtures Room 187			$ 1,147.71	
8.	PCO-057: CCD #010 - Fire Alarm Changes				$ 2,168.97
9.	PCO-058: Extend Tackable Wall Panels at RM#190 and 1107	$ 3,999.80			
10.	PCO-059: Phase #4 Restroom Painting		$ 1,394.81		
11.	PCO-060: Finish Drywall at Cracking Window Sills Phase 4		$ 3,553.10		
12.	PCO-061: Snake Restroom Phase 4	$ 987.39			
13.	PCO-062: Modify Sinks for Bubblers			$ 16,872.36	
	Totals	**$ 6,568.59**	**$ 34,294.40**	**$ 24,076.86**	**$ 25,875.25**

Total Change Order No. 007 ..... $ 90,815.10

***NOT VALID UNTIL SIGNED BY THE ARCHITECT, CONTRACTOR AND ASST. SUPT. BUSINESS SERVICES OR PURCHASING DIRECTOR**

APPROVAL (REQUIRED):

ARCHITECT: _____ **DATE:** _____

CONTRACTOR: _____ **DATE:** _____

RECOMMENDED FOR APPROVAL:

FACILITIES DIRECTOR: _____ **DATE:** _____

APPROVAL (REQUIRED):

BOARD APPROVAL **DATE:** _____

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

PCO #050

Viola Incorporated
5811 Olivas Park Dr, Suite 204
Ventura, California 93003
Phone: (805) 487-3871
Fax: (805) 487-3870

Project: 2526 - McAuliffe ES Modernization
3300 W. Via Marina Avenue
Oxnard, California 93035

Prime Contract Potential Change Order #050: Add Retrofit Light Fixtures at RM 115 per RFI#146

TO:	Oxnard School District 1051 South A Street Oxnard, California 93030	**FROM:**	Viola Inc. 5811 Olivas Park Dr. Ste 204 Ventura, California 93003
PCO NUMBER/REVISION:	050 / 0	**CONTRACT:**	1 - Amendment 1 to Construction Services Agreement
REQUEST RECEIVED FROM:		**CREATED BY:**	Nick Shipp **(Viola Inc.)**
STATUS:	Pending - In Review	**CREATED DATE:**	3/7/2026
REFERENCE:		**PRIME CONTRACT CHANGE ORDER:**	None
FIELD CHANGE:	No	**CHANGE ORDER REQUEST:**	None
LOCATION:		**ACCOUNTING METHOD:**	Amount Based
SCHEDULE IMPACT:		**PAID IN FULL:**	No
EXECUTED:	No	**SIGNED CHANGE ORDER RECEIVED DATE:**	
		TOTAL AMOUNT:	$1,795.02

POTENTIAL CHANGE ORDER TITLE: Add Retrofit Light Fixtures at RM 115 per RFI#146

CHANGE REASON: Client Request

POTENTIAL CHANGE ORDER DESCRIPTION: *(The Contract Is Changed As Follows)*
Lighting Fixture Discrepancy in Library/Media Center 115 (Northwest Corner)
The following PCO reflects the addition of retrofit light fixtures in RM 115 per RFI#146 response.

ATTACHMENTS:

RFI146_Lighting Fixture Discrepancy in Library Media Center 115 Northwest Corner - Response.pdf , _COR 755-13 RFI 146 Added Lighting Rev0 2-18-26.pdf

#	Budget Code	Description	Amount
1	2600-2600.000.Subcontract Electrical.Subcontract	Scott & Sons CO#13	$1,613.81
		Subtotal:	**$1,613.81**
		LLB Fee (8.00%):	$129.10
		Bond & Insurance (2.99%):	$52.11
		Grand Total:	**$1,795.02**

Ruben Ruiz (Arcadis)
4119 Broad Street Suite 210
San Luis Obispo, California 93401

05/06/2026
SIGNATURE **DATE**

Oxnard School District
1051 South A Street
Oxnard, California 93030

SIGNATURE **DATE**

Viola Inc.
5811 Olivas Park Dr. Ste 204
Ventura, California 93003

Nick Shipp Digitally signed by Nick Shipp DN: C=US, E=nshipp@violainc.com, O="Viola Inc.", CN=Nick Shipp Date: 2026.03.07 19:06:56-08'00'
SIGNATURE **DATE**

PCO #051R1

Viola Incorporated
5811 Olivas Park Dr, Suite 204
Ventura, California 93003
Phone: (805) 487-3871
Fax: (805) 487-3870

Project: 2526 - McAuliffe ES Modernization
3300 W. Via Marina Avenue
Oxnard, California 93035

Prime Contract Potential Change Order #051R1: Hardware Keying/Cylinder Change

TO:	Oxnard School District 1051 South A Street Oxnard, California 93030	**FROM:**	Viola Inc. 5811 Olivas Park Dr. Ste 204 Ventura, California 93003
PCO NUMBER/REVISION:	051R1 / 0	**CONTRACT:**	1 - Amendment 1 to Construction Services Agreement
REQUEST RECEIVED FROM:		**CREATED BY:**	Nick Shipp **(Viola Inc.)**
STATUS:	Pending - In Review	**CREATED DATE:**	4/2/2026
REFERENCE:		**PRIME CONTRACT CHANGE ORDER:**	None
FIELD CHANGE:	No	**CHANGE ORDER REQUEST:**	None
LOCATION:		**ACCOUNTING METHOD:**	Amount Based
SCHEDULE IMPACT:		**PAID IN FULL:**	No
EXECUTED:	No	**SIGNED CHANGE ORDER RECEIVED DATE:**	
		TOTAL AMOUNT:	$6,056.79

POTENTIAL CHANGE ORDER TITLE: Hardware Keying/Cylinder Change

CHANGE REASON: Client Request

POTENTIAL CHANGE ORDER DESCRIPTION: *(The Contract Is Changed As Follows)*
CE #111 - Hardware Keying Change
The following PCO reflects the change in key cores from LFIC cylinders to Conventional cylinders per OSD request. Any and all labor is excluded. Conventional cores to be delivered to OSD. PCO includes credit for LFIC cylinders. See attached FlyLock Proposal for conditions.

ATTACHMENTS:
McAuliffe_Change_Order_#8_Keying_2026-03-27.pdf

#	Budget Code	Description	Amount
1	800-810.000.Subcontract Doors and Frames.Subcontract	FlyLock CO#8	$5,445.32
		Subtotal:	**$5,445.32**
		LLB Fee (8.00%):	$435.63
		Bond & Insurance (2.99%):	$175.84
		Grand Total:	**$6,056.79**

Ruben Ruiz (Arcadis)
4119 Broad Street Suite 210
San Luis Obispo, California 93401

05/06/2026
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Oxnard School District
1051 South A Street
Oxnard, California 93030

SIGNATURE **DATE**

Viola Inc.
5811 Olivas Park Dr. Ste 204
Ventura, California 93003

Nick Shipp Digitally signed by Nick Shipp DN: C=US, E=nshipp@violainc.com, O="Viola Inc.", CN=Nick Shipp Reason: nshipp0150 Date: 2026.04.30 12:02:15-07'00'
SIGNATURE **DATE**

PCO #052

Viola Incorporated
5811 Olivas Park Dr, Suite 204
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Phone: (805) 487-3871
Fax: (805) 487-3870

Project: 2526 - McAuliffe ES Modernization
3300 W. Via Marina Avenue
Oxnard, California 93035

Prime Contract Potential Change Order #052: Prime Acoustics Overtime for Phase 2

TO:	Oxnard School District 1051 South A Street Oxnard, California 93030	**FROM:**	Viola Inc. 5811 Olivas Park Dr. Ste 204 Ventura, California 93003
PCO NUMBER/REVISION:	052 / 0	**CONTRACT:**	1 - Amendment 1 to Construction Services Agreement
REQUEST RECEIVED FROM:		**CREATED BY:**	Justine Legaspi **(Viola Inc.)**
STATUS:	Pending - In Review	**CREATED DATE:**	4/15/2026
REFERENCE:		**PRIME CONTRACT CHANGE ORDER:**	None
FIELD CHANGE:	No	**CHANGE ORDER REQUEST:**	None
LOCATION:		**ACCOUNTING METHOD:**	Amount Based
SCHEDULE IMPACT:		**PAID IN FULL:**	No
EXECUTED:	No	**SIGNED CHANGE ORDER RECEIVED DATE:**	
		TOTAL AMOUNT:	$1,581.40

POTENTIAL CHANGE ORDER TITLE: Prime Acoustics Overtime for Phase 2

CHANGE REASON: Allowance

POTENTIAL CHANGE ORDER DESCRIPTION: *(The Contract Is Changed As Follows)*
CE #114 - Prime Acoustics Overtime for Phase 2
Cost associated with OT Saturday Work for CE#025.

ATTACHMENTS:
CO 5 - Saturday Overtime 7.26.25 R1.pdf

#	Budget Code	Description	Amount
1	900-951.000.Subcontract Acoustical Ceilings.Subcontract	Prime Acoustics CO#5	$1,449.00
		Subtotal:	**$1,449.00**
		LLB Fee (5.00%):	$72.45
		Bond & Insurance (3.94%):	$59.95
		Grand Total:	**$1,581.40**

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1051 South A Street
Oxnard, California 93030

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Viola Inc.
5811 Olivas Park Dr. Ste 204
Ventura, California 93003

Nick Shipp
Digitally signed by Nick Shipp
DN: C=US, E=nshipp@violainc.com, O="Viola Inc.", CN=Nick Shipp
Reason: nshipp5150
Date: 2026.05.04 13:51:36-07'00'
SIGNATURE **DATE**

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PCO #053

Viola Incorporated
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Phone: (805) 487-3871
Fax: (805) 487-3870

Project: 2526 - McAuliffe ES Modernization
3300 W. Via Marina Avenue
Oxnard, California 93035

Prime Contract Potential Change Order #053: Troubleshoot Chiller Due to Water Intrusion

TO:	Oxnard School District 1051 South A Street Oxnard, California 93030	**FROM:**	Viola Inc. 5811 Olivas Park Dr. Ste 204 Ventura, California 93003
PCO NUMBER/REVISION:	053 / 0	**CONTRACT:**	1 - Amendment 1 to Construction Services Agreement
REQUEST RECEIVED FROM:		**CREATED BY:**	Nick Shipp **(Viola Inc.)**
STATUS:	Pending - In Review	**CREATED DATE:**	4/28/2026
REFERENCE:		**PRIME CONTRACT CHANGE ORDER:**	None
FIELD CHANGE:	No	**CHANGE ORDER REQUEST:**	None
LOCATION:		**ACCOUNTING METHOD:**	Amount Based
SCHEDULE IMPACT:		**PAID IN FULL:**	No
EXECUTED:	No	**SIGNED CHANGE ORDER RECEIVED DATE:**	
		TOTAL AMOUNT:	$2,164.52

POTENTIAL CHANGE ORDER TITLE: Troubleshoot Chiller Due to Water Intrusion

CHANGE REASON: Unforeseen Condition

POTENTIAL CHANGE ORDER DESCRIPTION: *(The Contract Is Changed As Follows)*
CE #109 - Troubleshoot Chiller
The following PCO reflects the additional cost to troubleshoot the chiller controls issues due to rain exposure caused by cabinet left open during rain event. Viola Inc. did not have access to this cabinet that contained a District Lock. Lock was off and cabinet left open during rain event.

ATTACHMENTS:
RFC_1833-01_Chiller Repairs.pdf

#	Budget Code	Description	Amount
1	2300-2300.000.Subcontract HVAC.Subcontract	REED CO	$1,946.00
		Subtotal:	**$1,946.00**
		LLB Fee (8.00%):	$155.68
		Bond & Insurance (2.99%):	$62.84
		Grand Total:	**$2,164.52**

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PCO #054

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Fax: (805) 487-3870

Project: 2526 - McAuliffe ES Modernization
3300 W. Via Marina Avenue
Oxnard, California 93035

Prime Contract Potential Change Order #054: Additional Data Outlets per ASI#015R

TO:	Oxnard School District 1051 South A Street Oxnard, California 93030	**FROM:**	Viola Inc. 5811 Olivas Park Dr. Ste 204 Ventura, California 93003
PCO NUMBER/REVISION:	054 / 0	**CONTRACT:**	1 - Amendment 1 to Construction Services Agreement
REQUEST RECEIVED FROM:		**CREATED BY:**	Nick Shipp **(Viola Inc.)**
STATUS:	Pending - In Review	**CREATED DATE:**	4/28/2026
REFERENCE:		**PRIME CONTRACT CHANGE ORDER:**	None
FIELD CHANGE:	No	**CHANGE ORDER REQUEST:**	None
LOCATION:		**ACCOUNTING METHOD:**	Amount Based
SCHEDULE IMPACT:		**PAID IN FULL:**	No
EXECUTED:	No	**SIGNED CHANGE ORDER RECEIVED DATE:**	
		TOTAL AMOUNT:	$25,386.95

POTENTIAL CHANGE ORDER TITLE: Additional Data Outlets per ASI#015R

CHANGE REASON: Design Development

POTENTIAL CHANGE ORDER DESCRIPTION: *(The Contract Is Changed As Follows)*
CE #107 - ASI #015R
The following PCO reflects the addition of 12 data outlets as indicated in ASI#015R. Work occurs at Phase 4.

ATTACHMENTS:
ASI015R - Revised IT Infrastructure - Phase IV Classrooms.pdf , _COR 755-21 Secondary Data Phase 4 Rev0 3-6-26.pdf

#	Budget Code	Description	Amount
1	2600-2600.000.Subcontract Electrical.Subcontract	Scott & Sons CO	$22,824.00
		Subtotal:	**$22,824.00**
		LLB Fee (8.00%):	$1,825.92
		Bond & Insurance (2.99%):	$737.03
		Grand Total:	**$25,386.95**

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PCO #055

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Project: 2526 - McAuliffe ES Modernization
3300 W. Via Marina Avenue
Oxnard, California 93035

Prime Contract Potential Change Order #055: Fire Alarm Device Changes per CCD_004_A

TO:	Oxnard School District 1051 South A Street Oxnard, California 93030	**FROM:**	Viola Inc. 5811 Olivas Park Dr. Ste 204 Ventura, California 93003
PCO NUMBER/REVISION:	055 / 0	**CONTRACT:**	1 - Amendment 1 to Construction Services Agreement
REQUEST RECEIVED FROM:		**CREATED BY:**	Nick Shipp **(Viola Inc.)**
STATUS:	Pending - In Review	**CREATED DATE:**	4/28/2026
REFERENCE:		**PRIME CONTRACT CHANGE ORDER:**	None
FIELD CHANGE:	No	**CHANGE ORDER REQUEST:**	None
LOCATION:		**ACCOUNTING METHOD:**	Amount Based
SCHEDULE IMPACT:		**PAID IN FULL:**	No
EXECUTED:	No	**SIGNED CHANGE ORDER RECEIVED DATE:**	
		TOTAL AMOUNT:	$23,706.28

POTENTIAL CHANGE ORDER TITLE: Fire Alarm Device Changes per CCD_004_A

CHANGE REASON: Client Request

POTENTIAL CHANGE ORDER DESCRIPTION: *(The Contract Is Changed As Follows)*
CE #106 - CCD #004 - Fire Alarm Changes
The following PCO reflects Fire Alarm Changes included in CCD_004_A. Cost includes Relocation and Added Smoke Detectors, Added Specker/Strobe. Work occurs at all phases.

ATTACHMENTS:
03-121079_CCD_004_A.pdf , _COR 755-20 CCD04V3 Rev0 3-6-26.pdf

#	Budget Code	Description	Amount
1	2600-2600.000.Subcontract Electrical.Subcontract	Scott & Sons CO	$21,313.00
		Subtotal:	**$21,313.00**
		LLB Fee (8.00%):	$1,705.04
		Bond & Insurance (2.99%):	$688.24
		Grand Total:	**$23,706.28**

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PCO #056

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Project: 2526 - McAuliffe ES Modernization
3300 W. Via Marina Avenue
Oxnard, California 93035

Prime Contract Potential Change Order #056: Added Light Fixtures Room 187

TO:	Oxnard School District 1051 South A Street Oxnard, California 93030	**FROM:**	Viola Inc. 5811 Olivas Park Dr. Ste 204 Ventura, California 93003
PCO NUMBER/REVISION:	056 / 0	**CONTRACT:**	1 - Amendment 1 to Construction Services Agreement
REQUEST RECEIVED FROM:		**CREATED BY:**	Nick Shipp **(Viola Inc.)**
STATUS:	Pending - In Review	**CREATED DATE:**	4/28/2026
REFERENCE:		**PRIME CONTRACT CHANGE ORDER:**	None
FIELD CHANGE:	No	**CHANGE ORDER REQUEST:**	None
LOCATION:		**ACCOUNTING METHOD:**	Amount Based
SCHEDULE IMPACT:		**PAID IN FULL:**	No
EXECUTED:	No	**SIGNED CHANGE ORDER RECEIVED DATE:**	
		TOTAL AMOUNT:	$1,147.71

POTENTIAL CHANGE ORDER TITLE: Added Light Fixtures Room 187

CHANGE REASON: Existing Condition

POTENTIAL CHANGE ORDER DESCRIPTION: *(The Contract Is Changed As Follows)*
CE #098 - Added Light Fixtures
This PCO reflects the lump sum price necessary for the additional lighting fixtures requested (2) per RFI #135 response. Existing conditions only showed 2 lights per room, (4) total, and the intended result is (6) lights total, with 3 in each room indicated in an OAC meeting.

ATTACHMENTS:
RFI135_Lighting Fixture Conflicts in Room 187_Rsp.pdf , _COR 755-17 RFI 135 Added Lighting Rev0 2-18-26.pdf

#	Budget Code	Description	Amount
1	2600-2600.000.Subcontract Electrical.Subcontract	Scott & Sons CO	$1,031.84
		Subtotal:	**$1,031.84**
		LLB Fee (8.00%):	$82.55
		Bond & Insurance (2.99%):	$33.32
		Grand Total:	**$1,147.71**

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PCO #057R1

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Fax: (805) 487-3870

Project: 2526 - McAuliffe ES Modernization
3300 W. Via Marina Avenue
Oxnard, California 93035

Prime Contract Potential Change Order #057R1: CCD #010 - Fire Alarm Changes

TO:	Oxnard School District 1051 South A Street Oxnard, California 93030	**FROM:**	Viola Inc. 5811 Olivas Park Dr. Ste 204 Ventura, California 93003
PCO NUMBER/REVISION:	057R1 / 0	**CONTRACT:**	1 - Amendment 1 to Construction Services Agreement
REQUEST RECEIVED FROM:		**CREATED BY:**	Nick Shipp **(Viola Inc.)**
STATUS:	Pending - In Review	**CREATED DATE:**	4/28/2026
REFERENCE:		**PRIME CONTRACT CHANGE ORDER:**	None
FIELD CHANGE:	No	**CHANGE ORDER REQUEST:**	None
LOCATION:		**ACCOUNTING METHOD:**	Amount Based
SCHEDULE IMPACT:		**PAID IN FULL:**	No
EXECUTED:	No	**SIGNED CHANGE ORDER RECEIVED DATE:**	
		TOTAL AMOUNT:	$2,168.97

POTENTIAL CHANGE ORDER TITLE: CCD #010 - Fire Alarm Changes

CHANGE REASON: Client Request

POTENTIAL CHANGE ORDER DESCRIPTION: *(The Contract Is Changed As Follows)*
CE #090 - CCD #010 - Fire Alarm Changes
The following PCO reflects the additional costs necessary to comply with CCD #010 changes as follows: Add (1) Smoke Detector (Net Add; 2 added and 1 deleted)
Add (1) Heat Detector
Install approximately 10 additional LF of Heat Detector Cable.

ATTACHMENTS:
COR 755-11 CCD010 Rev1 5-5-2026.pdf , _03-121079_CCD_010_A.pdf , _CE#090-CCD#010_FAChanges_Draft(Email).pdf

#	Budget Code	Description	Amount
1	2600-2600.000.Subcontract Electrical.Subcontract	Scott & Sons CO	$1,950.00
		Subtotal:	**$1,950.00**
		LLB Fee (8.00%):	$156.00
		Bond & Insurance (2.99%):	$62.97
		Grand Total:	**$2,168.97**

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Oxnard, California 93030

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Ventura, California 93003

Nick Shipp Digitally signed by Nick Shipp DN: C=US, E=nshipp@violainc.com, O=Viola Inc., CN=Nick Shipp Reason: nshipp5150 Date: 2026.05.05
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PCO #058

Viola Incorporated
5811 Olivas Park Dr, Suite 204
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Phone: (805) 487-3871
Fax: (805) 487-3870

Project: 2526 - McAuliffe ES Modernization
3300 W. Via Marina Avenue
Oxnard, California 93035

Prime Contract Potential Change Order #058: Extend Tackable Wall Panels at RM#190 and 1107

TO:	Oxnard School District 1051 South A Street Oxnard, California 93030	**FROM:**	Viola Inc. 5811 Olivas Park Dr. Ste 204 Ventura, California 93003
PCO NUMBER/REVISION:	058 / 0	**CONTRACT:**	1 - Amendment 1 to Construction Services Agreement
REQUEST RECEIVED FROM:		**CREATED BY:**	Nick Shipp **(Viola Inc.)**
STATUS:	Pending - In Review	**CREATED DATE:**	4/28/2026
REFERENCE:		**PRIME CONTRACT CHANGE ORDER:**	None
FIELD CHANGE:	No	**CHANGE ORDER REQUEST:**	None
LOCATION:		**ACCOUNTING METHOD:**	Amount Based
SCHEDULE IMPACT:		**PAID IN FULL:**	No
EXECUTED:	No	**SIGNED CHANGE ORDER RECEIVED DATE:**	
		TOTAL AMOUNT:	$3,999.80

POTENTIAL CHANGE ORDER TITLE: Extend Tackable Wall Panels at RM#190 and 1107

CHANGE REASON: Allowance

POTENTIAL CHANGE ORDER DESCRIPTION: *(The Contract Is Changed As Follows)*
The following PCO reflects the extension of Vinyl Wrapped Wall Panels to finish floor due to existing cast in place exterior walls.

ATTACHMENTS:
CE#112_TechWall_T&M_3-24-26.pdf , _CE#112_TECHWALL_T&M_3-13-26.pdf , _CE#112_TECHWALL_T&M_3-16-26.pdf , CE#112_TECHWALL_T&M_3-9-26.pdf , _McAuliffe CO#R07 RFI#133.pdf

#	Budget Code	Description	Amount
1	900-977.000.Subcontract Special Wall Surfacing.Subcontract	Tech-Wall CO	$3,596.00
		Subtotal:	**$3,596.00**
		LLB Fee (8.00%):	$287.68
		Bond & Insurance (2.99%):	$116.12
		Grand Total:	**$3,999.80**

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PCO #059

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Phone: (805) 487-3871
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Project: 2526 - McAuliffe ES Modernization
3300 W. Via Marina Avenue
Oxnard, California 93035

Prime Contract Potential Change Order #059: Phase #4 Restroom Painting (T&M)

TO:	Oxnard School District 1051 South A Street Oxnard, California 93030	**FROM:**	Viola Inc. 5811 Olivas Park Dr. Ste 204 Ventura, California 93003
PCO NUMBER/REVISION:	059 / 0	**CONTRACT:**	1 - Amendment 1 to Construction Services Agreement
REQUEST RECEIVED FROM:		**CREATED BY:**	Nick Shipp **(Viola Inc.)**
STATUS:	Pending - In Review	**CREATED DATE:**	4/28/2026
REFERENCE:		**PRIME CONTRACT CHANGE ORDER:**	None
FIELD CHANGE:	No	**CHANGE ORDER REQUEST:**	None
LOCATION:		**ACCOUNTING METHOD:**	Amount Based
SCHEDULE IMPACT:		**PAID IN FULL:**	No
EXECUTED:	No	**SIGNED CHANGE ORDER RECEIVED DATE:**	
		TOTAL AMOUNT:	$1,394.81

POTENTIAL CHANGE ORDER TITLE: Phase #4 Restroom Painting (T&M)

CHANGE REASON: Client Request

POTENTIAL CHANGE ORDER DESCRIPTION: *(The Contract Is Changed As Follows)*
CE #110 - Phase #4 Restroom Painting (T&M)
The following PCO reflects the additional cost to paint existing restrooms in Phase 4 per Client Request. Work performed on T&M.

ATTACHMENTS:
CE#110_VANGUARD_T&M_3-20-26.pdf , _McAuliffe 04 Restrooms PH 4.docx

#	Budget Code	Description	Amount
1	900-991.000.Subcontract Painting.Subcontract	Vanguard CO	$1,254.00
		Subtotal:	**$1,254.00**
		LLB Fee (8.00%):	$100.32
		Bond & Insurance (2.99%):	$40.49
		Grand Total:	**$1,394.81**

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PCO #060

Viola Incorporated
5811 Olivas Park Dr, Suite 204
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Phone: (805) 487-3871
Fax: (805) 487-3870

Project: 2526 - McAuliffe ES Modernization
3300 W. Via Marina Avenue
Oxnard, California 93035

Prime Contract Potential Change Order #060: Finish Drywall at Cracking Window Sills Phase 4

TO:	Oxnard School District 1051 South A Street Oxnard, California 93030	**FROM:**	Viola Inc. 5811 Olivas Park Dr. Ste 204 Ventura, California 93003
PCO NUMBER/REVISION:	060 / 0	**CONTRACT:**	1 - Amendment 1 to Construction Services Agreement
REQUEST RECEIVED FROM:		**CREATED BY:**	Nick Shipp **(Viola Inc.)**
STATUS:	Pending - In Review	**CREATED DATE:**	4/28/2026
REFERENCE:		**PRIME CONTRACT CHANGE ORDER:**	None
FIELD CHANGE:	No	**CHANGE ORDER REQUEST:**	None
LOCATION:		**ACCOUNTING METHOD:**	Amount Based
SCHEDULE IMPACT:		**PAID IN FULL:**	No
EXECUTED:	No	**SIGNED CHANGE ORDER RECEIVED DATE:**	
		TOTAL AMOUNT:	$3,553.10

POTENTIAL CHANGE ORDER TITLE: Finish Drywall at Cracking Window Sills Phase 4

CHANGE REASON: Client Request

POTENTIAL CHANGE ORDER DESCRIPTION: *(The Contract Is Changed As Follows)*
CE #104 - Finish Drywall at Cracking Window Sills Phase 4
PCO reflects the additional cost to sand and finish existing cracking/damaged window ledgers on the interior of the classrooms per IOR direction.

ATTACHMENTS:
CE #104 - Updated Premier CO (4-7-26).pdf

#	Budget Code	Description	Amount
1	900-929.000.Subcontract Gypsum Board.Subcontract	Precon CO	$3,194.40
		Subtotal:	**$3,194.40**
		LLB Fee (8.00%):	$255.55
		Bond & Insurance (2.99%):	$103.15
		Grand Total:	**$3,553.10**

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PCO #061

Viola Incorporated
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Phone: (805) 487-3871
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Project: 2526 - McAuliffe ES Modernization
3300 W. Via Marina Avenue
Oxnard, California 93035

Prime Contract Potential Change Order #061: Snake Restroom Phase 4 T&M

TO:	Oxnard School District 1051 South A Street Oxnard, California 93030	**FROM:**	Viola Inc. 5811 Olivas Park Dr. Ste 204 Ventura, California 93003
PCO NUMBER/REVISION:	061 / 0	**CONTRACT:**	1 - Amendment 1 to Construction Services Agreement
REQUEST RECEIVED FROM:		**CREATED BY:**	Nick Shipp **(Viola Inc.)**
STATUS:	Pending - In Review	**CREATED DATE:**	4/28/2026
REFERENCE:		**PRIME CONTRACT CHANGE ORDER:**	None
FIELD CHANGE:	No	**CHANGE ORDER REQUEST:**	None
LOCATION:		**ACCOUNTING METHOD:**	Amount Based
SCHEDULE IMPACT:		**PAID IN FULL:**	No
EXECUTED:	No	**SIGNED CHANGE ORDER RECEIVED DATE:**	
		TOTAL AMOUNT:	$987.39

POTENTIAL CHANGE ORDER TITLE: Snake Restroom Phase 4 T&M

CHANGE REASON: Unforeseen Condition

POTENTIAL CHANGE ORDER DESCRIPTION: *(The Contract Is Changed As Follows)*
CE #102 - T&M to Snake Restrooms in Phase #4
The following PCO reflects the additional cost to complete snaking of boys restroom waste in Phase #4 per district direction. In order to minimize debris and corrosion discovered during the water closet piping scope.

ATTACHMENTS:
COR 12 Restroom 195 Drain Snake.pdf

#	Budget Code	Description	Amount
1	2200-2200.000.Subcontract Plumbing.Subcontract	Precision Plumbing CO#12	$887.70
		Subtotal:	**$887.70**
		LLB Fee (8.00%):	$71.02
		Bond & Insurance (2.99%):	$28.67
		Grand Total:	**$987.39**

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PCO #062

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Project: 2526 - McAuliffe ES Modernization
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Oxnard, California 93035

Prime Contract Potential Change Order #062: Modify Sinks for Bubblers T&M

TO:	Oxnard School District 1051 South A Street Oxnard, California 93030	**FROM:**	Viola Inc. 5811 Olivas Park Dr. Ste 204 Ventura, California 93003
PCO NUMBER/REVISION:	062 / 0	**CONTRACT:**	1 - Amendment 1 to Construction Services Agreement
REQUEST RECEIVED FROM:		**CREATED BY:**	Nick Shipp **(Viola Inc.)**
STATUS:	Pending - In Review	**CREATED DATE:**	4/28/2026
REFERENCE:		**PRIME CONTRACT CHANGE ORDER:**	None
FIELD CHANGE:	No	**CHANGE ORDER REQUEST:**	None
LOCATION:		**ACCOUNTING METHOD:**	Amount Based
SCHEDULE IMPACT:		**PAID IN FULL:**	No
EXECUTED:	No	**SIGNED CHANGE ORDER RECEIVED DATE:**	
		TOTAL AMOUNT:	$16,872.36

POTENTIAL CHANGE ORDER TITLE: Modify Sinks for Bubblers T&M

CHANGE REASON: Design Development

POTENTIAL CHANGE ORDER DESCRIPTION: *(The Contract Is Changed As Follows)*
CE #072 - Modify Sinks for Bubblers T&M
The following PCO reflects the additional cost to re-work specified stainless steel sink bubbler cut out to meet ADA Compliance. This work occurred at all sinks in Phases 1,2 and 3. Sinks and countertops were modified to comply. Work performed on T&M.

ATTACHMENTS:
COR 09 Rework Classroom Sinks.pdf

#	Budget Code	Description	Amount
1	2200-2200.000.Subcontract Plumbing.Subcontract	PPM CO	$15,169.00
2		M&T CO	$0.00
		Subtotal:	**$15,169.00**
		LLB Fee (8.00%):	$1,213.52
		Bond & Insurance (2.99%):	$489.84
		Grand Total:	**$16,872.36**

Ruben Ruiz (Arcadis)
4119 Broad Street Suite 210
San Luis Obispo, California 93401

04/28/2026
SIGNATURE **DATE**

Oxnard School District
1051 South A Street
Oxnard, California 93030

SIGNATURE **DATE**

Viola Inc.
5811 Olivas Park Dr. Ste 204
Ventura, California 93003

4.28.26
SIGNATURE **DATE**

OSD BOARD AGENDA ITEM

Name of Contributor: Kristen Pifko **Date of Meeting:** June 17, 2026

Agenda Section: Section C: Consent Agenda

Ratification of Change Order #007 to Agreement #23-237 with Edwards Construction Group, Inc. for Lease Lease-Back Services for the Marina West Elementary School PS/TK/K Project (Pifko/Bennett/CFW)

Pursuant to Board action, the Oxnard School District applied for funding through the California Preschool, Transitional Kindergarten, and Full-Day Kindergarten Facilities Program in March 2023. The program provides one-time grants for the construction of new facilities or the modernization of existing facilities to support full-day preschool, transitional kindergarten (TK), and kindergarten (K) instruction.

On September 27, 2023, the District received a grant apportionment from the State Allocation Board (SAB) to construct ten new classrooms at Marina West Elementary School. The total estimated grant award is $8.2 million and requires a District matching contribution of $2.7 million, resulting in a total project cost of $10.9 million. The project includes four preschool classrooms, four TK classrooms, and two kindergarten classrooms. As proposed, the project will provide permanent preschool, TK, and kindergarten facilities at the site in accordance with State requirements.

On January 26, 2024, the Board of Education approved Agreement No. 23-237 with Edwards Construction Group, Inc. to provide pre-construction services for the Marina West Preschool/TK/Kindergarten Project.

On December 18, 2024, the Board of Education approved Amendment No. 001 to Agreement No. 23-237 to establish the Guaranteed Maximum Price (GMP) for the project.

The purpose of Change Order No. 007 is to provide funding for various Potential Change Orders (PCOs) necessary to address project-related needs and maintain construction progress.

FISCAL IMPACT:
$71,575.92– Measure I Bond Funds

RECOMMENDATION:
It is the recommendation of the Assistant Superintendent, Business & Fiscal Services and Director of Facilities, in conjunction with Caldwell Flores Winters, that the Board of Trustees ratify Change Order #007 to Agreement #23-237 with Edwards Construction Group, Inc.

ADDITIONAL MATERIALS:
Attached: Change Order #007 (5 Pages)

CHANGE ORDER #007

Date: 06/17/2026 **Change Order NO. 007**

PROJECT: **Marina West Elementary School**
New Modular Classroom Buildings
O.S.D. BID No. N/A
O.S.D. Agreement No. 23-237

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

ARCHITECT: **Flewelling & Moody**
99 South Lake Ave. #300
Pasadena, CA 91101

CONTRACTOR: **Edwards Construction Group, Inc.**
991 Bennett Ave
Arroyo Grande, CA 93420
Attn: Mr. Brad Edwards

Architects Proj. No.: 3066.0000
D.S.A. File No.: 56-22
D.S.A. App. No.: 03-124194

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

ORIGINAL CONTRACT SUM	**$ 4,260,414.69**
NET CHANGE - ALL PREVIOUS CHANGE ORDERS	**$ 255,456.42**
ADJUSTED CONTRACT SUM	**$ 4,515,871.11**
NET CHANGE	**$ 71,575.92**
Total Change Orders to Date:	**$ 327,032.34**
ADJUSTED CONTRACT SUM THROUGH CHANGE ORDER NO. 007	**$ 4,587,447.03**

Anticipated Commencement Date	**December 19, 2024**
Actual Commencement Date:	**December 19, 2024**
Original Completion Date:	**December 19, 2025**
Original Contract Time:	**365 Calendar Days**
Time Extension for all Previous Change Orders:	**255 Calendar Days**
Time Extension for this Change Order:	**0 Calendar Days**
Adjusted Completion Date:	**August 31, 2026**

Percentage 0%

Item	Description	Unforeseen Condition (UFO)	Additional Scope (AS)	Design Clarification (DC)	Code Requirement
1.	PCO #015: Damar Added Costs Due to Unforeseen Phasing	$70,479.17			
2.	PCO #019: Added Handrails for Additional Fountain	$1,096.75			
3.					
4.					
5.					
6.					
	Totals	$71,575.92	$ 0.00	$ 0.00	$ 0.00

Total Change Order No. 007 ……$ $ 71,575.92

**NOT VALID UNTIL SIGNED BY THE ARCHITECT, CONTRACTOR AND ASST. SUPT. BUSINESS SERVICES OR PURCHASING DIRECTOR*

APPROVAL (REQUIRED):

ARCHITECT: _____ **DATE:** _____

CONTRACTOR: _____ **DATE:** _____

RECOMMENDED FOR APPROVAL:

ASST. SUPT: _____ **DATE:** _____

APPROVAL (REQUIRED):

BOARD APPROVAL **DATE:** _____

PURCHASING DIRECTOR: _____ **DATE:** _____

EDWARDS

PCO #015

Edwards Construction Group, Inc.
991 Bennett Ave
Arroyo Grande, California 93420
Phone: (805) 335-1161
Fax: (805) 614-9906

Project: 24-022 - Marina West Oxnard LLB
2501 Carob St
Oxnard, California 93035
Phone: 805-385-1554

Prime Contract Potential Change Order #015: Marina West - Damar - Added Costs Due to Unforeseen Phasing

TO:	Oxnard School District 1051 South "A" Street Oxnard, California 93030	**FROM:**	Edwards Construction Group, Inc. 991 Bennett Ave Arroyo Grande, California 93420
PCO NUMBER/REVISION:	015 / 1	**CONTRACT:**	P25-03371 - Marina West Oxnard LLB
REQUEST RECEIVED FROM:		**CREATED BY:**	Siliana Chacon **(Edwards Construction Group, Inc.)**
STATUS:	Pending - In Review	**CREATED DATE:**	12/24/2025
REFERENCE:		**PRIME CONTRACT CHANGE ORDER:**	None
FIELD CHANGE:	No		
LOCATION:		**ACCOUNTING METHOD:**	Amount Based
SCHEDULE IMPACT:	10 days	**PAID IN FULL:**	No
EXECUTED:	No	**SIGNED CHANGE ORDER RECEIVED DATE:**	
		TOTAL AMOUNT:	$70,479.17

POTENTIAL CHANGE ORDER TITLE: Marina West - Damar - Added Costs Due to Unforeseen Phasing

CHANGE REASON: Allowance

POTENTIAL CHANGE ORDER DESCRIPTION: *(The Contract Is Changed As Follows)*
Added Costs Due to Unforeseen Phasing
In January 2025, it was determined that there would be no interim housing available for the CDR leasing childcare program. As a result, the project had to be restructured into two phases to accommodate continued use of the site.

- **Phase 1**: Construction on the southern half of the property, allowing three existing buildings to be used as interim housing for the preschool program.
- **Phase 2**: Construction on the northern portion of the site, including two buildings and the play field improvements.

Subcontractors are incurring additional costs associated with the added phasing. This change order accounts for the SUBCONTRACTOR ADDED COSTS necessary to complete the work under the revised phasing plan.

This PCO does not include Edwards Construction costs associated the concurrent delays due to unforeseen phasing, asbestos abatement, time to establish firm bottom of excavation and removal of the unforeseen SCE transform and associated feeders.

ATTACHMENTS:

24031-Marina West ES Portables-RFCO#02-Add for Phasing R1.pdf

#	Budget Code	Description	Amount
1	PCO-015.S Potential Change Order 15.Commitment	Added Costs to Unforeseen Phasing	$65,868.38
		Subtotal:	**$65,868.38**
		Contractor (5.00%):	$3,293.42
		Bond (2.00%):	$1,317.37
		Grand Total:	**$70,479.17**

EDWARDS

PCO #015

Jun Tanaka (Flewelling & Moody)
99 S. Lake Ave. Suite 300
Pasadena, California 91101

Signed by:
Jun Tanaka 4/23/2026
E98C0A2C84A348D...
SIGNATURE **DATE**

Project Architect
Edwards Construction Group, Inc.

Oxnard School District
1051 South "A" Street
Oxnard, California 93030

SIGNATURE **DATE**

Edwards Construction Group, Inc.
991 Bennett Ave
Arroyo Grande, California 93420

DS
RP

Signed by:
4/1/2026
BC48820E71594F2...
SIGNATURE **DATE**
Justin Boe
VP Operations

Docusign Envelope ID: 67AFCE3E-EA1C-829C-838E-E6F9F67C8B31

Edwards Construction Group
991 Bennett Ave.
Arroyo Grande, CA 93420
(805) 335-1161

Potential Change Order

Project: 24-022
Marina West Oxnard LLB
Carob Street
Oxnard, California 93035

Change Order #: 019
Status: In Review
Contract: Marina West Oxnard LLB
Revision: 0
Total Amount: $1,096.75
Executed: No
Field Change: No
Paid In Full: No
Private: No
Created: 2026-05-05
Updated: 2026-05-05

Description
Per DSA approved CCD-001, provide and install one (1) additional child-height drinking fountain at the Preschool/TK/K area, mounted at 24” AFF. Drinking fountain fixture to be owner-furnished by Enviroplex. Contractor to furnish and install associated support/railing.

Line Items

Description	Cost Code	Vendor	Unit	Qty	Amount
Handrail for 3rd Drinking Fountain	PCO 019	Duncan Welding LLC	LS	1	$1,025.00
Contractor (5%)	PCO 019	—	LS	1	$51.25
Bond (2%)	PCO 019	—	LS	1	$20.50

DS

Edwards Construction Group
Signed by:
BC48820E71594F2...
5/6/2026
VP Operations

Flewelling and Moody
Signed by:
F98C0A4C84A348D...
5/6/2026
Project Architect

OSD BOARD AGENDA ITEM

Name of Contributor: Kristen Pifko **Date of Meeting:** June 17, 2026

Agenda Section: Section C: Consent Agenda

Approval of Designation of Representative and Alternate to the Ventura County Schools Self-Funding Authority's Board of Directors (Pifko)

The Ventura County Schools Self-Funding Authority (VCSSFA), our risk pool, requires that the Board of Trustees of member districts designate a Representative and Alternate to the VCSSFA Board.

The Administration recommends that the Board approve the following designations to the VCSSFA Board:

- Representative: Kristen Pifko, Assistant Superintendent, Business and Fiscal Services
- Alternate: Norma Magaña, Risk Manager, Risk Management

FISCAL IMPACT:
N/A

RECOMMENDATION:
It is the recommendation of the Assistant Superintendent of Business and Fiscal Services that the Board approve the designations to the VCSSFA Board as outlined above by executing the attached form.

ADDITIONAL MATERIALS:

Attached: Designation of VCSSFA Representative (1 page)

DESIGNATION OF VCSSFA REPRESENTATIVE

The Governing Board of the Oxnard School District hereby designates the following as its **Representative** and **Alternate Representative** to the Ventura County Schools Self-Funding Authority (VCSSFA).

6/18/2026
Effective Date

REPRESENTATIVE	ALTERNATE
Kristen Pifko	Norma Magana
Name	Name
Assistant Superintendent, Business & Fi	Risk Manager
Title	Title
1051 South A Street	1051 South A Street
Street Address	Street Address
Oxnard, 93030	Oxnard, 93030
City and Zip Code	City and Zip Code
(805) 385-1501 ext. 2401	(805) 385-1501 ext. 2443
Telephone	Telephone
(805) 385-1510	(805) 385-1523
FAX	FAX
kpifko@oxnardsd.org	nmagana@oxnardsd.org
E-mail Address	E-mail Address

The Representative is authorized to and shall act as the District's agent in all matters related to the VCSSFA business.

President, Governing Board	Date	Representative	Date
Superintendent	Date	Alternate	Date

SFA 1010, Rev. 3/18/2014

OSD BOARD AGENDA ITEM

Name of Contributor: Kristen Pifko **Date of Meeting:** June 17, 2026

Agenda Section: Section C: Consent Agenda

Approval of Resolution No. 26-01 for Authorization of Appropriation Transfers in Fiscal Year 2026-27 (Pifko)

The Administration is requesting Board Approval of Resolution No. 26-01, authorizing the Assistant Superintendent of Business and Fiscal Services to make such appropriation transfers as may be necessary for the 2026-27 fiscal year.

FISCAL IMPACT:
N/A

RECOMMENDATION:
It is the recommendation of the Assistant Superintendent of Business and Fiscal Services that the Board of Trustees approve Resolution No. 26-01 to authorize appropriation transfers for the 2026-27 fiscal year, and authorize its filing with the Ventura County Office of Education.

ADDITIONAL MATERIALS:

Attached: Resolution No. 26-01 (1 page)

RESOLUTION NO. 26-01
OXNARD SCHOOL DISTRICT
APPROPRIATION TRANSFERS
FISCAL YEAR 2026-27

WHEREAS, the Oxnard School District may have a need during the fiscal year to make appropriation transfers to permit the payment of obligations of the district, and

WHEREAS, the District may authorize a district employee to make such transfers between unappropriated fund balances and any expenditure classifications to balance any expenditure classification,

THEREFORE, BE IT RESOLVED that the Oxnard School District authorizes the appropriation transfers necessary to permit payment of obligations of the District incurred during the 2026-27 fiscal year. These transfers are to be presented for ratification at the next board meeting.

ADOPTED this 17th day of June, 2026.

Ayes:

Noes:

Abstain:

Absent:

THIS IS TO CERTIFY that the above resolution was adopted by the Board of Trustees at a regular meeting of the Board held on June 17, 2026.

_____
President, Board of Trustees
Oxnard School District

OSD BOARD AGENDA ITEM

Name of Contributor: Kristen Pifko **Date of Meeting:** June 17, 2026

Agenda Section: Section C: Consent Agenda

Approval of Resolution No. 26-02 for the Authorization of Retroactive Compensation for Unrepresented Employees in Fiscal Year 2026-27 (Pifko)

The Administration is requesting Board approval of Resolution No. 26-02, reserving the right to improve compensation to unrepresented employees after July 1, 2026, and to set the amounts and effective date of any such improvements.

FISCAL IMPACT:
N/A

RECOMMENDATION:
It is the recommendation of the Assistant Superintendent of Business and Fiscal Services that the Board approve Resolution No. 26-02, reserving the right to improve compensation to unrepresented employees after July 1, 2026, and authorize its filing with the Ventura County Office of Education.

ADDITIONAL MATERIALS:

Attached: Resolution No. 26-02 (1 page)

RESOLUTION NO. 26-02
OXNARD SCHOOL DISTRICT
AUTHORITY FOR THE BOARD OF TRUSTEES TO
IMPROVE COMPENSATION FOR CERTAIN CATEGORIES
OF EMPLOYEES AFTER JULY 1, 2026

The recommendation is that the Board of Trustees reserves the right to grant to those employees who are members of the confidential, supervisory, or management groups, and as such are not covered by labor contracts, the right to compensation improvements. This Resolution would remove any doubt that the Board of Trustees has the right to improve compensation to non-represented employees on or after July 1, 2026, and to set the amounts and effective date of any such improvements.

WHEREAS, employees who are in confidential, supervisory, or management positions, whether certificated or classified, and as such, not members of collective bargaining units, and their compensation is not negotiated in labor contracts; and,

WHEREAS, the Board of Trustees believes that compensation consideration should be given to employees in confidential, supervisory, or management positions,

THEREFORE BE IT RESOLVED that the Board of Trustees of the Oxnard School District reserves the right to consider and to improve compensation of confidential, supervisory or management employees in Fiscal Year 2026-27 and to make any such compensation improvements effective July 1, 2026, or at any date thereafter during Fiscal Year 2026-27.

This is to certify that the above Resolution was adopted by the Board of Trustees at a regular meeting of the Board held on June 17, 2026.

Ayes:

Noes:

Abstain:

Absent:

_____
President, Board of Trustees
Oxnard School District

OSD BOARD AGENDA ITEM

Name of Contributor: Kristen Pifko **Date of Meeting:** June 17, 2026

Agenda Section: Section C: Consent Agenda

Approval of Resolution No. 26-03 for Authorization of Temporary Loans Between District Funds in Fiscal Year 2026-27 (Pifko)

The Administration is requesting Board approval of Resolution No. 26-03, allowing for the temporary transfer of cash from one district fund to another in order to meet the financial obligations of the District as the need may arise during the 2026-27 fiscal year.

FISCAL IMPACT:
N/A

RECOMMENDATION:
It is the recommendation of the Assistant Superintendent of Business and Fiscal Services that the Board of Trustees approve Resolution No. 26-03 authorizing temporary loans between district funds, and authorize its filing with the Ventura County Office of Education.

ADDITIONAL MATERIALS:

Attached: Resolution No. 26-03 (1 page)

RESOLUTION NO. 26-03
OXNARD SCHOOL DISTRICT
TEMPORARY LOANS BETWEEN DISTRICT FUNDS
FISCAL YEAR 2026-27

WHEREAS, pursuant to Education Code section 42603, the governing board of any school district may direct that moneys held in any fund or account may be temporarily transferred to another fund or account of the district for payment of obligations. The transfer shall be accounted for as temporary borrowing between funds or accounts and shall not be available for appropriation or be considered income to the borrowing fund or account. Amounts transferred shall be repaid either in the same fiscal year, or in the following fiscal year if the transfer takes place within the final 120 calendar days of a fiscal year. Borrowing shall occur only when the fund or account receiving the money will earn sufficient income, during the current fiscal year, to repay the amount transferred. No more than 75 percent of the maximum of moneys held in any fund or account during a current fiscal year may be transferred.

WHEREAS, when there are insufficient funds to meet district obligations in the fund, and

WHEREAS, funds can be temporarily transferred from one or more funds to another fund of the district to be used for the payment of district obligations, and

WHEREAS, repayment of the temporary loan will be made from income received, and

THEREFORE, BE IT RESOLVED that the Board of Education of the Oxnard School District authorizes the temporary transfer of cash from one district fund to another in order to meet the financial obligations of the District as the need may arise during the 2026-27 fiscal year.

PASSED AND ADOPTED this 17th day of June, 2026 by the Governing Board of the Oxnard School District of Ventura County, California, by the following vote:

Ayes:

Noes:

Abstain:

Absent:

_____
President, Board of Trustees
Oxnard School District

OSD BOARD AGENDA ITEM

Name of Contributor: Kristen Pifko **Date of Meeting:** June 17, 2026

Agenda Section: Section C: Consent Agenda

Approval of Selection of Vendors for Child Nutrition Program (Pifko/Corona)

The Oxnard School District's Department of Child Nutrition Services is making recommendations for vendor selection for the 2026-27 school year. The selected vendors have a history of providing high-quality products and services to the district.

FISCAL IMPACT:
N/A

RECOMMENDATION:
It is the recommendation of the Assistant Superintendent of Business and Fiscal Services and the Director of Child Nutrition Services that the Board of Trustees approve the selection of vendors for the Child Nutrition Program for the 2026-27 school year.

ADDITIONAL MATERIALS:

Attached: Memo re: Selection of Vendors (1 page)

OXNARD SCHOOL DISTRICT
1051 South "A" Street • Oxnard, California 93030 • 805/385-1501 • www.oxnardsd.org

Child Nutrition Services

To: Kristen Pifko, Assistant Superintendent, Business & Fiscal Services

From: Jason Corona, Director of Child Nutrition Services

Date: June 17, 2026

Re: Selection of Vendors for Child Nutrition Services, 2026-27 School Year

Oxnard School District Child Nutrition Services Department is making recommendations for vendor selections for the 2026-27 school year. The selected vendors have a history of providing high- quality products and services to the district.

Food and Grocery Products – BID/RFP#: 27-CNS-001
The recommended vendors are Sysco and Gold Star Foods for selected Food and Grocery Products. Sysco and Gold Star Foods were selected as the responsive, responsible bidder through a competitive bid conducted by the Oxnard School District for Food and Grocery Goods.

Fresh Bread and Bakery Goods – BID/RFP#: 27-CNS-002
The recommended vendors are Tri County Bread and Gold Star Foods for selected Fresh Bread and Bakery Goods (see attached list). Tri County Bread and Gold Star Foods were selected as the responsive, responsible bidder through a competitive bid conducted by the Oxnard School District for fresh bread and bakery goods.

Fresh Produce Products – BID/RFP#: 27-CNS-003
The recommended vendor is The Berry Man. The Berry Man was selected as the responsive, responsible bidder for fresh produce through a competitive RFP conducted by the Oxnard School District for Fresh Produce Products.

Milk and Dairy Products
The recommended vendor for dairy products is Driftwood Dairy. Oxnard School District will utilize a piggyback option offered through Beaumont Unified School District RFP: RFP#2024-25-16 CNS Dairy for the 2026-27 school year.

OSD BOARD AGENDA ITEM

Name of Contributor: Kristen Pifko **Date of Meeting:** June 17, 2026

Agenda Section: Section C: Consent Agenda

Approval of 2026-27 Education Protection Account (EPA) Spending Plan (Pifko/Núñez)

Proposition 30, approved by voters on November 6, 2012, temporarily increases the state sales tax rate for all taxpayers and the personal income tax rates for upper-income taxpayers. Revenues from Proposition 30 are deposited into the Education Protection Account (EPA).

School districts, county offices of education, and charter schools receive EPA funds in proportion to their share of the statewide revenue limit. These funds are offset by a corresponding reduction in the district's revenue limit or general-purpose state aid.

LEAs, including the Oxnard School District, have received EPA payments on a quarterly basis since the 2013–14 fiscal year. The law requires that the use of EPA funds be determined by the district's governing board at an open public meeting. Additionally, the funds may only be used for instructional purposes.

For the 2026-27 fiscal year, it is estimated that the Oxnard School District will receive $31,763,836 in EPA funding. These funds will be allocated in accordance with state guidelines and will support classroom instruction and other eligible instructional expenditures.

FISCAL IMPACT:
N/A

RECOMMENDATION:
It is the recommendation of the Assistant of Business and Fiscal Services and the Director of Fiscal Services that the Board of Trustees approve the 2026-27 Education Protection Account Spending Plan as per the attachment.

ADDITIONAL MATERIALS:

Attached: 2026-27 Planned Education Protection Account Expenditures (1 page)

Oxnard School District
2026-27 Planned Education Protection Account Expenditures

2026-27 Adopted Budget
Estimated EPA Amount Available **$ 31,763,836**

Estimated Amount per Site Distribution-Expenditure Function 1000
(Instruction, Salary & Benefits)

Soria	$	1,949,652
Curren	$	1,949,652
Driffill	$	2,149,617
Elm	$	1,199,786
Frank	$	2,911,981
Fremont	$	1,649,706
Harrington	$	1,299,768
Lopez	$	2,024,639
Chavez	$	1,399,750
Kamala	$	1,699,697
Lemonwood	$	1,799,679
Marina West	$	1,099,804
McAuliffe	$	1,049,813
McKinna	$	1,099,804
Marshall	$	2,156,615
Ramona	$	1,299,768
Brekke	$	1,524,728
Rose Avenue	$	1,099,804
Sierra Linda	$	1,149,795
Ritchen	$	1,249,777
	$	31,763,836

2026-27 Total Estimated Expenditures **$ 31,763,836**

OSD BOARD AGENDA ITEM

Name of Contributor: Kristen Pifko **Date of Meeting:** June 17, 2026

Agenda Section: Section C: Consent Agenda

Purchase Order/Draft Payment Report #25-10 (Pifko/Reyes)

The attached report contains the following for the Board's approval/ratification:

- A listing of Purchase orders issued 4/27/2026 through 5/19/2026 for the 2025-2026 and 2026-2027 school years, for $11,469,808.87.

FISCAL IMPACT:
N/A

RECOMMENDATION:
It is the recommendation of the Assistant Superintendent, Business and Fiscal Services, and the Director of Purchasing that the Board of Trustees approve Purchase Order/Draft Payment Report #25-10, as submitted.

ADDITIONAL MATERIALS:

Attached: Purchase Order/Draft Payment Report #25-10 (23 Pages)

Includes Purchase Orders dated 04/27/2026 - 05/19/2026

PO Number	Vendor Name	Location	Description	
010-4100	**Textbooks**			
P26-05677	Curriculum Associates Inc	Education Resource Center	LCAP_3.35 TXTBK & INST MATLS	5,380,222.57
P26-05802	The Continetal Press Inc.	Education Resource Center	LCAP_3.35 TXTBK & INST MATLS	2,609.94
P26-05803	MCGRAW HILL EDUCATION, INC	Education Resource Center	LCAP_3.35 TXTBK & INST MATLS	13,529.52
P26-05806	MCGRAW HILL EDUCATION, INC	Education Resource Center	LCAP_3.35 TXTBK & INST MATLS	4,818.37
			Total:010-4100 Textbooks	**5,401,180.40**
010-4200	**Books and Reference Materials**			
P26-05392	SCHOLASTIC-BOOK FAIRS	Marina West School	LCAP_3.38 Books other than Textbooks	197.56
P26-05425	SCHOLASTIC-TEACHER STORE	Kamala School	LCAP_3.38 Books Other than Textbooks	163.95
P26-05426	SCHOLASTIC-TEACHER STORE	Kamala School	LCAP_3.38 Books other than Textbooks	163.95
P26-05473	Amazon Com	Marshall School	LCAP_2.08 Wellness Center	9.29
P26-05478	Schwabe Books	Curren School	LCAP_3.38 Matls & Sup Instructional	1,090.93
P26-05482	BARNES AND NOBLE BOOKSELLERS, INC.	Soria School	LCAP_3.38 MATL/SUPL	347.09
P26-05495	Amazon Com	Superintendent	LCAP_5.03 RenamingSchoolResearch: Cesar Chavez	149.22
P26-05506	Amazon Com	Harrington School	LCAP_2.08 MATERIALS & SUPPLIES	113.19
P26-05510	Amazon Com	Harrington School	LCAP_2.08 MATERIALS & SUPPLIES	259.13
P26-05517	Amazon Com	Marshall School	LCAP_2.05 MATL/SUPL	106.68
P26-05570	Amazon Com	Harrington School	LCAP_2.08 MATERIALS & SUPPLIES	90.62
P26-05592	Pacific Northwest Publishing A ncora Publishing	Brekke School	LCAP_3.38 MATL/SUPP	58.53
P26-05667	Amazon Com	Educational Services	LCAP_3.41 (BiliteracyBooks other textbooks)	288.32
P26-05684	Schwabe Books	Sierra Linda School	LCAP_3.38 MATL/SUP-Ins	82.81
P26-05687	Amazon Com	Equity, Family, Cmty Engmt	LCAP_ 4.01 Books for Honoring our Latino Heroes	519.99
P26-05718	CONSCIOUS TEACHING LLC	Lopez Academy	LCAP_3.38 MATL-SUPL (INST)	41.03
P26-05720	SCHOLASTIC INC	San Miguel School	LCAP_2.05 Books Other Than Textbooks	4,497.19
P26-05752	Lakeshore Learning Materials	McKinna School	LCAP_3.38- books other than text	12,566.23
P26-05756	Amazon Com	McKinna School	LCAP_3.38 matl/sup-instructional Kinder	2,666.97
			Total:010-4200 Books and Reference Materials	**23,412.68**
010-4300	**Materials And Supplies**			
P26-04946	Nixalite of America Inc.	Facilities	LCAP_2.34 Grounds Materials and Supplies	2,194.55
P26-05390	VEX ROBOTICS LLC	Frank School	LCAP_3.38 Mat-Sup | VEX Robotics	2,681.46

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PO Number	Vendor Name	Location	Description	
P26-05391	Amazon Com	Facilities	LCAP_2.34 Grounds Materials and Supplies	92.04
P26-05393	Amazon Com	Ritchen School	LCAP_ 2.08 MATL/SUP-Instructional (Wellness Ctt)	666.32
P26-05394	Advantage Imaging Supply, Inc	Sierra Linda School	LCA_3.38 MATL/SUP-Ins Ink/Toner	5,533.89
P26-05396	Lakeshore Learning Materials	Marshall School	LCAP_2.08	2,214.50
P26-05397	SAMUEL BARKER dba. ONLINE DOOR PARTS	Facilities	LCAP_2.34 Grounds Materials and Supplies	2,751.83
P26-05399	Cengage Learning, Inc	Education Resource Center	LCAP_3.35 TXTBK & INST MATLS	1,766.57
P26-05401	Uline	Brekke School	LCAP_2.08 Wellness Center	1,076.89
P26-05403	Amazon Com	McKinna School	LCAP_2.08 matl/sup-instructional-wellness center	126.78
P26-05404	Amazon Com	McKinna School	LCAP_3.38 Matl/sup- instructional	303.94
P26-05408	AMICOLOR INC.	Human Resources	MATL/SUPP (OEF)	1,229.06
P26-05410	Amazon Com	Chavez School	LCAP_2.08 MTLS/SUPL-INSTR	639.34
P26-05411	Tom Rey Garcia dba/ Tomas Cafe & Gallery	Soria School	LCAP 3.38 SERV	1,595.92
P26-05415	General Binding Corp.	Brekke School	LCAP_2.08 Wellness Center	720.09
P26-05419	Amazon Com	Rose Avenue School	LCAP_2.08 MAT/SUPPLIES (Instructional)	474.60
P26-05420	Amazon Com	Brekke School	LCAP_2.08 Wellness Center	300.55
P26-05421	Amazon Com	Driffill School	LCAP_2.08 WELLNESS CENTER DRIFFILL	796.57
P26-05423	Teachers Pay Teachers	Special Education	LCAP_2.05 Materials & Supplies for S.Cantos	249.99
P26-05424	Amazon Com	Kamala School	LCAP_3.38 MATL/SUPP (ART)	1,007.30
P26-05427	Amazon Com	Ramona School	LCAP_3.38 MATL-SUPL	345.40
P26-05428	Amazon Com	Ramona School	LCAP_3.38 MATL-SUPL	812.44
P26-05429	Amazon Com	Elm School	LCAP_3.38 MATL/SUPP (Art/Music)	389.70
P26-05430	CDW G	Human Resources	LCAP_5.25 Ret H C - MATL/SUPP (Headset-PP)	414.06
P26-05431	Lakeshore Learning Materials	Special Education	LCAP_2.05 Supplies/Materials- J. Kroener-Drif	4,315.19
P26-05432	Lakeshore Learning Materials	Special Education	LCAP_2.05 Supplies/Materials- J. Kroener-Drif	3,183.36
P26-05435	School Specialty Inc	Special Education	LCAP_2.05 Material/Supplies - J. Kroener Driffill	19,278.78
P26-05436	Amazon Com	Special Education	LCAP_2.05 Materials & Supplies for J. Kroener-Dri	3,923.04
P26-05437	Amazon Com	Special Education	LCAP_2.05 Materials & Supplies for J. Kroener-Dri	3,373.24
P26-05438	Amazon Com	Special Education	LCAP_2.05 Materials & Supplies for J. Kroener-Dri	217.94
P26-05439	Amazon Com	Special Education	LCAP_2.05 Materials & Supplies for J. Kroener-Dri	4,547.42

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PO Number	Vendor Name	Location	Description	
P26-05440	Amazon Com	Special Education	LCAP_2.05 Materials & Supplies for J. Kroener-Dri	4,374.82
P26-05441	Amazon Com	Special Education	LCAP_2.05 Materials & Supplies for J. Kroener-Dri	3,104.59
P26-05442	Amazon Com	Special Education	LCAP_2.05 Materials & Supplies for J. Kroener-Dri	58.15
P26-05443	Amazon Com	Special Education	LCAP_2.05 Materials & Supplies-SPED Anna	82.13
P26-05444	Amazon Com	Soria School	LCAP_3.38 MATL/SUP	72.16
P26-05446	Amazon Com	Ramona School	LCAP_3.38 MATL-SUPL	3,037.34
P26-05448	Ashton Awards Inc Aswell Troph y	Sierra Linda School	LCAP_3.38 MATL/SUP-Ins	552.52
P26-05449	Shoes That Fit	Fremont School	LCAP_3.38 MATL-SUPL	13.01
P26-05451	ODP BUSINESS SOLUTIONS, LLC	Soria School	LCAP_3.38 MATL/SUPL	2,956.01
P26-05452	Amazon Com	Soria School	LCAP_3.38 MATL/SUPL	2,482.58
P26-05459	Varitronics, LLC	Fremont School	LCAP_3.38 Materials and Supplies	482.64
P26-05460	Uline	Brekke School	LCAP_2.08 Wellness Center	2,496.66
P26-05462	Zoro Tools, Inc.	Fremont School	EQUIP	5,830.06
P26-05464	PANERA BREAD COMPANY PANERA LL C	Elm School	LCAP_5.25	111.61
P26-05465	School Outfitters	Ritchen School	LCAP_2.08 - MATL/SUP (Wellness Center)	3,066.08
P26-05468	Amazon Com	Ramona School	LCAP_2.08	337.20
P26-05469	Amazon Com	Ritchen School	LCAP_2.08 MATL/SUP-Instructional	574.55
P26-05470	Amazon Com	Ritchen School	LCAP_2.08 MATL/SUP-Instructional	1,036.53
P26-05471	Amazon Com	Soria School	LCAP_2.08 Wellness Center	1,406.67
P26-05472	Amazon Com	Soria School	LCAP_2.08 Wellness Center	885.16
P26-05473	Amazon Com	Marshall School	LCAP_2.08 Wellness Center	487.67
P26-05474	Amazon Com	Soria School	LCAP_2.08 Wellness Center	349.05
P26-05475	Amazon Com	Soria School	LCAP_2.08 Wellness Center	235.53
P26-05476	CARNITAS EL BROTHER INC	Equity, Family, Cmty Engmt	LCAP_4.03 MATL-SUP	228.32
P26-05479	Amazon Com	Brekke School	LCAP_3.38 MATL/SUPP ART	82.68
P26-05480	Amazon Com	Harrington School	LCAP_3.38 MATL-SUPL	212.50
P26-05481	Amazon Com	Harrington School	LCAP_3.38 MATL-SUPL	214.10
P26-05485	Amazon Com	Marshall School	LCAP_3.38 MATL/SUPL	112.52
P26-05486	Amazon Com	Risk Management	Matls/Sup - Ergo	88.45
P26-05487	Amazon Com	Risk Management	Matls/Sup - Ergo	22.17
P26-05488	Amazon Com	Risk Management	Matls/Sup - Ergo	22.17
P26-05489	Amazon Com	McAuliffe School	LCAP_3.38 MATL/SUPPL	55.63
P26-05490	Amazon Com	Ramona School	LCAP_3.38 MATL-SUPL	290.06
P26-05491	Amazon Com	Ramona School	LCAP_3.38 MATL-SUPL	239.26
P26-05492	Amazon Com	Ramona School	LCAP_3.38 MATL-SUPL	260.88
P26-05493	BMI Systems Group	Information Technology	LCAP_5.39 ITS MAT/SUP- iPad Asset Tags	954.00
P26-05494	Lakeshore Learning Materials	Ramona School	LCAP_3.38 MATL-SUPL	501.46

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PO Number	Vendor Name	Location	Description	
P26-05499	Amazon Com	Fremont School	LCAP_3.18 CSI Collaboration Materials	2,479.60
P26-05500	Amazon Com	Fremont School	LCAP_3.18 CSI Collaboration Materials	1,257.80
P26-05501	Amazon Com	Fremont School	LCAP_3.18 CSI Collaboration Materials	582.86
P26-05502	Amazon Com	SchPerformance & StudOutcomes	LCAP_3.33 matl/sup - ELPAC Testing	200.15
P26-05503	Amazon Com	Special Education	LCAP_2.05 Materials & Supplies for J.Jefferson	190.78
P26-05504	Amazon Com	Sierra Linda School	LCAP_2.08 MATL/SUP-Ins Luna Wellness Center	537.00
P26-05505	Amazon Com	Sierra Linda School	LCAP_2.08 MATL/SUP-Ins Luna Welness Center	187.84
P26-05511	Bjorem Speech Publications	Special Education	LCAP_2.05 Materials & Supplies for A.Guerrero	66.88
P26-05512	TreviPay-Walmart	Driffill School	LCAP_3.38 MATERIALS & SUPPLIES STUDENT INCENTIVES	200.00
P26-05513	COSTCO WHOLESALE CORPORATION	Driffill School	LCAP_3.38 MATERIALS AND SUPPLIES STUDENT INCE	700.00
P26-05516	Lakeshore Learning Materials	Ramona School	LCAP_2.08 Wellness Center Grant	262.13
P26-05517	Amazon Com	Marshall School	LCAP_2.05 MATL/SUPL	92.39
P26-05518	Amazon Com	Special Education	LCAP_2.05 Materials & Supplies for C. Manzer-Drif	506.60
P26-05519	Amazon Com	Special Education	LCAP_2.05 Materials & Supplies for L. Perry-SM	108.90
P26-05520	Amazon Com	Kamala School	LCAP_2.08 MATL/SUPP (Wellness Ctr. Inst))	884.90
P26-05521	Lakeshore Learning Materials	Special Education	LCAP_2.05 Mat/Sup	109.23
P26-05522	Lakeshore Learning Materials	Early Childhood Programs	LCAP_2.18 MATL- SUPL (RSG)	28,406.05
P26-05523	Lakeshore Learning Materials	Special Education	LCAP_2.05 Mat/Sup	1,691.09
P26-05524	Southpaw Enterprises Inc	Special Education	LCAP_2.05 Mat/Sup	769.50
P26-05525	Southpaw Enterprises Inc	Special Education	LCAP_2.05 Mat/Sup-Candice Driffill	2,154.66
P26-05528	School Specialty Inc	Special Education	LCAP_2.05 Material/Supplies - J. Kroener Driffill	17,136.69
P26-05534	Web Resource LLC DBA: School O utlet	Special Education	LCAP_2.05 Mat/Sup	4,071.74
P26-05535	Southwest School & Office Sup	Special Education	LCAP_2.05 Mat/Sup	2,457.58
P26-05538	Carrie A Kouri eSpecial Needs, LLC	Special Education	LCAP_2.05 Materials & Supplies for A.Patel-SM	2,703.87
P26-05540	Amazon Com	Special Education	LCAP_2.05 Materials & Supplies for J. Kroener-Dri	5,897.61
P26-05541	Amazon Com	Special Education	LCAP_2.05 Materials & Supplies for G.Prado-McA	1,157.52
P26-05542	Amazon Com	Special Education	LCAP_2.05 Materials & Supplies for A.Patel-SM	1,379.07

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P26-05543	Amazon Com	Special Education	LCAP_2.05 Materials & Supplies for A.Patel-SM	1,623.27
P26-05544	Amazon Com	Special Education	LCAP_2.05 Materials & Supplies for L. Perry-SM	3,140.95
P26-05549	Web Resource LLC DBA: School O utlet	Special Education	LCAP_2.05 Mat/Sup-G.Prado-McA	3,580.70
P26-05550	Amazon Com	Special Education	LCAP_2.05 Materials & Supplies for E.Guerrero	3,596.56
P26-05551	Amazon Com	Teaching & Learning	LCAP_1.01 MATERIALS & SUPPLIES	219.40
P26-05553	Golden Star Technology, Inc. d ba: GST	Information Technology	LCAP_5.39 ITS MAT/SUP	1,381.58
P26-05557	Roberta Becker dba: Actual Tac tuals Braile	Special Education	LCAP_2.05 Mat/Sup-J.Viveros-Marshall	2,007.75
P26-05559	AMICOLOR INC.	Teaching & Learning	LCAP_1.01 MATERIALS & SUPPLIES	2,104.16
P26-05560	AMICOLOR INC.	Teaching & Learning	LCAP_3.41 MATERIALS & SUPPLIES TK/K BP	6,992.00
P26-05561	4imprint	Special Education	LCAP_2.05 Materials & Supplies for SpEd	1,377.66
P26-05563	Amazon Com	Soria School	LCAP_2.08 MATL/SUPL CHPP	1,044.03
P26-05564	Amazon Com	Early Childhood Programs	LCAP_2.18 MATL- SUPL (RSG)	4,908.14
P26-05565	Amazon Com	Early Childhood Programs	LCAP_2.18 MATL- SUPL (RSG)	1,226.75
P26-05566	Amazon Com	Early Childhood Programs	LCAP_2.18 MATL- SUPL (RSG)	2,559.12
P26-05567	Amazon Com	Early Childhood Programs	LCAP_2.18 MATL- SUPL (RSG)	1,980.33
P26-05568	Amazon Com	Early Childhood Programs	LCAP_2.18 MATL- SUPL (RSG)	1,572.88
P26-05569	Amazon Com	Lopez Academy	LCAP_3.38 MATL-SUPL (INST)	665.33
P26-05570	Amazon Com	Harrington School	LCAP_2.08 MATERIALS & SUPPLIES	465.88
P26-05571	Amazon Com	Facilities	LCAP_2.34 Grounds Materials and Supplies	71.00
P26-05572	Amazon Com	Harrington School	LCAP_2.08 MATERIALS & SUPPLIES	1,425.88
P26-05573	Amazon Com	Harrington School	LCAP_2.08 MATERIALS & SUPPLIES	1,057.54
P26-05574	Amazon Com	Driffill School	LCAP_2.08 MATERIALS AND SUPPLIES WELLNESS CENTER	580.49
P26-05575	Amazon Com	Driffill School	LCAP_2.08 MATERIALS AND SUPPLIES WELLNESS CENTER	384.59
P26-05576	Amazon Com	Driffill School	LCAP_2.08 MATERIALS AND SUPPLIES WELLNESS CENTER	389.22
P26-05577	Amazon Com	Rose Avenue School	LCAP_2.08 MAT/SUPPLIES (Instructional)	396.67
P26-05578	Amazon Com	Soria School	LCAP_2.08 WELLNESS CENTER	526.24
P26-05579	Amazon Com	Driffill School	LCAP_2.08 MATERIALS AND SUPPLIES WELLNESS CENTER	517.81

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PO Number	Vendor Name	Location	Description	
P26-05580	Amazon Com	Soria School	LCAP_2.08 WELLNESS CENTER	606.10
P26-05581	Amazon Com	Kamala School	LCAP_2.08 MATL/SUPP (Wellness Ctr. Inst))	365.32
P26-05583	Amazon Com	Soria School	LCAP_2.08 WELLNESS CENTER	753.81
P26-05584	Amazon Com	Fremont School	LCAP_2.08 MAT/SUPL WELLNESS CENTER	487.73
P26-05586	COSTCO WHOLESALE CORPORATION	Soria School	LCAP_3.38 MATL/SUP	600.00
P26-05587	Amazon Com	Curren School	LCAP_3.38 Matls & Supp Instructional	1,080.90
P26-05588	Amazon Com	Curren School	LCAP_3.38 Matls & Supp Instructional- ART	2,625.18
P26-05590	Amazon Com	Soria School	LCAP_2.08 / WELLNESS CENTER	197.70
P26-05591	TreviPay-Walmart	Marshall School	LCAP_3.38 MATL/SUPL	1,000.00
P26-05601	Superior Sanitary Supplies	Facilities	LCAP_2.34 Custodial Materials and Supplies	2,227.32
P26-05604	Amazon Com	Budget & Finance	MATL/SUPP	43.14
P26-05607	Guitar Center	Lopez Academy	LCAP_3.38 MATL-SUPL (INST)	2,615.45
P26-05608	Amazon Com	Soria School	LCAP_3.38 MAT/SUPL GRANT	653.08
P26-05609	Amazon Com	Lopez Academy	LCAP_3.38 MATL-SUPL (INST)	1,019.23
P26-05611	Amazon Com	Fremont School	LCAP_2.08 MAT/SUPL WELLNESS CENTER	388.39
P26-05612	Amazon Com	Fremont School	LCAP_3.38 MAT/SUPL	537.46
P26-05614	Miguel Mijares M & M Sports	Teaching & Learning	LCAP_ 1.01 MATERIALS & SUPPLIES	2,130.92
P26-05616	Amazon Com	Pupil Services	LCAP_ 5.15	36.03
P26-05617	Amazon Com	Rose Avenue School	LCAP_3.38 MATL/SUPPLIES	471.51
P26-05618	Amazon Com	McAuliffe School	LCAP_3.38_MATL/SUPPL	727.00
P26-05619	Amazon Com	Special Education	LCAP_2.05 Materiasl & Supplies for MHC.	2,391.59
P26-05620	Amazon Com	Enrichment & Special Programs	LCAP_2.19 Matl/Supl Rose Avenue	192.69
P26-05621	Amazon Com	Enrichment & Special Programs	LCAP_2.18 Matl/Supl Summer	1,404.93
P26-05622	Amazon Com	Rose Avenue School	LCAP_3.38 MAT/SUPPLIES	88.27
P26-05623	Amazon Com	Enrichment & Special Programs	LCAP_2.18 Matl/supl Summer	805.64
P26-05624	Amazon Com	Ramona School	LCAP_3.38 MATL-SUPL	414.85
P26-05625	Amazon Com	Ramona School	LCAP_3.38 MATL-SUPL	288.51
P26-05627	WIDMORE MANAGEMENT LLC EL POLL O LOCO	Harrington School	LCAP_3.38 MATL-SUPL	935.46
P26-05629	Uline	Graphics	Materials and Supplies	505.52
P26-05630	Southwest Plastic Binding Co S outhwest Binding & Laminating	Graphics	Materials and Supplies	977.48
P26-05631	CCI Office Technologies	Graphics	Materials and Supplies	2,670.07

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P26-05632	CANON SOLUTIONS AMERICA INC	Graphics	Materials and Supplies	585.19
P26-05633	Guadalupe Vargas dba: Liz Part y Rental	Ramona School	LCAP_3.38 MATL-SUPL	390.00
P26-05634	Debruin Enterprises, LLC	Enrichment & Special Programs	LCAP_2.18 ELOP Matl/supl	1,660.00
P26-05637	Uline	Enrichment & Special Programs	LCAP_2.19 Mtr/Sply OSD Creates	1,140.56
P26-05638	Amazon Com	Equity, Family, Cmty Engmt	LCAP_4.03 MTR-SUPP	89.30
P26-05643	Amazon Com	Marshall School	LCAP_2.08	479.54
P26-05649	Amazon Com	Special Education	LCAP_2.05 Materials & Supplies for R.Duenas	236.47
P26-05650	Maverick Multimedia LLC	Information Technology	LCAP_5.39 ITS MAT/SUP	360.53
P26-05653	Amazon Com	Information Technology	LCAP_5.39 ITS MAT/SUP	649.56
P26-05654	LORENZO BISLIG dba/ 3RD WORLD UNLTD GRAPHICS	Kamala School	LCAP_3.38_MATL/SUPP	2,603.36
P26-05657	Advantage Imaging Supply, Inc	Harrington School	LCAP_3.38 MATL-SUPL	275.31
P26-05658	Ashton Awards Inc Aswell Troph y	Educational Services	LCAP_1.01 MTLS (8th Grade Promotions)	21,055.41
P26-05659	Ashton Awards Inc Aswell Troph y	Human Resources	3.01_Dev H C - MATL/SUPP (Retirement)	500.00
P26-05660	Ashton Awards Inc Aswell Troph y	Frank School	LCAP_3.38 Mat-Sup | Lost Boyz | Aswell	437.87
P26-05661	Amazon Com	Lopez Academy	LCAP_2.08 for Wellness Ctr	2,772.70
P26-05662	Jose Luis Chavez dba La Fogata Restaurant	Kamala School	LCAP_3.38_ Mat/Sup (SIP Day Lunch)	1,800.00
P26-05663	Amazon Com	McKinna School	LCAP_3.38 matls/sup-instructional	383.33
P26-05664	Amazon Com	McKinna School	LCAP_3.38-mat/sup-music grant Prop 28	770.91
P26-05665	Amazon Com	McKinna School	LCAP_3.38-mat/sup-Prop 28	712.43
P26-05666	Amazon Com	Fremont School	LCAP_2.08 MAT/SUPL WELLNESS CENTER	1,381.20
P26-05668	Amazon Com	Special Education	LCAP_2.05 Mat/Supp	5,251.31
P26-05669	Amazon Com	Risk Management	Matls/Sup - Ergo	30.81
P26-05670	Amazon Com	Risk Management	Matls/Sup - Ergo	187.64
P26-05671	Amazon Com	Frank School	LCAP_3.38 Mat-Sup | Lost Boyz | Amazon	398.78
P26-05672	Amazon Com	Sierra Linda School	LCAP_3.38 MATL/SUP-Ins	1,184.29
P26-05673	Amazon Com	Ritchen School	LCAP_3.38 MATL/SUP-Instructional (Babauta)	177.42
P26-05674	Amazon Com	Pupil Services	LCAP_2.06 MAT/SUPL	163.23
P26-05675	Amazon Com	Harrington School	LCAP_3.38 MATL-SUPL	147.29
P26-05680	Amazon Com	Enrichment & Special Programs	LCAP_2.18 MATL/SUPL Summer	1,204.54

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P26-05681	Amazon Com	Enrichment & Special Programs	LCAP_2.18 Matl/Suppl Summer	1,810.24
P26-05683	Uline	Sierra Linda School	LCAP_3.38 MATL/SUP-Ins	885.71
P26-05685	SCHOOL TECH SUPPLY	SchPerformance & StudOutcomes	matl/sup_Private School - Santa Clara	5,451.58
P26-05686	Lowe's	Lopez Academy	LCAP_3.38 MATL-SUPL (INST)	750.88
P26-05688	DICK BLICK COMPANY BLICK ART M ATERIALS	Frank School	LCAP_3.38 Mat-Sup | Art materials | Ms. Lopez	2,814.32
P26-05689	Amazon Com	Rose Avenue School	LCAP_3.38 MAT/SUPPLIES	418.01
P26-05690	Amazon Com	Rose Avenue School	LCAP_3.38 MAT/SUPPLIES	145.24
P26-05692	SURFSIDE SOFTEE INC dba. MISTE R SOFTEE OF SO. CAL.	Kamala School	LCAP_3.38_MATL/SUPPL (Inst)	2,086.88
P26-05698	Royal Buying Group Royal Perfo rmance Group	Pupil Services	LCAP_2.17 - Attendance Gift Cards	4,423.98
P26-05701	SCHOLASTIC-BOOK FAIRS	Lemonwood School	LCAP_3.38 Bookfair	4,805.67
P26-05703	Amazon Com	Chavez School	LCAP_3.38 MTLS/SUPL-INSTR	1,819.97
P26-05704	Amazon Com	Chavez School	LCAP_3.38 MTLS/SUPL-INSTR	1,378.85
P26-05705	Amazon Com	Chavez School	LCAP_3.38 MTLS/SUPL-INSTR	1,712.75
P26-05706	Amazon Com	Chavez School	LCAP_3.38 MTLS/SUPL-INSTR	999.52
P26-05707	Amazon Com	Chavez School	LCAP_3.38 MTLS/SUPL-INSTR	2,444.42
P26-05708	Amazon Com	Chavez School	LCAP_3.38 MTLS/SUPL-INSTR	366.62
P26-05710	Amazon Com	Pupil Services	LCAP_3.21 MAT/SUPL	993.07
P26-05711	Amazon Com	Pupil Services	LCAP_3.21 MAT/SUPL	120.16
P26-05712	Amazon Com	Pupil Services	LCAP_3.21 MAT/SUPL OSSA FUNDS	129.81
P26-05713	Amazon Com	Equity, Family, Cmty Engmt	LCAP_4.03 MTR-SUPP	68.90
P26-05714	Amazon Com	Elm School	LCAP_3.38 MATL/SUPP	727.37
P26-05715	Amazon Com	Curren School	LCAP_3.38 Matls & Supp	360.44
P26-05716	Amazon Com	Ritchen School	LCAP_3.38 MATL/SUP-Instructional (P.Sierra)	122.24
P26-05717	Amazon Com	Lopez Academy	LCAP_3.38 MATL-SUPL (INST)	600.97
P26-05719	Best Buy	Lopez Academy	LCAP_3.38 MATL-SUPL (INST)	996.74
P26-05721	Walmart	Ritchen School	LCAP_3.38 MATL/SUP-Instructional	1,000.00
P26-05723	Amazon Com	Lemonwood School	LCAP_3.38 MATL/SUP Inst - Art	272.85
P26-05724	Amazon Com	Lemonwood School	LCAP_3.38 MATL/SUP Inst - Kinder 0607	762.72
P26-05725	Amazon Com	Lemonwood School	LACP_3.38 MATL/SUP Inst - OffK 0607	713.40
P26-05726	Amazon Com	Ritchen School	LCAP_2.05 MATL/SUP-Instructional (C. Babauta)	107.10
P26-05727	Amazon Com	Ritchen School	LCAP_3.38 MATL/SUP-Instructional (P. Sierra)	159.06
P26-05728	Amazon Com	Information Technology	LCAP_5.39 ITS MAT/SUP	633.76

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Includes Purchase Orders dated 04/27/2026 - 05/19/2026

PO Number	Vendor Name	Location	Description	
P26-05729	Amazon Com	Ramona School	LCAP_3.38 MATL-SUPL	616.19
P26-05730	Amazon Com	McKinna School	LCAP_3.38 matl/sup-instructional	687.84
P26-05731	Amazon Com	McKinna School	LCAP_3.38 matl/sup-instructional	291.54
P26-05732	Amazon Com	McKinna School	LCAP_3.38 matl/sup-instructional	171.70
P26-05733	Amazon Com	McKinna School	LCAP_3.38 matl/sup-instructional	349.66
P26-05734	Amazon Com	McKinna School	LCAP_3.38 matl/sup-instructional 3rd	117.20
P26-05735	Amazon Com	Enrichment & Special Programs	LCAP_2.19 Matl/Supl Rose Ave	115.94
P26-05736	Amazon Com	McKinna School	LCAP_3.38 matl/sup-instructional	252.20
P26-05737	Amazon Com	Enrichment & Special Programs	LCAP_2.19 Matl/Supl	794.85
P26-05738	Amazon Com	McKinna School	LCAP_3.38 matl/sujp-instructional	274.54
P26-05739	Amazon Com	McKinna School	LCAP_3.38 matl/sup-instructional 2nd	182.19
P26-05740	CARNITAS EL BROTHER INC	McAuliffe School	LCAP_3.38_ SIP DAY	343.86
P26-05741	Rochester 100, Inc	Soria School	LCAP_3.38 MATL/SUP	917.70
P26-05745	Amazon Com	Rose Avenue School	LCAP_3.38 MAT/SUPPLIES (Instructional)	190.79
P26-05746	Amazon Com	Rose Avenue School	LCAP_3.38 MAT/SUPPLIES (Instructional)	82.61
P26-05747	Amazon Com	Fremont School	LCAP_3.18 CSI Collaboration Materials	1,889.17
P26-05748	Amazon Com	Sierra Linda School	LCAP_3.38 MATL/SUP-Ins	2,111.55
P26-05749	Amazon Com	Lemonwood School	LCAP_3.38 MATL/SUP Inst - office	1,775.65
P26-05750	Lakeshore Learning Materials	Lemonwood School	LCAP_3.38 MATL/Sup Inst - Art	1,271.27
P26-05751	Lakeshore Learning Materials	Lemonwood School	LCAP_3.38 MATL/SUP Inst - Art	1,641.42
P26-05753	Amazon Com	Ritchen School	LCAP_2.05 MATL/SUP-Instructional (N. Espinoza)	177.18
P26-05754	Amazon Com	McKinna School	LCAP_3.38 Matl/sup-iinstructional	706.62
P26-05755	Amazon Com	McKinna School	LCAP_3.38 matls/sup instructional 2nd	150.73
P26-05757	Amazon Com	San Miguel School	LCAP_3.38 Materials & Aupplies (ALBA)	267.79
P26-05758	Lakeshore Learning Materials-V	Ritchen School	LCAP_3.38 MATL/SUP-Instructional (G. Santillan)	250.00
P26-05760	Amazon Com	McKinna School	LCAP_3.38 matl/sup-instructional	314.27
P26-05761	Capital Industrial Medical Sup ply Co.	Transportation	LCAP_2.30 MED SUPPLY	1,540.48
P26-05763	Amazon Com	San Miguel School	Materials & Supplies	182.42
P26-05764	COSTCO WHOLESALE CORPORATION	San Miguel School	LCAP_3.38 Materials & Supplies	500.00
P26-05766	Crystal Felizar dba: Lumpia & More	Equity, Family, Cmty Engmt	LCAP_4.03 MTR-SUPP	611.80
P26-05768	Home Depot Inc	San Miguel School	LCAP_3.38 Materials & Supplies	365.97
P26-05769	Amazon Com	Risk Management	Matls/Sup - Ergo	26.58
P26-05770	Amazon Com	Risk Management	Matls/Sup - Ergo	277.73

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PO Number	Vendor Name	Location	Description	
P26-05771	Amazon Com	Rose Avenue School	LCAP_3.38 MAT/SUPPLIES	72.06
P26-05772	Amazon Com	Ritchen School	LCAP_2.05 MATL/SUP-Instructional (N. Espinoza)	112.28
P26-05774	Amazon Com	San Miguel School	LCAP_3.38 Materials & Supplies	416.68
P26-05775	Amazon Com	Ramona School	LCAP_3.38 MATL-SUPL	547.60
P26-05776	Amazon Com	Ramona School	LCAP_3.38 MATL-SUPL	355.74
P26-05777	Amazon Com	McAuliffe School	LCAP_3.38_MATL/SUPPL	538.64
P26-05778	Amazon Com	Ramona School	LCAP_3.38 MATL-SUPL	806.67
P26-05779	Amazon Com	Lemonwood School	LCAP_3.38 MATL/SUP Inst. - Art	638.99
P26-05780	Amazon Com	Lemonwood School	LCAP_3.38 Matl/Sup Inst - Carrasco	667.40
P26-05781	Amazon Com	McAuliffe School	LCAP_3.38_MATL/SUPPL	108.30
P26-05782	Amazon Com	San Miguel School	LCAP_3.38 Materials & Supplies	511.55
P26-05783	Amazon Com	Rose Avenue School	LCAP_3.38 MAT/SUPPLIES (Instructional)	311.10
P26-05784	Amazon Com	Lemonwood School	LCAP_3.38 MATL/SUP Inst. - Art	371.84
P26-05785	Amazon Com	Rose Avenue School	LCAP_3.38 MAT/SUPPLIES (Instructional)	542.78
P26-05786	Amazon Com	Lemonwood School	LCAP_3.38 MATL/SUP Inst. - Art	664.96
P26-05788	Lakeshore Learning Materials	San Miguel School	LCAP_3.38 Materials & Supplies	1,964.32
P26-05789	Lakeshore Learning Materials	Ramona School	LCAP_3.38 MATL-SUPL	1,002.92
P26-05790	Amazon Com	San Miguel School	LCAP_3.38 Materials & Supplies	1,418.28
P26-05791	Ashton Awards Inc Aswell Troph y	Ramona School	LCAP_3.38 MATL-SUPL	1,458.49
P26-05792	L&L Hawaiian BBQ	Equity, Family, Cmty Engmt	LCAP_4.03 MTR-SUPP	2,228.70
P26-05793	Amazon Com	Lemonwood School	LCAP_3.38 MATL/SUP Inst - Office	1,061.42
P26-05794	Rochester 100, Inc	Ramona School	LCAP_3.38 MATL-SUPL	642.39
P26-05797	Amazon Com	Lopez Academy	LCAP_3.38 MATL-SUPL (INST)	132.75
P26-05798	Amazon Com	Lopez Academy	LCAP_3.38 MATL-SUPL (INST)	178.53
P26-05799	Amazon Com	Lopez Academy	LCAP_3.38 MATL-SUPL (INST)	426.20
P26-05800	Amazon Com	Lopez Academy	LCAP_3.38 MATL-SUPL (INST)	482.23
P26-05804	Cengage Learning, Inc	Education Resource Center	LCAP_3.35 TXTBK & INST MATLS	8,763.88
P26-05805	Cengage Learning, Inc	Education Resource Center	LCAP_3.35 TXTBK & INST MATLS	5,544.22
P26-05807	Michaels Stores, Inc	Brekke School	LCAP_3.38 MATL/SUPP	405.40
P26-05810	Petroleum Telcom Inc DBA Telec om	Risk Management	Emergency Materials and Supplies	2,016.88
			Total:010-4300 Materials And Supplies	**396,724.18**
010-4318	**Computer Supplies**			
P26-05409	CDW G	Soria School	LCAP_3.38 MATL/SUP	237.88
P26-05416	Amazon Com	Ritchen School	LCAP_2.08 MATL/SUP-Instructional (Wellness Ctr)	250.18
P26-05417	Amazon Com	Elm School	LCAP_2.08 Wellness Center	290.16

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PO Number	Vendor Name	Location	Description	
P26-05418	Amazon Com	Driffill School	LCAP_2.08 WELLNESS CENTER MATERIALS AND SUPPLIES	528.86
P26-05422	Best Buy	McKinna School	LCAP_2.08 Matl/sup WEllness center	996.24
P26-05445	Amazon Com	Elm School	LCAP_2.08 Wellness Center	1,204.52
P26-05467	CDW G	Soria School	LCAP_2.08 COMP EQUIP/CHPP	719.04
P26-05514	Amazon Com	Driffill School	LCAP_2.08 WELLNESS CENTER MATERIALS AND SUPPLIES	982.81
P26-05515	CDW G	Information Technology	LCAP_5.39 ITS COMP SUP	245.16
P26-05526	CDW G	Soria School	LCAP_2.08 COMP EQUIP/CHPP	1,022.96
P26-05527	CDW G	Information Technology	LCAP_5.39 ITS Hardware	4,955.58
P26-05545	CDW G	Sierra Linda School	LCAP_2.08 MATL/SUP-Ins Luna Wellness Center	354.60
P26-05563	Amazon Com	Soria School	LCAP_2.08 MATL/SUPL CHPP	739.90
P26-05570	Amazon Com	Harrington School	LCAP_2.08 MATERIALS & SUPPLIES	897.28
P26-05589	Amazon Com	Elm School	LCAP_2.08 Wellness Center	825.52
P26-05590	Amazon Com	Soria School	LCAP_2.08 / WELLNESS CENTER	236.80
P26-05610	Amazon Com	Fremont School	LCAP_3.18 CSI Collaboration Materials	719.85
P26-05656	Advantage Imaging Supply, Inc	Frank School	LCAP_3.38 Mat-Sup | Advantage Imagining	4,651.11
P26-05695	Apple Computer Inc	Harrington School	LCAP_2.08 MATERIALS & SUPPLIES	965.77
P26-05801	CDW G	Sierra Linda School	LCAP_3.38 MATL/SUP-Ins	333.17
			Total:010-4318 Computer Supplies	**21,157.39**
010-4343	**Locksmith Supplies**			
P26-05602	Montgomery Hardware Company	Facilities	LCAP_2.34 Locksmith Materials & Supplies	16,567.87
			Total:010-4343 Locksmith Supplies	**16,567.87**
010-4400	**Non Cap Equip $1,500 - $9,999**			
P26-05396	Lakeshore Learning Materials	Marshall School	LCAP_2.08	2,183.91
P26-05415	General Binding Corp.	Brekke School	LCAP_2.08 Wellness Center	2,090.96
P26-05466	TRI-COUNTY OFFICE FURNITURE	Soria School	LCAP_2.08 Wellness Center	3,904.02
P26-05533	General Binding Corp.	Ramona School	LCAP_3.38 MATL-SUPL	2,831.05
P26-05582	CDW G	Enrollment Center	LCAP_4.04 Tech &Equip	1,913.15
P26-05600	United Refrigeration Inc	Facilities	LCAP_2.34 HVAC Equipment	2,475.61
P26-05611	Amazon Com	Fremont School	LCAP_2.08 MAT/SUPL WELLNESS CENTER	2,403.37
P26-05645	SONOVA USA INC	Special Education	LCAP_2.05 Mat/Sup-Mar-Morrison	9,891.95
P26-05646	SWEETMAN SYSTEMS	Special Education	LCAP_2.05 Mat/Sup-J.Viveros-Marshall	8,144.43
P26-05676	School Specialty Inc	Enrichment & Special Programs	LCAP_2.19 / MTRL SUPPL	11,451.91
P26-05796	PCS Education System, Inc. dba . PCS Edventures	Enrichment & Special Programs	LCAP_2.18 Matl/Supl Summer	12,578.12

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PO Number	Vendor Name	Location	Description	
			Total:010-4400 Non Cap Equip $1,500 - $9,999	**59,868.48**
010-4418	**Computer Equip $1,500 - $9,999**			
P26-05433	CDW G	Information Technology	LCAP_5.39 ITS Comp Equip	5,230.89
P26-05463	Apple Computer Inc	Information Technology	LCAP_5.39 Comp Equip Stu iPads	1,004,250.75
P26-05531	Apple Computer Inc	SchPerformance & StudOutcomes	LCAP_3.33 Comp Equip for Testing	9,063.14
P26-05545	CDW G	Sierra Linda School	LCAP_2.08 MATL/SUP-Ins Luna Wellness Center	1,573.20
P26-05652	CDW G	Information Technology	LCAP_5.39 ITS Hardware	4,994.91
P26-05679	CDW G	Sierra Linda School	LCAP_3.38 MATL/SUP-Ins Office	1,372.18
P26-05694	Apple Computer Inc	Teaching & Learning	LCAP_1.02 COMPUTER EQUIPMENT	5,545.53
P26-05787	CDW G	Special Education	LCAP_2.05 Mat/Supp/Mental Health Clinician	1,927.80
			Total:010-4418 Computer Equip $1,500 - $9,999	**1,033,958.40**
010-5100	**Subagreements for Services**			
P27-00002	PROFESSIONAL TUTORS OF AMERICA INC.	Special Education	LCAP_2.05 SERV	100,000.00
P27-00003	PRIDE LEARNING CO.	Special Education	LCAP_2.05 SERV	50,000.00
P27-00004	DR. OLVERA PSYCHOLOGY, PROFESS IONAL CORP	Special Education	LCAP_2.06 SERV	10,000.00
P27-00005	Auditory Processing Diagnostic Center	Special Education	LCAP_2.05 SERV	10,000.00
P27-00010	SUNBURST WORKFORCE ADVISORS	Special Education	LCAP_2.05 SERV	2,550,000.00
			Total:010-5100 Subagreements for Services	**2,720,000.00**
010-5200	**Travel and Conference**			
P26-05498	SCHOOL SERVICES OF CALIFORNIA, INC.	Superintendent	SSC- May Revision Workshop	365.00
P26-05507	Apple 9 Hospitality Mgmnt Inc. /Springhill Suites DT Burban	Pupil Services	LCAP_2.07	875.10
P26-05508	VENTURA CO SCHOOL BOARDS ASSOC ATTN: PATTY LERNER	Superintendent	LCAP_5.02 VCSBA Dinner	25.00
P26-05532	Courtyard by Marriott Burbank	Pupil Services	LCAP_2.07	1,097.49
P26-05562	California Continuation Educat ion Assoc Plus	Pupil Services	LCAP_ 2.07	899.00
P26-05585	ACSA REGION XIII	Human Resources	LCAP_ 3.01 DEV H C (ACSA Awards Banquet)	150.00
P26-05700	SCHOOL SERVICES OF CALIFORNIA, INC.	Budget & Finance	LCAP_3.24 C-90 SSC Training	205.00
			Total:010-5200 Travel and Conference	**3,616.59**
010-5220	**Trvl/Conf Trstee Area 5 Gonzal**			

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PO Number	Vendor Name	Location	Description	
P26-05508	VENTURA CO SCHOOL BOARDS ASSOC ATTN: PATTY LERNER	Superintendent	LCAP_5.02 VCSBA Dinner	25.00
			Total:010-5220 Trvl/Conf Trstee Area 5 Gonzal	**25.00**
010-5223	**Trvl/Conf Trstee Area 2 Melane**			
				25.00
			Total:010-5223 Trvl/Conf Trstee Area 2 Melane	**25.00**
010-5224	**Trvl/Conf Trstee Area 3 Robles**			
				25.00
			Total:010-5224 Trvl/Conf Trstee Area 3 Robles	**25.00**
010-5225	**Trvl/Conf Trstee Area 1 Salas**			
				25.00
P26-05529	Southwest Airlines	Superintendent	LCAP_5.02 CONF	592.81
P26-05530	Sheraton Grand Sacramento	Superintendent	LCAP_5.02 CONF	884.98
			Total:010-5225 Trvl/Conf Trstee Area 1 Salas	**1,502.79**
010-5300	**Dues and Memberships**			
P26-05536	Sasha Long The Autism Helper, Inc.	Special Education	LCAP_2.05 Membership	5,940.00
			Total:010-5300 Dues and Memberships	**5,940.00**
010-5500	**Operation & Housekeeping**			
P26-05406	VENTURA PEST CONTROL INC	Facilities	LCAP_2.34 (SERV)	150,000.00
			Total:010-5500 Operation & Housekeeping	**150,000.00**
010-5600	**Rentals, Leases and Repairs**			
P26-05453	Facilitron, Inc.	Kamala School	LCAP_ 3.38 Rentals (Instrucional)	400.00
P26-05552	T & D Rentals Inc	Enrichment & Special Programs	LCAP_2.19 SERV-POR RR -OSD Creates Oxnard College	3,387.75
P26-05636	Sunbelt Rentals, Inc	Enrichment & Special Programs	LCAP_2.19 MATL/SUPL (OSD Creates)	2,134.94
P26-05702	EVENTOS ANA, INC.	Lemonwood School	LCAP_3.38 Rental/Service	240.00
P26-05795	Joey Anthony Gonzales dba: Cus tom Project Creations	Marina West School	LCAP_3.38 MATL-SUPL/INST	450.00
			Total:010-5600 Rentals, Leases and Repairs	**6,612.69**
010-5631	**Maintenance Agreements**			
P26-05509	General Binding Corp.	Chavez School	LCAP_3.38 MAINT AGRMTS	586.96
P26-05647	General Binding Corp.	Kamala School	LCAP_3.38 MAINT AGRMTS	688.16
P26-05648	General Binding Corp.	McKinna School	LCAP_3.38 MAINT AGRMTS	607.20
P26-05693	General Binding Corp.	Marina West School	LCAP_3.38 MAINT AGRMTS	607.20
			Total:010-5631 Maintenance Agreements	**2,489.52**
010-5632	**Repairs**			
P26-05477	Petroleum Telcom Inc DBA Telec om	Ritchen School	LCAP_3.38 MATL/SUP-Instructinal	88.84

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PO Number	Vendor Name	Location	Description	
P26-05599	Daktronics, Inc	Facilities	LCAP_2.34 Repair / McAuliffe Marquee	4,142.18
P26-05628	ANIXTER INC	Facilities	LCAP_2.34 REPAIRS	3,957.03
			Total:010-5632 Repairs	**8,188.05**
010-5800	**Professional Services**			
P26-05395	JOSEPHINE VALDEZ RAMIREZ	Equity, Family, Cmty Engmt	LCAP_4.01 (SERV/SUPP CONC)	1,000.00
P26-05398	COUNTY FIRST FIRE LLC COUNTY F IRE PROTECTION	Facilities	LCAP_2.34 (SERV)	25,494.62
P26-05402	McCarty And Sons Towing	Facilities	LCAP_2.34 (SERV)	2,000.00
P26-05407	STORM WATER INSPECTION & MAINT ENANCE SERVICES INC.	Facilities	LCAP_2.34 (SERV)	25,000.00
P26-05447	Aswell Trophy And Engraving	Fremont School	LCAP_3.38 MATL/SUPP	1,232.30
P26-05450	US Bank - Corporate Trust	Business Services	Service Fees for 2016 COP	2,425.00
P26-05461	AUTISM SOCIETY VENTURA COUNTY	Driffill School	LCAP_2.19 AUT2RUN REGISTRATION	1,440.00
P26-05483	SANTA BARBARA ZOO	Ritchen School	LCAP_3.38 Service-Instructional	986.00
P26-05537	Sasha Long The Autism Helper, Inc.	Special Education	LCAP_2.05 Subscription	10,636.50
P26-05546	Red Door Experiences, LLC	Enrichment & Special Programs	LCAP_2.19 SERV (FT)	1,078.50
P26-05554	SANTA BARBARA ZOO	Soria School	LCAP_3.38 SERV/INST	657.00
P26-05555	Leonis Adobe Association	Soria School	LCAP_3.38 SERV/FT	540.00
P26-05556	Leonis Adobe Association	Soria School	LCAP_3.38 SERV/FT	528.00
P26-05558	Equity Praxis Group, LLC	Superintendent	SERV- Cesar Chavez Renaming	18,947.61
P26-05593	Children's Museum of Santa Bar bara, MOXI	Chavez School	LCAP_3.38 ENTRANCE	576.00
P26-05596	Dial Security	Facilities	LCAP_2.34 Profeaasional Service / Transportation	2,815.59
P26-05597	Dial Security	Facilities	LCAP_2.34 Professional Service / Various Sites	16,345.99
P26-05598	Dial Security	Facilities	LCAP_2.34 Professional Service / ESC	365.99
P26-05603	IMAGE APPAREL FOR BUSINESS	Facilities	SERV (25-26 SCHOOL SITE UNIFORMS)	61.52
P26-05605	UNDERWOOD FAMILY FARMS LP	Marshall School	LCAP_3.38 MATL/SUPL	1,152.00
P26-05606	UNDERWOOD FAMILY FARMS LP	Marshall School	LCAP_3.38 FEES AT-03753 UNDERWOOD FARMS	800.00
P26-05613	UNDERWOOD FAMILY FARMS LP	Rose Avenue School	LCAP_3.38 ENTRANCE FEES (Instructional)	561.00
P26-05615	JS Hospitality Group, LLC Cour tyard by Marriott Oxnard	Teaching & Learning	LCAP_1.01 SERV/Pathway to Biliteracy Gala	59,040.08
P26-05635	ART TREK INC	Rose Avenue School	LCAP_3.38 Entrance Fees (Instructional)	504.00
P26-05644	SANTA BARBARA ZOO	Lopez Academy	LCAP_3.38 MATL-SERVICE (INST)	705.00

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PO Number	Vendor Name	Location	Description	
P26-05677	Curriculum Associates Inc	Education Resource Center	LCAP_3.35 TXTBK & INST MATLS	434,400.00
P26-05678	Timothy Conley dba. Conley Cle an Truck Check	Transportation	LCAP_ 2.30 SERVICES	5,000.00
P26-05691	Airport Towing	Facilities	LCAP_2.34 (SERV)	2,000.00
P26-05697	CITY OF LOS ANGELES LOS ANGELE S ZOO	Driffill School	LCAP_3.38 LA ZOO 6/17/26	300.00
P26-05709	Oakworks Software, LLC	Enrichment & Special Programs	LCAP_2.19 SERV APP Development	11,000.00
P26-05722	SIGNET CONTROLS, INC	Information Technology	LCAP_5.39/ ITS SERV	10,200.00
P26-05765	Ashton Awards Inc Aswell Troph y	Elm School	LCAP_3.38 MATL/SUPP	187.80
P26-05809	EdFiles Inc.	Human Resources	LCAP_5.33 INT COMM - SERV	9,895.00
P26-05813	Ventura Co Office Of Education	Human Resources	LCAP_3.01 DEV H C SERV	600.00
P27-00002	PROFESSIONAL TUTORS OF AMERICA INC.	Special Education	LCAP_2.05 SERV	50,000.00
P27-00003	PRIDE LEARNING CO.	Special Education	LCAP_2.05 SERV	50,000.00
P27-00004	DR. OLVERA PSYCHOLOGY, PROFESS IONAL CORP	Special Education	LCAP_2.06 SERV	50,000.00
P27-00005	Auditory Processing Diagnostic Center	Special Education	LCAP_2.05 SERV	50,000.00
P27-00006	CHARTER COMMUNICATIONS SPECTRU M	Information Technology	LCAP_5.39 (E-RATE/NETWORK CONNECTIONS)	24,480.00
P27-00008	The Baldwin Group West, LLC	Human Resources	LCAP_5.25 SERV	78,976.00
P27-00009	CHARTER COMMUNICATIONS SPECTRU M	Information Technology	LCAP_5.39 (E-RATE/NETWORK CONNECTIONS)	227,304.00
P27-00010	SUNBURST WORKFORCE ADVISORS	Special Education	LCAP_2.05 SERV	50,000.00
P27-00011	Sunrise Phys Therapy Svcs In	Risk Management	SERV/ ERGO REIMB	30,000.00
P27-00012	GLENDA C. MAHON dba ACTION PRE PAREDNESS TRAIN	Risk Management	LCAP_3.25 SERV	44,100.00
			Total:010-5800 Professional Services	**1,303,335.50**
010-5818	**Software & Lic Applications**			
P26-05496	CDW G	Information Technology	LCAP_5.39 ITS/ SOFTWARE Adobe CC	12,770.00
P26-05527	CDW G	Information Technology	LCAP_5.39 ITS Hardware	3,180.00
P26-05626	Aleksandr I. Kovalchuk dba: Te chHit LLC	Facilities	LCAP_2.34 Comp Software	95.88
P26-05651	CDW G	Information Technology	LCAP_5.39 ITS Software	1,995.00
P26-05808	Brainpop Com LLC	Frank School	LCAP_3.38 Online | BrainPOP	3,270.00
P26-05811	CDW G	Information Technology	LCAP_5.39 ITS/ Software	2,741.20
			Total:010-5818 Software & Lic Applications	**24,052.08**
010-5902	**Internet Services**			

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PO Number	Vendor Name	Location	Description	
P26-05759	KAJEET INC	Information Technology	LCAP_5.39 ITS/ COMM-WiFi Hotspots	11,247.50
P27-00007	FRONTIER COMMUNICATIONS CORP.	Information Technology	SERV/ERATE (ISP SERVICES)	11,352.18
			Total:010-5902 Internet Services	**22,599.68**
010-6418	**Computer Equipment > $10,000**			
P26-05527	CDW G	Information Technology	LCAP_5.39 ITS Hardware	27,006.60
			Total:010-6418 Computer Equipment > $10,000	**27,006.60**
010-8699	**All Other Local Revenue**			
P27-00007	FRONTIER COMMUNICATIONS CORP.	Information Technology	SERV/ERATE (ISP SERVICES)	22,785.82
			Total:010-8699 All Other Local Revenue	**22,785.82**
010-9320	**Stores**			
P26-05639	Extreme Clean	Warehouse	stores supplies	6,758.21
P26-05640	Sinclair Sanitary Supply Inc	Warehouse	stores supplies	2,710.62
P26-05641	Identification & Security Inte	Warehouse	stores supplies	589.95
P26-05642	Grainger Inc	Warehouse	stores supplies	840.89
P26-05696	Veritiv Operating Company	Warehouse	stores supplies	16,898.84
P26-05742	Southwest School & Office Sup	Warehouse	stores supplies	819.37
P26-05743	ODP BUSINESS SOLUTIONS, LLC	Warehouse	stores supplies	568.94
P26-05744	Michaels Stores, Inc	Warehouse	stores supplies	313.85
P26-05762	Acorn Paper Products Co	Warehouse	stores supplies	1,740.36
P26-05773	Amazon Com	Warehouse	stores msupplies	866.24
P26-05812	ARAMSCO, INC EMPIRE CLEANING S UPPLY	Warehouse	stores supplies	2,938.83
			Total:010-9320 Stores	**35,046.10**
130-4300	**Materials And Supplies**			
P26-05412	Amazon Com	Child Nutrition Services	LCAP_2.32 MAT/SUP	284.15
P26-05413	PIZZAMAN DAN'S	Child Nutrition Services	LCAP_2.32 CATERING/SPED	179.42
P26-05457	Central Restaurant Products	Child Nutrition Services	LCAP_2.32 MATL/SUP	7,571.03
P26-05594	Sysco Food Services Of Ventura	Child Nutrition Services	LCAP_2.32 CATERING	2,000.00
P26-05595	Uline	Child Nutrition Services	LCAP_2.32 MAT/SUP	1,463.91
P26-05655	Amazon Com	Child Nutrition Services	LCAP_2.32 MATL/SUP	188.12
P26-05682	PIZZAMAN DAN'S	Child Nutrition Services	LCAP_2.32 CATERING/SPED	353.41
P26-05767	Urbane Cafe Alex Bello-Mgr	Child Nutrition Services	LCAP_2.32 CATERING/SPED	619.95

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Includes Purchase Orders dated 04/27/2026 - 05/19/2026

PO Number	Vendor Name	Location	Description	
			Total:130-4300 Materials And Supplies	**12,659.99**
130-4400	**Non Cap Equip $1,500 - $9,999**			
P26-05414	JC Foodservice, Inc. dba: Acti on Sales	Child Nutrition Services	LCAP_2.32 EQUIP	6,825.94
			Total:130-4400 Non Cap Equip $1,500 - $9,999	**6,825.94**
130-5800	**Professional Services**			
P26-05454	Ventura Co Star	Child Nutrition Services	LCAP_2.32 SERV	273.28
P26-05455	Ventura Co Star	Child Nutrition Services	LCAP_2.32 SERV	280.34
P26-05456	Ventura Co Star	Child Nutrition Services	LCAP_2.32 SERV	273.28
P26-05458	UNDERWOOD FAMILY FARMS LP	Child Nutrition Services	LCAP_2.32 SUPPLIES CDFA FARM TO SCHOOL GRANT	1,030.00
			Total:130-5800 Professional Services	**1,856.90**
130-9320	**Stores**			
NP26-00098	Imperial Bag & Paper Co. LLC P And R Paper Supply Co	Child Nutrition Services	LCAP_2.32 MATL/SUP	8,099.33
NP26-00099	Gold Star Foods	Child Nutrition Services	LCAP_2.32 SUP	739.70
NP26-00100	Imperial Bag & Paper Co. LLC P And R Paper Supply Co	Child Nutrition Services	LCAP_2.32 MAT/SUP	9,381.65
NP26-00101	Gold Star Foods	Child Nutrition Services	LCAP_2.32 SUP	3,558.00
NP26-00102	Imperial Bag & Paper Co. LLC P And R Paper Supply Co	Child Nutrition Services	LCAP_2.32 MAT/SUP	6,464.65
NP26-00103	Calif Dept Of Educ	Child Nutrition Services	LCAP_2.32 SUP	185.25
NP26-00104	Imperial Bag & Paper Co. LLC P And R Paper Supply Co	Child Nutrition Services	LCAP_2.32 MATL/SUP	5,644.18
			Total:130-9320 Stores	**34,072.76**
140-5800	**Professional Services**			
P26-05547	SCRIPPS MEDIA INC VENTURA COUN TY STAR	Purchasing	SVC/ LEGAL AD-(ROOFING PROJECTS)	4,933.76
P26-05548	SCRIPPS MEDIA INC VENTURA COUN TY STAR	Purchasing	SVC/ LEGAL AD-(RE-BID ROOFING PROJECTS)	5,046.68
			Total:140-5800 Professional Services	**9,980.44**
215-4300	**Materials And Supplies**			
P26-05484	Acorn Paper Products Co	Warehouse	BOND - MCAULIFFE AND RITCHEN PROJECTS	592.80
P26-05497	Acorn Paper Products Co	Warehouse	BOND - MCAULIFFE, RITCHEN, MARINA WEST PROJECTS	414.96
			Total:215-4300 Materials And Supplies	**1,007.76**

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Includes Purchase Orders dated 04/27/2026 - 05/19/2026

PO Number	Vendor Name	Location	Description	
215-4318	**Computer Supplies**			
P26-05434	CDW G	Information Technology	Bond/MTLS (MCA)	22,160.03
			Total:215-4318 Computer Supplies	**22,160.03**
215-5818	**Software & Lic Applications**			
				2,700.00
			Total:215-5818 Software & Lic Applications	**2,700.00**
215-6205	**Program Management**			
P26-05400	MNS ENGINEERS INC.	Facilities	FREMONT/BOND FUNDS	5,000.00
			Total:215-6205 Program Management	**5,000.00**
251-5800	**Professional Services**			
P26-05405	C. Financial Investment Inc. d ba: KeyAnalytics	Business Services	DEVELOPER FEES SVCS 2026-2029	16,000.00
			Total:251-5800 Professional Services	**16,000.00**
350-4300	**Materials And Supplies**			
P26-05497	Acorn Paper Products Co	Warehouse	BOND - MCAULIFFE, RITCHEN, MARINA WEST PROJECTS	177.84
			Total:350-4300 Materials And Supplies	**177.84**
350-4318	**Computer Supplies**			
P26-05699	CDW G	Information Technology	Bond (Marina West)	12,453.96
			Total:350-4318 Computer Supplies	**12,453.96**
350-4418	**Computer Equip $1,500 - $9,999**			
				49,942.89
			Total:350-4418 Computer Equip $1,500 - $9,999	**49,942.89**
350-5818	**Software & Lic Applications**			
				8,850.54
			Total:350-5818 Software & Lic Applications	**8,850.54**
		Total Number of POs	**442** **Total**	**11,469,808.87**

Fund Recap

Fund	Description	PO Count	Amount
010	General fund	403	7,877,121.82
		Total Fiscal Year 2026	**7,877,121.82**
010	General fund	11	3,408,998.00
		Total Fiscal Year 2027	**3,408,998.00**
130	Cafeteria Fund	20	55,415.59
		Total Fiscal Year 2026	**55,415.59**

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Includes Purchase Orders dated 04/27/2026 - 05/19/2026

Fund Recap (continued)

Fund	Description	PO Count	Amount
140	Deferred Maintenance Fund	2	9,980.44
		Total Fiscal Year 2026	**9,980.44**
215	Bond Fund Measure I 2022	4	30,867.79
		Total Fiscal Year 2026	**30,867.79**
251	Capital Facilities Dev Fees	1	16,000.00
		Total Fiscal Year 2026	**16,000.00**
350	County School Facilities Fund	2	71,425.23
		Total Fiscal Year 2026	**71,425.23**
		Total	**11,469,808.87**

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Includes Purchase Orders dated 04/27/2026 - 05/19/2026

PO Changes

	New PO Amount	Fund/ Object	Description	Change Amount
010-4200	**Books and Reference Materials**			
P26-04299	2,741.09	010-4200	General fund/Books and Reference Materials	10.00
P26-05037	668.27	010-4200	General fund/Books and Reference Materials	4.09-
			Total:010-4200 Books and Reference Materials	**5.91**
010-4300	**Materials And Supplies**			
P26-00271	45,000.00	010-4300	General fund/Materials And Supplies	3,313.37
P26-00391	6,300.00	010-4300	General fund/Materials And Supplies	1,000.00
P26-00404	1,140.00	010-4300	General fund/Materials And Supplies	140.00
P26-00438	5,390.75	010-4300	General fund/Materials And Supplies	395.11-
P26-00449	1,200.00	010-4300	General fund/Materials And Supplies	200.00
P26-00453	270.00	010-4300	General fund/Materials And Supplies	70.00
P26-00513	7,000.00	010-4300	General fund/Materials And Supplies	1,000.00
P26-01076	11,200.00	010-4300	General fund/Materials And Supplies	300.00
P26-01077	3,150.00	010-4300	General fund/Materials And Supplies	450.00
P26-01079	750.00	010-4300	General fund/Materials And Supplies	450.00-
P26-01125	3,525.04	010-4300	General fund/Materials And Supplies	500.00
P26-01203	4,080.46	010-4300	General fund/Materials And Supplies	578.06
P26-01270	878.39	010-4300	General fund/Materials And Supplies	179.49-
P26-01286	2,500.00	010-4300	General fund/Materials And Supplies	500.00
P26-01312	2,000.00	010-4300	General fund/Materials And Supplies	1,000.00
P26-01704	2,600.00	010-4300	General fund/Materials And Supplies	585.98
P26-01817	2,155.00	010-4300	General fund/Materials And Supplies	155.00
P26-02394	116.70	010-4300	General fund/Materials And Supplies	32.44-
P26-02565	656.00	010-4300	General fund/Materials And Supplies	156.00
P26-02598	1,231.64	010-4300	General fund/Materials And Supplies	195.62-
P26-02988	706.28	010-4300	General fund/Materials And Supplies	39.70-
P26-03208	557.33	010-4300	General fund/Materials And Supplies	164.74-
P26-03269	950.00	010-4300	General fund/Materials And Supplies	150.00
P26-03608	66.03	010-4300	General fund/Materials And Supplies	81.68-
P26-03864	4,796.61	010-4300	General fund/Materials And Supplies	381.67-
P26-03865	6,236.54	010-4300	General fund/Materials And Supplies	95.49-
P26-03945	207.87	010-4300	General fund/Materials And Supplies	32.13-
P26-04011	1,300.00	010-4300	General fund/Materials And Supplies	100.00
P26-04298	8,187.13	010-4300	General fund/Materials And Supplies	150.00
P26-04505	213.75	010-4300	General fund/Materials And Supplies	50.05-
P26-04553	3,500.00	010-4300	General fund/Materials And Supplies	2,500.00
P26-04750	300.11	010-4300	General fund/Materials And Supplies	699.89-
P26-04810	10,500.00	010-4300	General fund/Materials And Supplies	2,406.60
P26-04915	6,532.48	010-4300	General fund/Materials And Supplies	300.49-
P26-04976	329.53	010-4300	General fund/Materials And Supplies	35.37-
P26-05020	7,000.00	010-4300	General fund/Materials And Supplies	2,687.02

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PO Changes (continued)

	New PO Amount	Fund/ Object	Description	Change Amount
P26-05037	668.27	010-4300	General fund/Materials And Supplies	14.98-
P26-05134	6,700.00	010-4300	General fund/Materials And Supplies	2,000.00
P26-05167	269.57	010-4300	General fund/Materials And Supplies	2.53-
P26-05214	335.79	010-4300	General fund/Materials And Supplies	19.08-
P26-05219	264.18	010-4300	General fund/Materials And Supplies	419.09-
P26-05221	446.65	010-4300	General fund/Materials And Supplies	28.61-
P26-05225	403.80	010-4300	General fund/Materials And Supplies	24.71
P26-05226	892.00	010-4300	General fund/Materials And Supplies	23.85-
P26-05229	7,616.42	010-4300	General fund/Materials And Supplies	1,132.83-
P26-05234	429.21	010-4300	General fund/Materials And Supplies	35.31-
P26-05236	295.44	010-4300	General fund/Materials And Supplies	44.64
P26-05259	2,095.66	010-4300	General fund/Materials And Supplies	65.83
P26-05303	1,369.17	010-4300	General fund/Materials And Supplies	118.06-
P26-05316	1,426.83	010-4300	General fund/Materials And Supplies	69.11-
P26-05323	764.99	010-4300	General fund/Materials And Supplies	22.82-
P26-05364	662.81	010-4300	General fund/Materials And Supplies	48.88-
P26-05369	204.95	010-4300	General fund/Materials And Supplies	24.92
P26-05386	400.97	010-4300	General fund/Materials And Supplies	71.52-
			Total:010-4300 Materials And Supplies	**14,961.59**
010-4321	**Electrical Supplies**			
P26-00220	7,200.00	010-4321	General fund/Electrical Supplies	6,000.00
			Total:010-4321 Electrical Supplies	**6,000.00**
010-4323	**HVAC Supplies**			
P26-00187	2,000.00	010-4323	General fund/HVAC Supplies	1,000.00
			Total:010-4323 HVAC Supplies	**1,000.00**
010-4324	**Painting Supplies**			
P26-00235	27,500.00	010-4324	General fund/Painting Supplies	3,000.00
			Total:010-4324 Painting Supplies	**3,000.00**
010-4325	**Plumbing Supplies**			
P26-00361	67,500.00	010-4325	General fund/Plumbing Supplies	4,060.02
			Total:010-4325 Plumbing Supplies	**4,060.02**
010-4353	**Equipment Parts**			
P26-00280	7,000.00	010-4353	General fund/Equipment Parts	747.67
			Total:010-4353 Equipment Parts	**747.67**
010-5100	**Subagreements for Services**			
P26-00016	340,000.00	010-5100	General fund/Subagreements for Services	16,875.00
P26-00037	1,300,000.00	010-5100	General fund/Subagreements for Services	600,000.00

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PO Changes (continued)

	New PO Amount	Fund/ Object	Description	Change Amount
			Total:010-5100 Subagreements for Services	**616,875.00**
010-5200	**Travel and Conference**			
P26-02167	3,810.61	010-5200	General fund/Travel and Conference	286.75-
P26-03295	1,161.75	010-5200	General fund/Travel and Conference	16.68
P26-03654	1,634.53	010-5200	General fund/Travel and Conference	79.24
P26-04163	5,513.63	010-5200	General fund/Travel and Conference	191.00
P26-04449	4,978.26	010-5200	General fund/Travel and Conference	94.71-
P26-05012	3,324.74	010-5200	General fund/Travel and Conference	1,662.37-
			Total:010-5200 Travel and Conference	**1,756.91-**
010-5520	**Utilities Electric**			
P26-00876	162,000.00	010-5520	General fund/Utilities Electric	36,892.71
			Total:010-5520 Utilities Electric	**36,892.71**
010-5530	**Utilities Water & Sewer**			
P26-00984	52,000.00	010-5530	General fund/Utilities Water & Sewer	10,000.00
			Total:010-5530 Utilities Water & Sewer	**10,000.00**
010-5600	**Rentals, Leases and Repairs**			
P26-00379	15,000.00	010-5600	General fund/Rentals, Leases and Repairs	2,000.00
			Total:010-5600 Rentals, Leases and Repairs	**2,000.00**
010-5632	**Repairs**			
P26-00310	11,000.00	010-5632	General fund/Repairs	1,000.00
			Total:010-5632 Repairs	**1,000.00**
010-5800	**Professional Services**			
P26-00016	340,000.00	010-5800	General fund/Professional Services	3,125.00
P26-00313	38,000.00	010-5800	General fund/Professional Services	3,000.00
P26-01893	11,905.81	010-5800	General fund/Professional Services	998.42
P26-04273	28,000.00	010-5800	General fund/Professional Services	7,000.00
			Total:010-5800 Professional Services	**14,123.42**
010-5900	**Communications**			
P26-00959	15,900.00	010-5900	General fund/Communications	269.21-
			Total:010-5900 Communications	**269.21-**
130-4300	**Materials And Supplies**			
P26-03360	2,500.00	130-4300	Cafeteria Fund/Materials And Supplies	1,500.00
			Total:130-4300 Materials And Supplies	**1,500.00**
130-4700	**Food**			
P26-01516	90,000.00	130-4700	Cafeteria Fund/Food	10,000.00

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PO Changes (continued)

	New PO Amount	Fund/ Object	Description	Change Amount
P26-01521	80,000.00	130-4700	Cafeteria Fund/Food	10,000.00
P26-01528	120,000.00	130-4700	Cafeteria Fund/Food	10,000.00
P26-01602	40,000.00	130-4700	Cafeteria Fund/Food	8,409.61
P26-01607	45,000.00	130-4700	Cafeteria Fund/Food	7,031.70
P26-01609	50,000.00	130-4700	Cafeteria Fund/Food	10,000.00
P26-01658	9,000.00	130-4700	Cafeteria Fund/Food	1,000.00
P26-03621	180,000.00	130-4700	Cafeteria Fund/Food	70,000.00-
P26-04348	230,000.00	130-4700	Cafeteria Fund/Food	80,000.00
			Total:130-4700 Food	**66,441.31**
130-5500	**Operation & Housekeeping**			
P26-01637	4,500.00	130-5500	Cafeteria Fund/Operation & Housekeeping	815.80
			Total:130-5500 Operation & Housekeeping	**815.80**
140-6200	**Buildings & Improvements**			
P26-03981	1,442,903.94	140-6200	Deferred Maintenance Fund/Buildings & Improvements	33,000.00
			Total:140-6200 Buildings & Improvements	**33,000.00**
215-6210	**Architect and Engineering Fees**			
P26-03104	60,400.00	215-6210	Bond Fund Measure I 2022/Architect and Engineering Fees	2,200.00
			Total:215-6210 Architect and Engineering Fees	**2,200.00**
215-6250	**Other Costs & Planning**			
P25-04423	7,789,703.87	215-6250	Bond Fund Measure I 2022/Other Costs & Planning	180,757.08
			Total:215-6250 Other Costs & Planning	**180,757.08**
215-6272	**Construction Management Fees**			
P25-03019	6,768,052.15	215-6272	Bond Fund Measure I 2022/Construction Management Fees	112,863.36
			Total:215-6272 Construction Management Fees	**112,863.36**
215-6280	**Construction Testing**			
P22-02548	675,636.91	215-6280	Bond Fund Measure I 2022/Construction Testing	42,380.50
			Total:215-6280 Construction Testing	**42,380.50**
350-6280	**Construction Testing**			
P25-05681	123,845.00	350-6280	County School Facilities Fund/Construction Testing	39,800.00
			Total:350-6280 Construction Testing	**39,800.00**
			Total PO Changes	**1,188,398.25**

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OSD BOARD AGENDA ITEM

Name of Contributor: Kristen Pifko **Date of Meeting:** June 17, 2026

Agenda Section: Section C: Support Services Agreement

Approval of Agreement No. 26-26 with VCOE - Agreement for Supplying Breakfast and Lunch Meals to James Foster School (Pifko/Corona)

Annually, Oxnard School District enters into an agreement with the Ventura County Office of Education (VCOE) for the purpose of supplying breakfast and lunch meals for the County program at Foster School, located on the Frank Middle School campus. This is a standard renewal of an ongoing contract.

FISCAL IMPACT:
None. The revenue generated by the reimbursement from the Community Eligibility Provision covers the cost of operating.

RECOMMENDATION:
It is the recommendation of the Assistant Superintendent of Business and Fiscal Services and the Director of Child Nutrition Services that the Board approve Agreement No. 26-26 with the Ventura County Office of Education for the purpose of supplying breakfast and lunch meals for their program at Foster School for the 2026-27 fiscal year.

ADDITIONAL MATERIALS:

Attached: Agreement No. 26-26 (3 pages)

OSD AGREEMENT NO. 26-26
CHILD NUTRITION SERVICES AGREEMENT
FOR SUPPLYING BREAKFAST AND LUNCHES TO FOSTER SCHOOL

This agreement, executed in duplicate and entered into on June 17, 2026, between the Oxnard School District, hereinafter referred to as "Oxnard School District," and Foster School administered by Ventura County Office of Education, hereinafter referred to as "VCOE," is made for the purpose of supplying breakfast and lunches for their program at Foster School. It is hereby agreed that:

1) Oxnard School District shall prepare breakfast and lunch at their facility at RJ Frank School Cafeteria, 701 N Juanita Avenue, Oxnard, CA 93030.

2) Oxnard School District shall provide the necessary utensils and napkins.

3) Children from Foster School will travel from their classrooms to the Frank Cafeteria at an agreed upon time for both breakfast and lunch and will consume them at that location. For children unable to ambulate, breakfast and lunch will be prepared at the Frank Cafeteria and delivered by Frank Kitchen Staff.

4) The number of breakfast and lunches prepared by Oxnard School District shall be equal to the number of breakfast and lunches requested by Foster School. Foster School staff will notify Frank Cafeteria of the number of breakfast and lunches needed no later than 9:30 a.m., of each day.

5) All meals are free for all students. Additional milk can be purchased for $.50 cents each.

6) Oxnard School District shall provide Foster, no later than one day prior to the end of each month, a monthly menu covering the breakfast and lunches to be served for the following month. Breakfast and lunch meals will be the same as stated on the menu for any given day and/or as provided for the Oxnard School District students, except for certain substitutions of items due to chewing and swallowing difficulties, determined by Foster faculty. Subsequent notification will be given should changes be necessary.

7) Foster shall provide Oxnard School District with a yearly school calendar prior to the first day of the school year. Oxnard School District will not be obligated to provide any meals on the District's non-student days. However, upon request, Oxnard School District may provide meals to VCOE locations on non-student days at a cost of $250.00 per day, with the exception of district holidays. Please refer to the school year calendar (Exhibit "A"). Meals requested during OSD summer session will be prepared at the closest operational kitchen that is offering OSD students Summer Enrichment. During the Summer Session, meals will be picked up by VCOE at a designated time daily. OSD will provide adequate transport containers to maintain safe temperatures for meals.

8) The Oxnard School District shall comply with all rules and regulations pertaining to the National School Breakfast and Lunch Programs as outlined by the State and Federal authorities. All eligibility requirements will be handled at the Oxnard School District, subject to audit.

9) Oxnard School District, VCOE & Foster shall comply with all applicable federal, state and local statutes and regulations with regard to the preparation and consumption of breakfast and lunches which meet

the National School Breakfast and Lunch Program meal requirements, including, but not limited to, all applicable regulations relating to the overt identification of needy pupils, the nutritious content of breakfast and lunches, and nondiscrimination. All records maintained by Oxnard School District and VCOE shall be open to inspection by proper federal, state and local authorities in accordance with applicable statutes and regulation.

10) Gifts or exchanges of commodities are not permitted. Until it is consumed by the students, the food remains the property of the State and Federal Government and the Oxnard School District. It cannot be sold, given away, or exchanged for other goods.

11) The VCOE shall indemnify and hold the Oxnard School District and its officers, employees and agents harmless from any and all liability, cost, or expense arising out of the Oxnard School District performance of the agreement.

12) The VCOE shall keep and maintain liability insurance including extended coverage for product in an amount no less than $1,000,000 for each occurrence, and shall provide Oxnard School District with a certificate evidencing insurance in the amount naming Oxnard School District as an additional insured, and specifying that the coverage shall not be canceled or modified without 30 days prior written notice to Oxnard School District, Assistant Superintendent of Business and Fiscal Services.

13)The term of this agreement shall be from July 1, 2026, until June 30, 2027, unless terminated by either party upon 30 days notice with cause.

14) All business and information relating to the execution of this agreement and the services thereof, shall be directed to the Oxnard School District, Assistant Superintendent of Business and Fiscal Services and the Director of Child Nutrition Services.

OXNARD SCHOOL DISTRICT	VENTURA COLINTY OFFICE OF EDUCATION
_____	_____
SIGNATURE	SIGNATURE
Kristen Pifko_____ _____	_____
NAME	NAME
Assistant Superintendent of Business Services	_____
TITLE	TITLE
_____	_____
DATE	DATE

Oxnard School District
2026-2027 School Calendar

July 2026

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

July

3	Independence Day Holiday
	Summer School: July 6th-July 31st

August 2026

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	(19)	20	21	22
23	24	25	26	27	28	29
30	31					

August

12	Teacher Training Day/Virtual (no students)
13	Teacher Prep Day (no students)
14	Staff Development Day (no students)
17	Staff Development Day (No students)
18	Teacher Prep Day (no students)
(19)	First Day of School
	Wednesdays: Student early release day 9

September 2026

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

September

7	Labor Day Holiday
	Wednesdays: Student early release day 21

October 2026

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

October

12	Staff Development Day (No students)
	Wednesdays: Student early release day 21

November 2026

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

November

11	Veterans Day Holiday
17-20	Conference Days (Minimum Days for students)
23-27	Thanksgiving Holiday
	Wednesdays: Student early release day 15

December 2026

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

December

18	Minimum Day for Teachers and Students
21-31	Winter Break
	Wednesdays: Student early release day 14

January 2027

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January

1	New Year's Day
1-8	Winter Break
18	Martin Luther King Jr. Holiday
	Wednesdays: Student early release day 14

February 2027

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

February

4-5	Conference Days (Minimum Days for students)
12	Presidents' Day Holiday
15	Presidents' Day Holiday
	Wednesdays: Student early release day 18

March 2027

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

March

22-31	Spring Break
	Spring Camp: March 22nd-April 1st
	Wednesdays: Student early release day 15

April 2027

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

April

1-2	Spring Break
13	Open House K-5 Schools
15	Open House K-8/6-8 Schools
	Wednesdays: Student early release day 20

May 2027

Su	M	Tu	W	Th	F	Sa
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2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

May

31	Memorial Day Holiday
	Wednesdays: Student early release day 20

June 2027

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	(17)	18	19
20	21	22	23	24	25	26
27	28	29	30			

June

(17)	Last Day of School (Min. Day for teachers & students)
18	Juneteenth Virtual Day
	Wednesdays: Student early release day 13

Board Approved 5/20/26

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https://www.vertex42.com/calendars/school-calendar.html

OSD BOARD AGENDA ITEM

Name of Contributor: Kristen Pifko **Date of Meeting:** June 17, 2026

Agenda Section: Section C: Support Services Agreement

Approval of Agreement No. 26-27 with VCOE - Agreement for Supplying Breakfast and Lunch Meals to Dwire School (Pifko/Corona)

Annually, Oxnard School District enters into an agreement with the Ventura County Office of Education (VCOE) for the purpose of supplying breakfast and lunch meals for the County program at Dwire School, located on the McAuliffe School campus. This is a standard renewal of an ongoing contract.

FISCAL IMPACT:
None. The revenue generated by the reimbursement from the Community Eligibility Provision covers the cost of operating.

RECOMMENDATION:
It is the recommendation of the Assistant Superintendent of Business and Fiscal Services and the Director of Child Nutrition Services that the Board approve Agreement No. 26-27 with the Ventura County Office of Education for the purpose of supplying breakfast and lunch meals for their program at Dwire School for the 2026-27 fiscal year.

ADDITIONAL MATERIALS:

Attached: Agreement No. 26-27 (3 pages)

OSD AGREEMENT NO. 26-27
CHILD NUTRITION SERVICES AGREEMENT
FOR SUPPLYING BREAKFAST AND LUNCHES TO DWIRE SCHOOL

This agreement, executed in duplicate and entered into on June 17, 2026, between the Oxnard School District, hereinafter referred to as "Oxnard School District," and Dwire School administered by Ventura County Office of Education, hereinafter referred to as "VCOE," is made for the purpose of supplying breakfast and lunches for their program at Dwire School. It is hereby agreed that:

1) Oxnard School District shall prepare breakfast and lunch at their facility at Christa McAuliffe School Cafeteria, 3300 Via Marina Avenue, Oxnard, CA 93035.

2) Oxnard School District shall provide the necessary utensils and napkins.

3) Children from Dwire School will travel from their classrooms at Dwire to the Christa McAuliffe Cafeteria at an agreed upon time for both breakfast and lunch and will consume them at that location. For children unable to ambulate, breakfast and lunch will be prepared at the Christa McAuliffe Cafeteria and delivered by Christa McAuliffe Kitchen Staff.

4) The number of breakfast and lunches prepared by Oxnard School District shall be equal to the number of breakfast and lunches requested by Dwire School. Dwire School staff will notify Christa McAuliffe Cafeteria of the number of breakfast and lunches needed no later than 9:30 a.m., of each day.

5) All meals are free for all students. Additional milk can be purchased for $.50 cents each.

6) Oxnard School District shall provide Foster, no later than one day prior to the end of each month, a monthly menu covering the breakfast and lunches to be served for the following month. Breakfast and lunch meals will be the same as stated on the menu for any given day and/or as provided for the Oxnard School District students, except for certain substitutions of items due to chewing and swallowing difficulties, determined by Dwire faculty. Subsequent notification will be given should changes be necessary.

7) Dwire shall provide Oxnard School District with a yearly school calendar prior to the first day of the school year. Oxnard School District will not be obligated to provide any meals on the District's non-student days. However, upon request, Oxnard School District may provide meals to VCOE locations on non-student days at a cost of $250.00 per day, with the exception of district holidays. Please refer to the school year calendar (Exhibit "A"). Meals requested during OSD summer session will be prepared at the closest operational kitchen that is offering OSD students Summer Enrichment. During the Summer Session, meals will be picked up by VCOE at a designated time daily. OSD will provide adequate transport containers to maintain safe temperatures for meals.

8) The Oxnard School District shall comply with all rules and regulations pertaining to the National School Breakfast and Lunch Programs as outlined by the State and Federal authorities. All eligibility requirements will be handled at the Oxnard School District, subject to audit.

9) Oxnard School District, VCOE & Dwire shall comply with all applicable federal, state and local statutes and regulations with regard to the preparation and consumption of breakfast and lunches which meet

the National School Breakfast and Lunch Program meal requirements, including, but not limited to, all applicable regulations relating to the overt identification of needy pupils, the nutritious content of breakfast and lunches, and nondiscrimination. All records maintained by Oxnard School District and VCOE shall be open to inspection by proper federal, state and local authorities in accordance with applicable statutes and regulation.

10) Gifts or exchanges of commodities are not permitted. Until it is consumed by the students, the food remains the property of the State and Federal Government and the Oxnard School District. It cannot be sold, given away, or exchanged for other goods.

11) The VCOE shall indemnify and hold the Oxnard School District and its officers, employees and agents harmless from any and all liability, cost, or expense arising out of the Oxnard School District performance of the agreement.

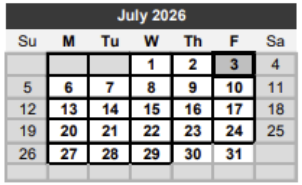
12) The VCOE shall keep and maintain liability insurance including extended coverage for product in an amount no less than $1,000,000 for each occurrence, and shall provide Oxnard School District with a certificate evidencing insurance in the amount naming Oxnard School District as an additional insured, and specifying that the coverage shall not be canceled or modified without 30 days prior written notice to Oxnard School District, Assistant Superintendent of Business and Fiscal Services.

13)The term of this agreement shall be from July 1, 2026, until June 30, 2027, unless terminated by either party upon 30 days notice with cause.

14) All business and information relating to the execution of this agreement and the services thereof, shall be directed to the Oxnard School District, Assistant Superintendent of Business and Fiscal Services and the Director of Child Nutrition Services.

OXNARD SCHOOL DISTRICT	VENTURA COUNTY OFFICE OF EDUCATION
_____	_____
SIGNATURE	SIGNATURE
Kristen Pifko _____	_____
NAME	NAME
Assistant Superintendent of Business Services __	_____
TITLE	TITLE
_____	_____
DATE	DATE

Oxnard School District
2026-2027 School Calendar



July 2026						
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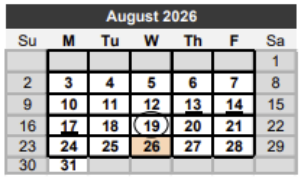
July

3	Independence Day Holiday
	Summer School: July 6th-July 31st



August 2026						
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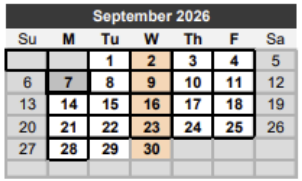
23	24	25	26	27	28	29
30	31					

August

12	Teacher Training Day/Virtual (no students)
13	Teacher Prep Day (no students)
14	Staff Development Day (no students)
17	Staff Development Day (No students)
18	Teacher Prep Day (no students)
19	First Day of School
	Wednesdays: Student early release day 9



September 2026						
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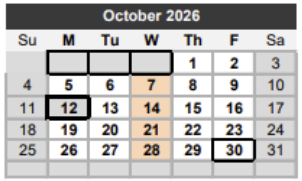
27	28	29	30			

September

7	Labor Day Holiday
	Wednesdays: Student early release day 21



October 2026						
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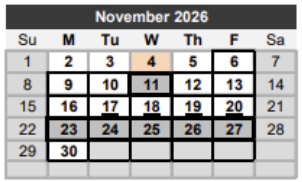
October

12	Staff Development Day (No students)
	Wednesdays: Student early release day 21



November 2026						
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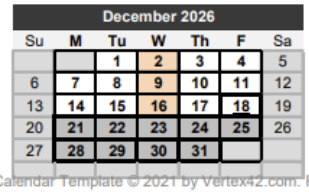
22	23	24	25	26	27	28
29	30					

November

11	Veterans Day Holiday
17-20	Conference Days (Minimum Days for students)
23-27	Thanksgiving Holiday
	Wednesdays: Student early release day 15



December 2026						
Su	M	Tu	W	Th	F	Sa
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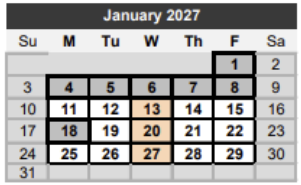
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

December

18	Minimum Day for Teachers and Students
21-31	Winter Break
	Wednesdays: Student early release day 14



January 2027						
Su	M	Tu	W	Th	F	Sa
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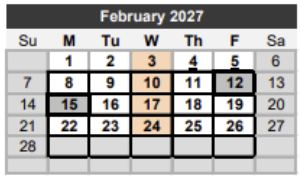
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January

1	New Year's Day
1-8	Winter Break
18	Martin Luther King Jr. Holiday
	Wednesdays: Student early release day 14



February 2027						
Su	M	Tu	W	Th	F	Sa
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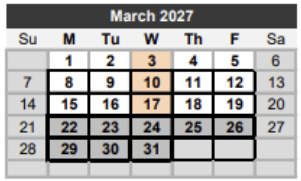
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

February

4-5	Conference Days (Minimum Days for students)
12	Presidents' Day Holiday
15	Presidents' Day Holiday
	Wednesdays: Student early release day 18



March 2027						
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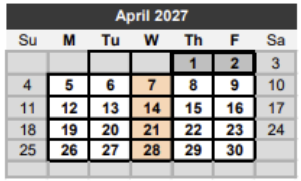
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

March

22-31	Spring Break
	Spring Camp: March 22nd-April 1st
	Wednesdays: Student early release day 15



April 2027						
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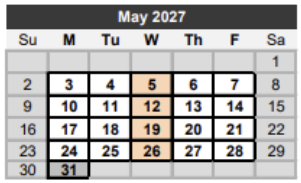
April

1-2	Spring Break
13	Open House K-5 Schools
15	Open House K-8/6-8 Schools
	Wednesdays: Student early release day 20



May 2027						
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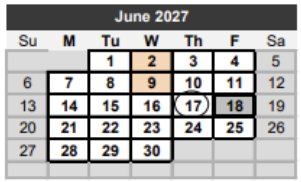
30	31					

May

31	Memorial Day Holiday
	Wednesdays: Student early release day 20



June 2027						
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

June

17	Last Day of School (Min. Day for teachers & students)
18	Juneteenth Virtual Day
	Wednesdays: Student early release day 13
	Board Approved 5/20/26

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https://www.vertex42.com/calendars/school-calendar.html

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Aracely Fox **Date of Meeting:** June 17, 2026

Agenda Section: Section C: Support Services Agreement

Approval of Agreement #26-33, Panorama Education, Inc. (Fox/Nocero)

Panorama Education, Inc. will provide a comprehensive, web-based assessment and data platform designed to support schools in identifying and addressing student needs related to social and emotional learning (SEL). Through Panorama Surveys, schools and districts can gather valid and reliable feedback on key areas such as student engagement, communication, school climate, and culture.

Panorama for Social-Emotional Learning provides educators with research-based tools and actionable data to better understand and support students' SEL development. The platform focuses on the skills and mindsets that contribute to student success both academically and personally.

Term of Agreement: July 1, 2026 through June 30, 2027

FISCAL IMPACT:
$192,745.00 – Multi-Tiered System of Support (MTSS) Grant

RECOMMENDATION:
It is the recommendation of the Director, Pupil Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #26-33 with Panorama Education, Inc.

ADDITIONAL MATERIALS:

Attached: Agreement #26-33, Panorama Education, Inc. (15 Pages)
Proposal (3 Pages)

SERVICES AGREEMENT

Requisition Number

Purchase Order Number

26-33

Contract Number

This Services Agreement (the "Agreement") is made and entered into this 17th day of June, 2026 by and between Oxnard School District (hereinafter referred to as "District") and Panorama Education, Inc., (hereinafter referred to as "Provider.")

PROVIDER.

Panorama Education, Inc.	617-356-8123
Provider	Telephone Number
24 School Street, 4th Floor	
Street Address	Fax Number
Boston, MA 02108	llatto@panoramaed.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 July 1, 20 26, and terminate on June 30, 20 27. 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	Panorama Education, Inc.
District	Provider
Attn: Jodi Nocero	Attn: Lauren Latto
1051 South A Street	24 School Street, 4th Floor
Street	Street
Oxnard, CA 93030	Boston, MA 02108
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's total cumulative liability arising out of or related to this Agreement, whether in contract, tort, negligence, indemnity, or otherwise, shall not exceed the limits of insurance required to be maintained by Service Provider under this Agreement and for the applicable claim.

In no event shall either party be liable for any indirect, incidental, special, consequential, or punitive damages, including loss of profits or interruption of operations, except to the extent such damages arise from gross negligence, willful misconduct, breach of confidentiality, or obligations that cannot be limited under applicable law.

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:

NOT APPLICABLE

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

NOT APPLICABLE

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	Panorama Education, Inc.
District	Provider
By:	
Signature	Signature
Melissa Reyes	
Name	Name
Director, Purchasing	
Title	Title

STATEMENT OF WORK

DESCRIPTION OF WORK:

Provide a web-based platform that helps schools identify and support students' social and emotional learning (SEL) needs. It provides surveys and data tools that gather reliable feedback on topics such as engagement, communication, school climate, and culture. The platform also helps educators understand students' SEL skills and mindsets that contribute to success in school and life.

WORK SCHEDULE:

TBD

SCHEDULE OF FEES

FEES:

Compensation for Services	$ 192,745.00
Actual and Necessary Travel Expenses	$
Other Expenses	$
Total Amount not to Exceed	$ 192,745.00
Deposit	$
Balance Due after Completion of Services	$

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

PAYMENT SCHEDULE:

Invoices to be submitted monthly to jnocero@oxnardsd.org and accountspayable@oxnardsd.org

ADDITIONAL COSTS OF EXPENSES:

N/A

EXHIBIT C
REQUIRED CERTIFICATIONS

Services Agreement Dated: June 17, 2026

Provider: Panorama Education, Inc.

I. Fingerprinting/Criminal Background Certification (Education Code Section 45125.1)

Provider and its subconsultant's and their employees, agents and representatives (each, a "Provider Party") are required to submit fingerprints to the California Department of Justice (CDOJ) if they may interact with any student outside of the immediate supervision and control of the student's parent or guardian or a District employee in connection with the Services. Provider certifies to the Superintendent and the Board of Trustees of the District that it is, or prior to providing any Service under this Agreement will be, in compliance with the requirements of Education Code section 45125.1, as follows (Provider to check one box):

☐ Provider will ensure that any Provider Party who: (a) might access a District facility and/or interact with a District pupil in any manner (including through an educational app or cloud-based system) outside of the immediate supervision and control of the student's parent or guardian or a District employee OR (b) who was identified by District as a person requiring clearance pursuant to §45125.1(c) has, prior to providing any Service, submitted fingerprints to the CDOJ and that Provider has received from the CDOJ a valid criminal records summary as described in §44237 for said Provider Party. Provider will not allow any person who has been convicted of a violent felony listed in Penal Code section 667.5(c) or a serious felony listed in Penal Code §1192(c) to provide any Service. Provider will not allow any such Provider Party to perform any Service until Provider ascertains that the CDOJ has cleared that person and a record compliant with Education Code § 45125.1 is on file with Provider.

☐ The fingerprinting requirements **do not apply** because the Services are being provided on an emergency or exceptional situation as contemplated under section § 45125.1(b).

☒ The fingerprinting requirements **do not apply** because Provider Parties will have no opportunity to interact with a District students in any manner because: (i) no school-site Services or Services concerning student records will be provided; and/or (ii) the Services will be provided at a school site while students are not present (vacant, under construction etc.).

By signing below I certify, under penalty of perjury, that: (i) I am an authorized representative of Provider qualified to provide this Certification; (ii) the information above concerning compliance with Education Code Section 45125.1 is accurate and complete as of the date hereof; and (iii) during the term, I will immediately inform District if any CDOJ report is changed or updated with respect to Provider Party. Documents provided by the CDOJ will be retained by Provider and available for inspection by District or its representative(s) upon request.

Name/ Title of Authorized Representative

Signature/ Date

II. Tuberculosis Risk Assessments Certification (Education Code Section 49406). With respect to Education Code § 49406, I do hereby ***certify, represent and warrant*** to District's Superintendent and Board of Trustees as follows (Provider to check the applicable statement below):

☒ Provider Parties, any subconsultants, and any respective employees, representatives or agents will, in connection with the provision of Services under this Agreement, have ***only limited or no contact*** with any District student(s).

☐ Provider Parties may, in connection with the provision of Services, have more than limited contact with District students. Therefore, the Provider has for each such Provider Party: (A) obtained and filed proof on completion of the required TB risk assessment(s) and (B) if deemed necessary by a physician/surgeon, obtained and filed copies of their TB examination(s), all in compliance with the provisions of Education Code § 49406. Provider will maintain a current list of all such Provider Parties and will provide a copy to District upon request.

By signing below I certify, under penalty of perjury, that I am an authorized representative of Provider qualified to provide this Certification, that the information above concerning compliance with Education Code § 49406 is accurate and complete as of the date hereof, and that, during the Term, I and all Provider Parties will satisfy all applicable tuberculosis clearance requirements before having more than limited contact with District students.

Name/ Title of Authorized Representative

Signature/ Date

III. Conflict of Interest Certification

The Provider represents and warrants that he/she/it presently has no interest, and shall not acquire any interest, direct or indirect, financial or otherwise, which conflicts in any manner with District or with the performance of the Services. Provider understands that District will not engage any person having such conflict of interest to perform the Services. Provider agrees that if any facts come to its attention which raises any questions as to the applicability of conflict of interest laws, it shall immediately inform the District's designated representative and provide all information needed for resolution of this question.

Provider Initials: _____

SERVICE ORDER

Oxnard School District (CA)
1051 S A St
Oxnard / CA / 93030

Panorama Education, Inc.
24 School St, Second Floor
Boston, MA 02108
Contact:
For submitting POs or questions about billing:
finance@panoramaed.com
For general questions about Panorama:
contact@panoramaed.com

Primary Contact Name: *Jodi Nocero*
Primary Contact Phone Number: *805.385.1501 ext. 2161*
Primary Contact Email Address: *jnocero@oxnardsd.org*

Invoiced on Effective Date, Net 30
Pricing Valid Through: 06/30/2026

(1) Description of Services and (2) Fees **Effective Date: 7/1/2026** **Contract End Date: 6/30/2027**	
Licenses/Services	**Fees Over Term**
Student Success Platform: SIS Integration;Core Assessments;Behavior Analytics;Interventions and Progress Monitoring	**$ 103,950.00**
Panorama Survey Platform: Family Surveys;Student Surveys;Teacher and Staff Surveys	**$ 60,750.00**
Check-Ins: * Check-ins surveys and reporting	**$ 10,125.00**
Panorama Support Services: Dedicated Point of Contact – An assigned partner to lead planning, coordination, and execution of key milestones, serving as a strategic guide from initial setup through full adoption. Technical Support Access – Phone and email support for product questions and troubleshooting, with the option to schedule support calls. Complex issues resolved through direct access to Panorama's technical experts. Self-Guided Learning & Resources – 24/7 access to Panorama Academy (self-paced training) and the Panorama Playbook (evidence-based implementation strategies) to support continuous learning and long-term success.	**waived**

Paper Surveys - Stuffed 9x12 Windowed Envelopes with Staples: Stapled Survey Forms stuffed into 9x12 windowed envelope; Panorama prints & ships to client *Additional fees apply for any additional printing, shipping, scanning, and/or processing not covered under this Service Order.	**2000 included**	**$ 5,920.00**
Professional Development Workshop (Onsite): Includes one virtual consultative planning session with a professional learning manager/director and up to six hours onsite of live facilitation or consultations for groups <50. This product is inclusive of all core offerings per our T&L menu, consultations, and executive briefings. Larger sessions can be supported with additional facilitators at an additional cost.	**2 included**	**$ 12,000.00**
Total Over Contract Term:		**$ 192,745.00**

(3) Agreement

The entire agreement by and between Client and Panorama ("Agreement") consists of (i) the terms set forth in this Service Order ("SO")'; (ii) the terms attached as Exhibit A to, and hereby incorporated by reference into, this SO ("Terms"); and (iii) if applicable, a data privacy agreement executed between Client and Panorama, on or following the Effective Date, which by mutual execution (or execution by Client and submission to Panorama of an NDPA Exhibit E) shall hereby be incorporated by reference into this SO.

(4) Supplemental Terms and Conditions (if any)

(5) Client Accounts Payable Information

Accounts Payable Contact Name	Patricia Nunez
Accounts Payable Phone Number	805-385-1501
Accounts Payable Email Address	accountspayable@oxnardsd.org
Will Client Be Submitting Purchase Order?	YES [X] NO [ ]

Authorization

By signing below, Client and Panorama ACCEPT AND AGREE TO the Agreement as of the Effective Date.

Client Signature:	Print Name, Title:	Date:

Panorama Signature:	Print Name, Title:	Date:

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Aracely Fox **Date of Meeting:** June 17, 2026

Agenda Section: Section C: Academic Agreement

Approval of Agreement #26-48 – Orenda Education (Fox-Thomas)

Orenda Education provides an equity-focused curriculum alignment system designed to support continuous and sustainable school improvement. Through the development of grade-level curricula, common assessments, and effective instructional strategies, the system establishes a cohesive teaching and learning framework that enables educators to regularly reflect on and refine their instructional practices. Orenda Education also provides professional learning and capacity-building support through a research-based and technical approach, helping staff create the conditions necessary to achieve student performance goals. As part of the engagement, Orenda Education will collaborate with district staff to gradually transition ownership and management of the system to the district, building internal capacity and reducing the need for future contracted services.

Term of Agreement: July 1, 2026 through June 30, 2027

FISCAL IMPACT:
$304,013.00 – 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 #26-48 with Orenda Education.

ADDITIONAL MATERIALS:

Attached: Agreement #26-48, Orenda Education (15 Pages)
Proposal (11 Pages)

SERVICES AGREEMENT

Requisition Number	Purchase Order Number
26-48	
Contract Number	

This Services Agreement (the "Agreement") is made and entered into this 17th day of June, 2026 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 July 1, 20 26, and terminate on June 30, 20 27. 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	Orenda Education
District	Provider
By:	
Signature	Signature
Melissa Reyes	
Name	Name
Director, Purchasing	
Title	Title

STATEMENT OF WORK

DESCRIPTION OF WORK:

Orenda Education provides an equity-focused curriculum alignment system that supports continuous improvement through aligned curricula, common assessments, and instructional strategies. The organization also provides professional learning and capacity-building support to help staff achieve student performance goals while building district capacity to independently manage and sustain the system over time per attached proposal #027-103.

WORK SCHEDULE:

Per district calendar

SCHEDULE OF FEES

FEES:

Compensation for Services	$ 304,013.00
Actual and Necessary Travel Expenses	$ 0.00
Other Expenses	$ 0.00
Total Amount not to Exceed	$ 304,013.00
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, a2fox@oxnardsd.org and emurillodejeronimo@oxnardsd.org.

Net 30 Terms

ADDITIONAL COSTS OF EXPENSES:

N/A

EXHIBIT C
REQUIRED CERTIFICATIONS

Services Agreement Dated: June 17, 2026

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

2026-2027

PARTNERSHIP PLAN #027-103

To: Dr. Anabolena DeGenna
Superintendent
adegenna@oxnardsd.org

From: Genny Sosa
Vice President, Education Partnerships
genny@orendaed.org

Date: April 17, 2026

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 29 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 2026-27 school year.

PROPOSED SCOPE OF WORK

From July 2026 through June 2027, Orenda will provide the following services to OSD:

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 3 sessions. The sessions will be focused on instructional leadership topics to support the implementation of the student acceleration formula and identify the next steps in the process.

Participants	Session #
District/Site Admin	3

2. **Mega Reflection –** Orenda facilitators will lead 5 sessions to review district-wide achievement data with administrators in the Educational Services Team. These sessions will be used to examine evidence of student learning using district-level achievement data and identify strengths, areas in need of support, and a plan of action in response to the data.

Participants	Session #
District Admin	5

3. **Admin Technical Assistance -** Orenda facilitators will lead 19 sessions throughout the year to support any unanticipated implementation needs that may require additional time.
    a. 10 sessions to support district teams
    b. 9 sessions to support school teams

Participants	Session #
District/Site Admin	19

4. **Assessment Support -** Orenda facilitators will provide support sessions for the set-up and development of grade-level/subject-specific assessments to monitor student progress. Session content may include training of staff, auditing draft assessments, supporting assessment creation, or any other needed support determined by the site or district team.

Participants	Session #
District/Site Admin/Teachers	5

5. **Orenda Reporting System (ORS) Support**
    a. **Setup** - Orenda handles the full technical lift of connecting a district to ORS. This includes configuring your student information system integration, mapping your assessment platforms, setting up role-based access for all staff, and validating all data pipelines. Districts don't need technical staff; we manage the setup end-to-end.
    b. **Assessment Data** - Districts never need to export or upload assessment files manually. Orenda pulls data directly from your assessment platforms — including Formative, Mastery Connect, SchoolCity, Illuminate, and more — and imports it into ORS on your behalf. Results are automatically attributed to the correct teacher and course and are available on the platform without any action required from district staff.
    c. **Real-Time Troubleshooting & Issue Resolution** When data issues arise — whether a file format changed, a student wasn't matched, or results look unexpected, Orenda responds in real time. We work directly with district data teams, TOSAs, and administrators to quickly diagnose and resolve issues. You're communicating with the engineers who built and maintain the system, not a help desk reading from a script.
    d. **Proactive Monitoring** Orenda actively monitors nightly import jobs and assessment data pipelines. When something breaks or produces unexpected results, we identify it and begin resolving it — often before district staff is even aware of the issue.
    e. **Ongoing Configuration Management** As your district evolves — new schools, new courses, staff changes, updated assessment maps — Orenda updates configurations on your behalf. Checkpoint schedules, course mappings, user roles, and assessment routing are all maintained by Orenda, so your team stays focused on students, not software.
    f. **Direct Access: Team Support** requests reach the people who built ORS. Whether it's a question about a data discrepancy, a new assessment

platform you want integrated, or a workflow change mid-year, you have a direct line to the team with full context on your district's setup.

6. **Admin Site Coaching –** Orenda facilitators will provide 20 sessions of Admin Site Coaching for OSD. These sessions will provide the site admin team with an opportunity to design and develop an instructional support system that responds to the needs of their teacher teams in the implementation of Curriculum Alignment.

Participants	Session #
Site Admin Cohort Teams	20

7. **Meta-Reflection Sessions -** Orenda facilitators will lead 10 virtual sessions focused on analyzing and responding to on-track monitoring data. Each session will guide school leaders through a structured review of school-level achievement data — identifying strengths, surfacing areas in need of support, and developing actionable plans in response to findings.

Participants	Session #
Site Admin	10

8. **Guidance Alignment –** Orenda will facilitate 5 sessions to reflect on on-track metrics for college and career readiness including: attendance, conduct, grades, common assessments results, course placements, and social emotional support.

Participants	Session #
District/Site Admin & Counselors	5

9. **Data-Reflection Sessions -** Orenda will co-facilitate 40 sessions with site leaders and grade-level teams to examine evidence of student learning using grade-level achievement data and identifying strengths, areas in need of support, and creating a plan of action in response to the data. These sessions will be used to support high priority schools as needed.

Participants	Session #
District/Site Admin & Teachers	40

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

District Services/Group Sessions	# Of sessions	Total Fee for Services
1. Administrator Power Clinics	3	$11,138
2. Mega Reflection Sessions	5	$12,375
3. Admin Technical Assistance For District Team	10	$12,375
4. Assessment Support	5	$6,188
5. ORS Support	n/a	$14,850
Total Fees for District Services/Group Sessions		**$56,926**

Cohort 2+3

School Site Services	# Of Sessions	Cost Per School (5)	Total Fees for Services
3. Admin Technical Assistance For Schools	9	$4,455	$22,275
6. Admin Site Coaching	20	$2,475	$49,500
7. Meta-Reflections	10	$2,475	$24,750
8. Guidance Alignment	5	$3,712.40	$18,562
9. Data Reflection Sessions	40	$26,400	$132,000
Total Fees for School Services		**$49,417.40**	**$247,087**

TERMS OF PAYMENT

Total fees for the scope of work are **$304,013**. Orenda Education, the school improvement division of Think Together (a 501(c)(3) nonprofit corporation and the state's largest afterschool provider), will invoice OSD in four equal installments of

$76,003.25. These invoices will be issued in July 2026, October 2026, February 2027, and May 2027.

INSURANCE

During the term of this Agreement, CONTRACTOR shall procure, pay for and keep in full force and effect the following types of insurance:

Worker's Compensation & Employer's Liability	
Worker's Compensation	Statutory
Commercial General Liability (GL)	
Per Occurrence/Aggregate	$2,000,000
"Excess" Commercial General Liability	$8,000,000
Automobile Liability (AL)	
Per Occurrence/Aggregate	$1,000,000
"Excess" Automobile Liability	$8,000,000
Abuse & Molestation Liability (Abuse)	
Per Occurrence/Aggregate	$2,000,000
"Excess" Abuse & Molestation Liability	$8,000,000
Professional Liability (PL)	
Per Occurrence/Aggregate	$2,000,000
"Excess" Abuse & Molestation Liability	$8,000,000
Cyber Liability (CL)	
Per Occurrence/Aggregate	$5,000,000

The policies of insurance described above shall be placed with duly licensed or approved non-admitted insurers in the State of California with an "A.M. Best" rating of not less than A- VII. Except for Workers' Compensation and Employers' Liability, Professional Liability, and Cyber Liability insurance, policies shall be endorsed to include the LEA as additional insured with respect to liability arising out of the

activities performed by or on behalf of CONTRACTOR under the terms of this Agreement. This is evidenced on the Certificate of Insurance as well as a copy of the endorsement to the Service Provider's insurance.
Limits can be met with a combination of primary and/or excess/umbrella coverage or equivalent, and each insurance policy required by the insurance provisions of this Agreement shall provide the required coverage and shall not suspend, void, cancel, or reduce coverage or limits except after thirty (30) days' prior written notice. CONTRACTOR shall furnish certificates of insurance as required by this Agreement prior to the commencement of services under this Agreement, along with a copy of required policy endorsements upon request.

1. Except for Workers' Compensation and Employers' Liability, Professional Liability, and Cyber Liability insurance, policies shall be endorsed to apply on a primary basis, non-contributory with any other.
2. Except for Workers' Compensation and Employers' Liability, Professional Liability, and Cyber Liability insurance, policies shall contain a waiver of subrogation in favor of the LEA.
3. CONTRACTOR agrees that it shall not cancel or change the coverage provided by the policies of insurance described above without first giving the LEA's Assistant Superintendent, Business Services, thirty (30) days' prior written notice.

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 2026-2027 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:		April 17, 2026
Signature:		

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Aracely Fox **Date of Meeting:** June 17, 2026

Agenda Section: Section C: Support Services Agreement

Approval of Agreement #26-49, American Language Services (Fox/Ruvalcaba)

American Language Services will provide interpretation and translation services via telephone, Zoom, or in person for parents who speak languages other than English, Spanish, or Mixteco. These services will be available for SST meetings, IEP meetings, parent-teacher conferences, and other parent meetings throughout the 2026–2027 school year.

Term of Agreement: August 1, 2026 through July 30, 2027

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

RECOMMENDATION:
It is the recommendation of the Manager, Equity, Family & Community Engagement, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #26-49 with American Language Services.

ADDITIONAL MATERIALS:

Attached: Agreement #26-49, American Language Services (4 Pages)
Proposal (11 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

26-49

Contract Number

This Services Agreement (the "Agreement") is made and entered into June 17, 2026 by and between the OXNARD SCHOOL DISTRICT (the "Local Educational Agency" or District") and American Language Services, (hereinafter referred to as "Provider"). District and Provider may be referred to herein individually as a "Party" and collectively as the "Parties."

American Language Services	800-951-5020
Provider	Telephone Number
1849 Sawtelle Blvd., Ste. #600	jay@alsglobal.net
Street Address	E-mail Address
Los Angeles, CA 90025	
City, State, Zip code	Tax Identification or Social Security Number

Services

Provide interpretation and translation services for non-English, non-Spanish, and non-Mixteco-speaking families during parent meetings per the attached proposal.

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

August 1, 2026 - July 30, 2027	TBD	TBD
Date(s) of Service	Hour(s) of Service	Location

Fees

Compensation for Services	$ 30,000.00
Other Ancillary Cost, as applicable	$
Total not to Exceed	$ 30,000.00

☑ W-9 received

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

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

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

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

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

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

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

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

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

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

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

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

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

Date checked by school official: _____initials: _____

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Acknowledgement and Agreement

I have read this Agreement and agree to its terms

Provider Authorized Signer	Signature	Date

Oxnard School District

Melissa Reyes		
Director, Purchasing	Signature	Date

AML-Global
AMERICAN LANGUAGE SERVICES
Making The World Smaller

AMERICAN LANGUAGE SERVICES HAS BEEN SERVING THE CALIFORNIA EDUCATIONAL COMMUNITY SINCE 1985

ISO Certified – 9001 & 13485

ABOUT AMERICAN LANGUAGE SERVICES

Founded in 1985, by an acclaimed educator, Southern California based American Language Services ® (AML-Global) evolved from an intimate language school into the premier interpreting **educational specialist** it is today. We provide a full range of multi-language communication services worldwide. Our language professionals service 200+ Languages and are available 24 Hours/7 Days.

FULL SERVICES WORLDWIDE W/ LOCAL COVERAGE

As an industry leader we provide a full array of language services including:

INTERPRETING*:* On-Site, Video Remote (VRI), & Telephonic (OPI) in 150+ Languages, working with all VRI Platforms
TRANSLATION & LOCALIZATION: 200+ Languages
TRANSCRIPTIONS: Audio and Video to Text 100+ Languages
MEDIA: Dubbing, Voiceovers, Subtitling & other studio services

By paying meticulous attention to details, AML-Global has earned an outstanding reputation for providing both written and verbal language services that are timely and cost effective. We are fluent in virtually every written and spoken language around the globe. We have accumulated and developed some of the most impressive linguistic talent in the world. Our language experts are in hundreds of countries, covering every time zone. These highly skilled professionals are recruited, screened and tested to ensure the quality of our work is at the highest level.

WE UNDERSTAND YOUR NEEDS

AML-Global understands the needs of a multitude of industries that work in California. Whether translating text, or transcribing audio and video files, we have skilled and experienced teams who work with the latest in technology, including CAT tools, a multitude of software, advanced hardware, web-interfacing, and desktop publishing programs. We have a secured, backed up network with encryption technology for the transferring and maintenance of files. This offers the highest level of security to ensure complete confidentiality and safekeeping of all data.

AML-Global offers our teams of highly skilled interpreters, technicians, project managers for any type of interpreting assignment. We also offer state-of-the-art interpreting equipment wherever it is needed, in the U.S. or internationally. From pre-planning to assignment completion, AML-Global will handle your requests efficiently, promptly and cost-effectively.

AMERICAN LANGUAGE SERVICES HAS BEEN SERVING THE CALIFORNIA EDUCATIONAL COMMUNITY SINCE 1985

ISO Certified – 9001 & 13485

INTERPRETING

- **In-Person, Video Remote (VRI) & Telephonic (OPI)**
- Worldwide/with Local Coverage
- Certified & Qualified for all languages
- Emergency & Last-minute scheduling
- 24 Hours / 7 Days a week
- IEP's, classrooms, student/parent/teacher conferences, disciplinary hearings & public meetings
- 15 minutes early courtesy arrival
- Simultaneous & Consecutive interpreting
- Native Speakers from around the globe
- ISO Certified – 13485 & 9001

TRANSLATIONS & TRANSCRIPTIONS

Translations:

- Certified & Notarized documents
- 200+ Languages
- Expedited Service available
- Projects: IEP's, student transcripts and special education notes
- Excellent Rates with Fast Turnaround
- All Deadlines met
- Immediate Response for quotes
- Meticulous and Precise

Transcriptions:

- Video & Audio files to Text (All Electronic formats)
- 100+ Languages
- Certified for legal submissions
- Fast Turnaround Times & Accurate

QUALITY CONTROL

- 360 Degree Quality Control Process
- All translations include a 3 Step Process:
  Translation, Proofing & Editing
- ISO 9001 & 13485 Certified

WE HAVE THE WORDS YOU NEED, BECAUSE WE SPEAK YOUR LANGUAGE

AMERICAN LANGUAGE SERVICES HAS BEEN SERVING THE CALIFORNIA EDUCATIONAL COMMUNITY SINCE 1985

ISO Certified – 9001 & 13485

ON-SITE INTERPRETING RATES

TOP 15 LANGUAGES	HALF DAY UP TO 3 HRS	FULL DAY 3+TO 6 HRS
Spanish	$395	$785
Arabic	$475	$895
Armenian	$475	$895
Cantonese	$495	$895
Farsi	$475	$975
Japanese	$595	$1,100
Khmer	$525	$975
Korean	$495	$895
Mandarin	$495	$895
Portuguese	$475	$895
Punjabi	$475	$895
Russian	$475	$895
Tagalog	$525	$995
Vietnamese	$495	$925
American Sign Language "ASL"	$145 per hour, w/ 2 hour minimum	

LANGUAGES BY REGION

Most European	$495 - $550	$990 - $1,110
Most Asian	$495 - $550	$990 - $1,110
Most Middle Eastern	$495 - $550	$990 - $1,110

SPECIALIZED LANGUAGES

Hebrew, Greek, Thai, Czech, Indonesian, Mongolian, Croatian, Serbian, Slavic, Slovenian, Burmese, African, Lao, Indian, Filipino, Afghan, Pakistani & Others	
$525 - $575	$1,050 - $1,150

ADDITIONAL SERVICES

Closed Captioning "CART"	$175 - $225 per hour, per captioner with a 2 hour minimum

- Jobs are individually priced
- Rates are subject to change without advance notice based on availability and other factors
- Travel and mileage fees may apply
- Additional hours are charges after 8 hours at time & half
- ASL assignments over 1 hour require two interpreters
- Rates may vary for trials.
- 24-hour cancellation policy for most languages
- 48-hour Cancellation for ASL & Other languages may vary by language and by project
- For Certified ASL there is a 4-hour minimum and after 4 hours a full day for 8 hours is charged

VIDEO REMOTE INTERPRETING (VRI)

PRICING

LANGUAGE	PER HOUR
American Sign Language "ASL"	$120
Spanish	$120
Arabic	$150
Armenian	$150
Cantonese	$160
Farsi	$160
Japanese	$175
Khmer	$175
Korean	$160
Mandarin	$160
Portuguese	$160
Punjabi	$160
Russian	$160
Tagalog	$170
Vietnamese	$170

- Easy to Set Up & Use
- No late cancellation fee for On-Demand interpreting
- Cancellation policy for ASL is 48 hours
- Cancellation policy for all other languages is 24 hours
- There is a 2 hour minimum per language
- We charge by 30-minute increments after the full hour
- Rates and minimums are subject to change

LANGUAGES BY REGION

Most European	$160 - $180
Most Asian	$160 - $180
Most Middle Eastern	$160 - $180

SPECIALIZED LANGUAGES

Hebrew, Greek, Thai, Czech, Indonesian, Mongolian, Croatian, Serbian, Slavic, Slovenian, Burmese, African, Lao, Indian, Filipino, Afghan, Pakistani & Others
$165 - $190

ADDITIONAL SERVICES

Closed Captioning "CART"	$245 per hour, per captioner with a 2 hour minimum

- Easy to Set Up & Use
- No late cancellation fee for On-Demand interpreting
- Cancellation policy for ASL is 48 hours
- Cancellation policy for all other languages is 24 hours
- There is a 2 hour minimum per language
- We charge by 30-minute increments after the full hour
- Rates and minimums are subject to change

OVER THE PHONE (OPI)

PRICING

Spanish	$95
Most European	$135-$155
Most Asian	$140-$150
Most Middle Eastern	$140-$150
Specialized	$145-$175

- 1 hour minimum per call
- Rates in minimums are subject to change
- On demand OPI subscription is available upon request and a subscription fee will apply

AMERICAN LANGUAGE SERVICES HAS BEEN SERVING THE CALIFORNIA EDUCATIONAL COMMUNITY SINCE 1985

ISO Certified – 9001 & 13485

TRANSLATION RATES

(Partial List of Key Languages) Supporting 200+ Languages

LANGUAGE	*PRICE PER WORD*
Arabic	$.15-.18
Chinese	$.16-.19
Danish	$.18-.22
Dutch	$.18-.22
French	$.16-.18
German	$.16-.18
Hebrew	$.17-.19
Italian	$.16-.18
Japanese	$.17-.19
Korean	$.17-.19
Norwegian	$.18-.22
Portuguese	$.15-.18
Russian	$.16-.18
Spanish	$.10-.13
Swedish	$.18-.22
Vietnamese	$.16-.18

Translation rates include Translations, Proofing, and Editing

- All jobs are individually priced
- Price ranges above reflects standard turnaround times.
- Expedited delivery is available and is quote separately
- Rates are subject to change based on time of scheduling and other factors, without prior notification.
- Project Volume, deadlines and technical elements may affect pricing
- Rates for Formatting, DTP & Certifications are quoted separately

AMERICAN LANGUAGE SERVICES HAS BEEN SERVING THE CALIFORNIA EDUCATIONAL COMMUNITY SINCE 1985

ISO Certified – 9001 & 13485

TRANSCRIPTION RATES

(Partial List of over 150 Languages)

ENGLISH

LANGUAGE	COST PER AUDIO MINUTE/HOUR		LANGUAGE	COST PER AUDIO MINUTE/HOUR	
	Per Min	Per Hr		Per Min	Per Hr
English < > English	$2.95	$177	British English < > British English	$3.50	$210

AMERICAS

	Per Min	Per Hr		Per Min	Per Hr
Spanish < > English	$4.50	$270	Portuguese < > English	$7.50	$450

EUROPEAN

	Per Min	Per Hr		Per Min	Per Hr
Bulgarian < > English	$8	$480	Hungarian < > English	$8	$480
Catalan < > English	$8	$480	Italian < > English	$8	$480
Dutch < > English	$8	$480	Polish < > English	$8	$480
French < > English	$8	$480	Romanian < > English	$8	$480
German < > English	$8	$480	Russian < > English	$8	$480
Greek < > English	$8	$480	Ukrainian < > English	$8	$480

MIDDLE EASTERN

	Per Min	Per Hr		Per Min	Per Hr
Arabic < > English	$8	$480	Hebrew < > English	$12	$720
Farsi < > English	$8	$480			

ASIAN

	Per Min	Per Hr		Per Min	Per Hr
Armenian < > English	$8.00	$480	Indonesian < >English	$9.50	$570
Khmer < > English	$9.50	$570	Japanese < > English	$12.00	$720
Cebuano < > English	$7.50	$450	Korean < > English	$12.00	$720
Chinese < > English	$7.50	$450	Kurdish < > English	$9.50	$570
Dari < > English	$7.50	$450	Pashto < > English	$7.50	$450
Hindi < > English	$7.50	$450	Punjabi < > English	$7.50	$450
Hmong < > English	$11.50	$690	Tagalog < > English	$7.50	$450
Taiwanese < > English	$9.50	$570	Thai < > English	$11.50	$660
Turkish < > English	$8.00	$480	Urdu < > English	$7.50	$450
Vietnamese < > English	$9.50	$570			

EXPEDITED DELIVERY AVAILABLE

- All jobs are individually priced
- Cost & turnaround time is determined by quality of audio, number or speakers, density of audio, time coding and audio format
- Rates are subject to change without prior notification
- Projects requiring both source & target language transcripts will be individually quoted
- Minimums will apply for all languages
- There will be additional charges for time coding based on the language & specific requirements
- Expedited rates will apply

AML-Global
AMERICAN LANGUAGE SERVICES
Making The World Smaller

Dear Teresa, 04/06/2026

Thank you for the opportunity to work with Oxnard School District on your interpreting and translation assignments. Please find our quote below for your review and our information attached for your perusal. Kindly confirm receipt of our quote, it would be most appreciated.

For over three decades, American Language Services (AML-Global) has provided interpretation, transcription, and translation services in over 200 languages (including ASL & CART services). AML-Global is one of the largest language service providers in the United States. For Interpreting, we utilize our state-of-the-art proprietary database with one of the largest number of local, prescreened, qualified and credentialed interpreters in the U.S. For Translation, we have earned an excellent reputation by delivering cost-effective, timely and great quality work with fast turnaround times We are also 9001 & 13485 ISO certified, which is a testament to our uncompromising processes.

Company Name:	Oxnard School District
Type of Project:	Interpreting and Translating
Date of Project:	08/01/2026 - 07/31/2027
Time(s):	TBD
Location:	TBD
Language(s):	TBD
Cost per Hour, per Interpreter:	See Rate Sheet Interpreting

Guidelines

AML-Global will confirm the interpretation assignment with the client. AML-Global reserves the most qualified and experienced interpreters for each job. In order to ensure a successful event AML-Global will be requesting specific background information about the presentations and detailed information and terminology specific to your client and/or their industry. Failure to provide this information on a timely basis or at all may severely hamper the interpreter's ability to do their job effectively. AML-Global will not be responsible for subpar performance due to lack of information preceding the event.

Terms

Client agrees to pay AML-Global net: 30 days from the completion of the assignment.

The quote does not include labor charges that may be required due to unforeseen circumstances including acts of nature, after the contract is executed. AML-Global is not responsible for

cancellations or postponements due to acts of nature that are beyond our control. If an event is cancelled or postponed due to an act of nature, the client will be responsible for the full fees on the approved quote. Interpreters and technicians are offered locally based on availability at the time of scheduling. We strongly recommend that you finalize the booking in the recommended time of 60-90 days prior to event, to the extent that it is possible, and avoid travel, hotel, and other expenses which are the responsibility of the contracting party.

AML-Global may cancel a contract if payment is not made per our stated agreement. A project management fee may apply for changes in the scope of the project and additional services requested over and above the actual event. The fee will be charged at $150 per hour.

Cancellation by the client of a duly executed contract must be in writing and when received is subject to cancellation fees based on the following schedule: 30 calendar days prior to the event - 10% cancelation fee, 29 -15 days calendar days prior to the event - 20% cancelation fee and 14 - 3 calendar days prior to the event - 40% cancelation fee, less than 3 calendar days full fee.

Based on the interpreter's location, there may be additional charges for travel, mileage, accommodations, food, transportation and interpreting. Scheduling in less than the recommended time frame for your event may affect pricing. If legal proceedings are required to recover amounts due from Client to AML-Global under this contract, AML-Global shall be entitled to recover from the Client all costs of collection, including attorney's fees.

Translation:

Company Name:	Oxnard School District
Project:	TBD
Languages:	TBD
Estimated Word Count:	TBD
Price/Word:	See rate chart Translation
Formatting/DTP: Estimated at hours at $75 per hour.	

Translation:

Optional Certification

If you need the document certified, an additional $50.00 per certification will be charged. In order not to delay processing, the client must provide the document title, on a timely basis. AML–Global will create a title if we are not given one in a timely manner. AML-Global certification process is a follows: AML-Global certifies in a one-page affidavit that the completed translation is a true and accurate representation of the original document. We affirm that we have retained a professional translator. We then notarize the affidavit on one separate page and mail the client the original copy. If you would like to see an example of what we use, please request one and we will be happy to send it to you.

We utilize National Association Notary forms to notarize the affidavit, which constitutes the official "Certification". AML-Global cannot guarantee that these forms will be acceptable to the institution they are being sent to and we are not responsible for the decisions of the receiving party. The forms we use are industry standard and are generally acceptable. Before starting the assignment, and depending on the

language combination, an ATA Certified, Judicial Council or other State Certified linguist may be requested, to translate and/or to certify the translations. If this is requested and/or we are required to change our standard certification and/or translation process, we are happy to do so, but please note this may affect

the total cost of the project. If this is requested after the start of the project, this will affect the total cost of the project.

Translation Process

As an ISO 9001 and 13485 Certified company we adhere to comprehensive and well-established processes to achieve the highest quality translations. Our translation process centers on a 360-degree feedback mechanism. It starts with our experienced teams of native speaking linguists and project managers who translate and edit text. The text is translated, reviewed by an external editor and reviewed again by our multilingual project managers. Adjustments are made accordingly throughout the process to ensure the final product is a consistent and precisely accurate localized document. To augment our quality system, we have the most up to date document technology available and all documents are treated with the highest degree of confidentially and security within our entire system. Our detailed processes have proven to be highly effective over a long period of time.

Deliverables

To achieve the highest quality of translation, AML-Global requests that each client provide us with a preferential glossary of terms (if one exists). This will ensure that preferential word usage is properly followed.

There are many options for delivery to complete a project (Word, PDF, Excel, rolling basis, with bates numbers, etc.). In the outset of the project, you will decide what methods you will require. AML-Global will need all instructions and all files, including source files at the inception of the project. If all files are not received on a timely basis or any changes occur afterwards, this may lead to adjustments in delivery schedules as well as additional fees being charged.

Post Delivery & Editing

Please note the client has a right within 14 business days to ask AML-Global to review any potential adjustments to the translation project that may be needed and to determine if they are preferential in nature. If they are preferential in nature and the client has not provided a glossary of terms for the words and phrases in question, AML-Global has the right to charge for these post edits at the hourly fee of $75.00/hour with a 1-hour minimum. After 14 days, AML-Global has the right to charge for any changes.

If the project involves desktop publishing (DTP), editing, or formatting, and editing needs to be made post final delivery, this will result in additional costs at the same hourly rates quoted at the start of the project. Please note that the turnaround times quoted do not include time for client review, preferential changes and post editing. Proofing of final documents in which the client has provided DTP services will be billed at $75 per hour.

Agreed and Accepted

AML Gobal: *Jay Herzog*_Sr Account Executive
Date - 04/06/2026

Oxnard School District _____

Date_____

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AMERICAN LANGUAGE SERVICES
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AMERICAN LANGUAGE SERVICES EDUCATIONAL CLIENTS (PARTIAL LIST)

ABC Unified School District
Acton School District Office
Alhambra Unified School District
Anaheim City School District
Antelope School District
Arizona State University
Azusa Unified School District
Baldwin Park Unified School District
Bassett Unified School District
Bellflower Unified School District
Beverly Hills Unified School District
Bonita Unified School District
Carlsbad Unified School District
Castaic Union School District
Centinella Valley Union School District
Charter Oak Unified School District
Claremont Unified School District
Compton Unified School District
Conejo Valley Unified School District
Corinne A. Seeds University Elementary School
Corona Norco Unified School District
Covina Valley Unified School District
Crescenta Valley Water District
Culver City Unified School District
DeVry University
Duarte Unified School District
East Whittier City School District
Eastside Union District
El Rancho Unified School District
El Segundo Unified School District
Fairbanks North Star Borough School District
Federal Wage and Labor Law Institute
Franklin Elementary School
Garvey School District
Glendale Unified School District
Glendora Unified School District
Gorman School District
Hacienda La Puente Unified School District
Hampton University
Harvey Mudd College
Hawthorne School district
Hermosa Beach City School District
Hughes Elizabeth Lakes School District
Inglewood Unified School District
Keppel School District
La Canada Unified School System
Lancaster School District
Las Virgenes School District
LAUSD (Los Angeles) Community Outreach
LAUSD District 8, A, B, C, D, E, F, G, H, I, J
LAUSD Translation Unit
Lawndale School District
Learn.com
Lennox School District
Little Lake City School District
Long Beach City College CITD-CMTAC
Long Beach City College CITD-CMTAC
Long Beach Unified School District
Los Angeles County Office of Education
Los Nietos School District
Lynwood Unified School District
Marquez Charter School
MIND Institute
Monrovia Unified School District
Montebello Unified School District
Newhall School District

AML-Global
AMERICAN LANGUAGE SERVICES
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AMERICAN LANGUAGE SERVICES BUSINESS CLIENTS (PARTIAL LIST)

Orange County Department of Education
Oxnard School District
Palmdale School District
Palos Verdes Peninsula
Paramount Unified School District
Pasadena Unified School District
Placer County Office of Education
Pomona Unified School District
Redondo Beach Unified School District
Rio School District
Riverside Unified School District
Rosemead School District
Rowland Unified School District
San Bernardino County Schools
San Diego School District
San Francisco Unified School District
San Gabriel Unified School District
San Marino Unified School District
Santa Monica – Malibu School District
Saugus School District
SELP Casa Pacifica
SELPA Antelope Valley
SELPA Corona-Norco USD
SELPA Downey-Montebello
SELPA East San Gabriel Valley (Arcadia)
SELPA East San Gabriel Valley (Covina)
SELPA East Valley Consortium
SELPA Foothill (Glendale)
SELPA Long Beach
SELPA Los Angeles USD
SELPA Norwalk – La Mirada
SELPA Pasadena
SELPA Santa Clarita
SELPA Southwest Service Area (Lawndale)
SELPA Tri-Cities (Beverly Hills)
SELPA Ventura County
SELPA Whittier Area CO-OP
Simi Valley Unified School District
South Pasadena Unified School District
South Whittier School District
Southern CA School of Interpreting
Stanford University
Sulphur Springs School District
Temple City Unified School District
Torrance Unified School District
UCEA
UCLA Law School
UCLA Molecular Pharmacology Department
University of Southern California
Walnut Valley Unified School District
West Covina Unified School District
Western Psychological Services
Westside School District
Whittier City School District
Whittier Union High School District
William S. Hart Union School District
Wilson School District
Wiseburn School District

World Headquarters*:*
1849 Sawtelle Boulevard, Suite #600 • Los Angeles, California 90025
Phone: 800.951.5020 or 310.829.0741 Fax: 866.773.8591 email: translation@alsglobal.net
www.alsglobal.net

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Aracely Fox **Date of Meeting:** June 17, 2026

Agenda Section: Section C: Support Services Agreement

Approval of Agreement #26-50, Step Engagement Coaching (Fox/Ruvalcaba)

Step Engagement Coaching will deliver eight STEP 2 leadership development sessions designed to strengthen the leadership capacity of ELAC/DELAC parent leaders, graduates of the Level 4 Project 2 Inspire program, and parent leaders and caregivers who have completed Step Engagement Part I. These workshops will provide participants with practical tools and strategies to build effective teams, foster positive communication, support student achievement, and serve as informed parent leaders who empower, engage, and advocate for families throughout the district.

Term of Agreement: August 21, 2026 through June 30, 2027

FISCAL IMPACT:
$9,500.00 – Title I Funds

RECOMMENDATION:
It is the recommendation of the Manager, Equity, Family & Community Engagement, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #26-50 with Step Engagement Coaching.

ADDITIONAL MATERIALS:

Attached: Agreement #26-50, Step Engagement Coaching (4 Pages)
Proposal (8 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

26-50
Contract Number

This Services Agreement (the "Agreement") is made and entered into June 17, 2026 by and between the OXNARD SCHOOL DISTRICT (the "Local Educational Agency" or District") and Step Engagement Coaching, (hereinafter referred to as "Provider"). District and Provider may be referred to herein individually as a "Party" and collectively as the "Parties."

Step Engagement Coaching
Provider

909-272-9052
Telephone Number

35384 Avenue A
Street Address

toniherg@gmail.com
E-mail Address

Yucaipa, CA 92399
City, State, Zip code

Tax Identification or Social Security Number

Services

Provide Parent Leadership Development Series workshops for ELAC/DELAC parent leaders within the Oxnard School District.
Description of Services (if more space is needed, attach pages labeled as ATTACHMENT A, which is incorporated herein in full)

August 21, 2026 - June 30, 2027
Date(s) of Service

8 Sessions (120 minutes each)
Hour(s) of Service

TBD
Location

Fees

Compensation for Services	$ 9,500.00
Other Ancillary Cost, as applicable	$
Total not to Exceed	$ 9,500.00

☑ W-9 received

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

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

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

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

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

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

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

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

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

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

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

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

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

Date checked by school official: _____initials: _____

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Acknowledgement and Agreement

I have read this Agreement and agree to its terms

Provider Authorized Signer	Signature	Date

Oxnard School District

Melissa Reyes		
Director, Purchasing	Signature	Date

Making a difference one STEP at a time…

PROPOSED SCOPE OF WORK

Prepared by:
STEP Engagement Coaching
Antoinette Hernandez
Executive Officer and Facilitator
toni@stepengagement.com
toniherg@gmail.com
https://stepengagement.com/

Prepared for:
Dr. Teresa Ruvalcaba
Manager of Equity, Family, and Community Engagement
Oxnard Elementary School District
(805) 385-1501 X 2351
truvalcaba@oxnardsd.org

Dear Dr. Teresa Ruvalcaba and Oxnard School District,

Thank you for your interest in partnering with **STEP Engagement Coaching**, where our mission is to collaborate with Oxnard School District to create a **S**ustainable, **T**ransformative, **E**ducation **P**artnership to empower families, schools, and communities through innovative, inclusive, and effective family engagement strategies, fostering environments where students are at the center of all that we do. Our vision is to create a world where every family can actively be engaged with their students, leading to thriving communities and equitable educational opportunities.

Session Description: STEP 2 Educational Partners Inspiring Change Co-powerment Leadership Program~ Multilingual Families Leading Systems Change for Student Success

This interactive workshop series is designed to strengthen families' confidence, voice, and leadership in their children's educational journey through the practice of co-powerment — the process of building power within educational partner teams. Participants will explore how families, schools, and communities can work as equal partners to support student success. Through reflection, dialogue, and practical strategies, families will learn how to recognize their existing strengths, navigate school systems, communicate effectively with educators, and advocate in ways that build positive collaboration. The workshop fosters a sense of belonging, shared responsibility,

Making a difference one STEP at a time…

and collective leadership so families feel not only welcomed in schools — but also have a key role in decision making.

Quote for Services

Item	Session Duration	Deliverables	Cost
STEP 2 Educational Partners Inspiring Change Co-powerment (details below)	• 2-2.5 hour sessions	• 4 In-Person and 4 Virtual Co-Powerment Leadership Building Workshops • 1 End of Session Celebration • Preparation for Conference Presentation • STEP Seasonal Statewide Virtual Series (16-20 virtual workshops) • Handouts, materials, book, t-shirt, and certificate	
		TOTAL	**$9,500**

Additional Notes:

- Each session will include interactive activities, Q&A segments, and resource sharing to encourage participation, connection, and collaboration to enhance TEAM Engagement Strategies.
- Hands-on materials such as handouts and resources will be provided.
- Evaluation forms will be distributed at the end of the session to gather feedback and identify future session preferences, and continuous cycles of improvement.
- Periodic adjustments, connections, and planning with clients to ensure that all expectations are being met.

Service Schedule: The Service Provider and Client will coordinate to schedule the session and discuss expectations accordingly.

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Confidentiality: The Service Provider agrees to maintain the confidentiality of any sensitive information provided by the Client and will not disclose such information to third parties without the Client's written consent.

STEP 2 Educational Partners Inspiring Change Co-powerment Leadership Program

Multilingual Families Leading Systems Change for Student Success

Proposal Overview

Purpose:
STEP 2 Educational Partners Inspiring Change Leadership Program is an advanced 8-session parent co-powerment leadership series designed to build on foundational learning by equipping multilingual families with the knowledge, skills, and confidence to influence school systems, advocate for equity, and lead meaningful change in their homes, schools, and communities.
Audience:
Multilingual families, parent leaders, and caregivers who have completed Part 1 or demonstrate readiness for leadership development.
Format:

- 8 sessions (120 minutes each)
- In-person and virtual delivery
- Interactive, culturally responsive, and action-oriented
- Spanish

Outcomes:
Participants will:

- Develop a strong leadership identity
- Understand and navigate school systems with confidence
- Use data to advocate for student success and create initiatives
- Learn Math and ELA strategies that can be applied at home
- Engage in effective communication and advocacy at home and school
- Build collective power and lead initiatives, such as helping to strengthen ELACs across schools and co-facilitating parent workshops at local and state levels.
- Create and implement a family-led action project

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Session Outline with Action Plan

Session 1: From Voice to Impact—Stepping into Advanced Leadership

Focus: Identity, Partnerships & Purpose
Key Topics:

- Leadership identity and personal growth
- Cultural wealth as leadership strength
- Defining purpose and vision

Action Plan (Between Sessions):

- Complete a personal leadership reflection journal
- Identify one personal leadership goal
- Share your leadership story
- Listen to others' stories
- Prepare for and participate in the Oxnard School District's Second Annual Family Conference planning and workshop presentation

Session 2: Understanding Systems—How Schools Really Work

Focus: Navigating Systems for Equity and Access
Key Topics:

- School and district structures
- Decision-making processes
- Entry points for family voice

Action Plan (Between Sessions):

- Attend or observe a school meeting (SSC, ELAC, PTA, etc.)
- Map out one decision-making process in your school
- Write down 2–3 questions about how decisions are made
- Create and complete a survey design for family input

Session 3: Data as a Tool for Advocacy

Focus: Using Data to Tell Our Story
Key Topics:

- Understanding different types of data
- Identifying trends and inequities
- Asking critical questions and creating initiatives to support the school's SPSA/district LCAP

- Enhance their understanding of Math and ELA strategies to better support their students' learning at home.

Action Plan (Between Sessions):

- Review your child's academic or attendance data
- Identify one strength and one area of growth
- Prepare 2 questions to ask a teacher or school staff
- Support newcomer families to become more acquainted with the U.S. educational system

Session 4: Courageous Conversations for Change

Focus: Positive Communication that Builds Bridges
Key Topics:

- Effective communication strategies
- Active listening and empathy
- Identifying and addressing challenges constructively

Action Plan (Between Sessions):

- Practice a conversation using provided guidance
- Have one intentional conversation with a teacher or staff member
- Reflect and report on what went well and what could improve
- Help a newcomer family connect with school staff, such as the school's Outreach Resource Specialist

Session 5: Advocacy in Action—Making Your Voice Count

Focus: From Concern to Action
Key Topics:

- Parent rights and advocacy tools
- Navigating meetings and public comment
- Solution-oriented advocacy
- Flyer design
- Campaign planning for change (support initiatives in schools for change, e.g., No-bullying campaign)

Action Plan (Between Sessions):

- Identify one issue or need at your school/district
- Draft a simple advocacy statement or question
- Attend or prepare to speak at a meeting (optional)
- Prepare campaigns aligned to promote advocacy change

Session 6: Building Collective Power & Coalitions

Focus: Stronger Together—Collaborating for Impact

Key Topics:

- Building relationships and networks
- Collective leadership strategies
- Community engagement

Action Plan (Between Sessions):

- Connect with at least 2 other families to address a shared concern with suggested solutions
- Begin forming a small support group
- Identify a common goal

Session 7: Leading Initiatives that Make a Difference

Focus: Designing Family-Led Projects

Key Topics:

- Identifying problems of practice
- Project planning and goals
- Measuring impact

Action Plan (Between Sessions):

- Finalize a small project plan (individual or group)
- Identify resources and support needed
- Begin initial steps of implementation
- Facilitating information sessions
- Tabling at school/ district events

Session 8: Legacy, Leadership & Celebration

Focus: Sustaining Leadership and Inspiring Others

Key Topics:

- Reflection and growth
- Sharing projects and outcomes
- Mentorship and sustainability

Action Plan (Post-Series):

- Commit to one ongoing leadership role or activity
- Mentor or invite another family to participate

Making a difference one STEP at a time…

- Continuing implementation of project planning

Evaluation & Impact Measurement

- Pre/Post participant surveys
- Session feedback forms
- Tracking participation in school events and committees
- Documentation of family-led projects
- Qualitative testimonials and reflections

Materials & Deliverables

- Action plan templates
- Leadership journal
- Resource handouts
- Presentation slides for each session
- Certificates of completion

Closing Statement

STEP into Empowerment Part 2 is designed to transform family engagement into family leadership. By centering multilingual voices and building systems-level capacity, this series creates lasting partnerships between families and schools that directly support student success. STEP 2 Educational Partners Inspiring Change Leadership Program reflects the vision of Oxnard EMPOWERS by positioning families as essential partners in a system committed to equity, excellence, and continuous improvement. Through the integration of district language, culturally responsive leadership practices, and authentic family engagement, this series builds families' capacity to lead, advocate, and collaborate in ways that directly impact student outcomes.

Alignment to Oxnard EMPOWERS Initiative

This series is intentionally designed to align with the Oxnard School District's EMPOWERS framework and strategic priorities by embedding district-specific language and focus areas:

- **Portrait of a Graduate (Student Profile):** Supporting the development of students as critical thinkers, effective communicators, collaborators, and self-directed learners through strong family partnerships
- **Equity-Minded Practices:** Centering historically underserved multilingual families to ensure equitable access, voice, and outcomes
- **Multilingual Learner Success:** Elevating biliteracy, cultural identity, and language development as key assets in student achievement
- **MTSS (Multi-Tiered System of Supports):** Building family understanding of academic, behavioral, and social-emotional supports across Tier 1, Tier 2, and Tier 3

  - **Safe, Inclusive & Welcoming Schools:** Strengthening relational trust and belonging between families, students, and school staff
- **Data-Driven Continuous Improvement:** Empowering families to engage in cycles of inquiry using student data to inform decisions and advocacy
- **Family & Community Engagement as a Core Strategy:** Positioning families as co-leaders and partners in district improvement efforts
- Integration of **asset-based and culturally responsive practices**
- Emphasis on **shared leadership and co-creation** between families and schools
- Connection to **LCAP priorities** and district goals for student achievement and engagement
- Reinforcement of **family engagement strategic plan actions** as a lever for student success

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Aracely Fox **Date of Meeting:** June 17, 2026

Agenda Section: Section C: Support Services Agreement

Approval of Agreement #26-51 – County of Ventura – Human Services Agency (Fox/Nocero)

The Ventura County Human Services Agency will provide social workers to support the Healthy Start Program at designated school sites. Services will be focused on families in high-need communities identified through county data, with the goal of preventing child welfare involvement and improving student attendance, engagement, and behavior. Social workers will offer preventative, family-centered services, including home visits, parenting support, resource referrals, and educational advocacy. Referrals will primarily be generated through the School Attendance Review Board (SARB) process and district partnerships, and agency staff will also participate as members of the SARB board.

Term of Agreement: July 1, 2026 through June 30, 2027

FISCAL IMPACT:
Not to exceed $450,843.00 – General Fund

RECOMMENDATION:
It is the recommendation of the Director, Pupil Services, and the Assistant Superintendent, Educational Services that the Board of Trustees approve Agreement #26-51 with the County of Ventura – Human Services Agency.

ADDITIONAL MATERIALS:

Attached: Agreement #26-51, County of Ventura, Human Services Agency (8 Pages)
Annual Share Cost Sheet (1 Page)
Exhibit A (2 Pages)

OSD AGREEMENT #26-51

OXNARD SCHOOL DISTRICT

Professional Services Agreement

[This Agreement is intended to be used for Professional services such as contracted accountants, auditors, educational consultants, nurses, psychologists, speech pathologists, therapists, etc.]

This Professional Services Agreement (the "Agreement") is made and entered into June 17, 2026 by and between OXNARD SCHOOL DISTRICT (hereinafter referred to as "District" or "Local Educational Agency") and County of Ventura, Human Services Agency (hereinafter referred to as "Provider."). District and Provider may be referred to herein individually as a "Party" and collectively as the "Parties."

County of Ventura, Human Services Agency	805-765-0174
Provider	Telephone Number
855 Partridge Dr.	Taryn.Massey@venturacounty.gov
Street Address	E-mail Address
Ventura, CA 93003	
City, State, Zip code	Provider Tax Identification or Social Security Number

The Parties agree as follows:

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

Services. Provider shall provide District with the services (the "Service") described on Exhibit A "Statement of Services" attached hereto and incorporated herein by this reference.

Provider, at Provider's sole cost and expense, shall furnish all tools, equipment, apparatus, transportation, labor, and material necessary to meet its obligations under this Agreement.

Additional Services. A written amendment to this Agreement shall be prepared by either party and executed by all of the Parties before any performance of additional Services or the District shall not be required to pay for the increased cost incurred for the changes in the Statement of Services.

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

Term. The term of this Agreement shall commence on July 1, 2026 and terminate on June 30, 2027.

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 Services completed on such items prior to termination of the Agreement.

Payment and Expenses. All payments due to Provider under this Agreement are set forth in Exhibit B "Schedule of Fees" attached hereto and incorporated herein by this reference.

All payments due to Provider, as set forth in the Schedule of Fees, 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 and for which payment is sought. Provider shall not include a request for payment for any Service in more than one invoice. If payment for a Service is disputed, the Parties shall negotiate in good faith and any subsequent payment, adjustment or credit for said Service shall be made or given with reference to the original invoice.

Nature of Relationship. The Parties agree the relationship created by this Agreement is that of independent contractor. In performing 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.

Provider understands and agrees that the Provider, agents, employees, or subcontractors of Provider are not entitled to any benefits normally offered or conveyed to District employees, including coverage under the California Workers' Compensation Insurance laws. 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.

Assignment and Subcontractors. Provider shall not assign, sublet, or transfer this Agreement or any rights or obligations 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. 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.

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.

Warranty. Provider hereby warrants to District that the Service shall be performed in a professional and workmanlike manner consistent with the highest industry standards.

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.

Qualifications. Provider shall possess and in signing this Agreement warrants and represents that Provider has special skills, proficiency and expertise to render the Services described in this Agreement. Provider shall at all times keep all licenses current, be in good standing and notify District of any change in licensure or professional status, including disciplinary or licensure proceedings of any kind.

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 and adhere to professional and licensing standards of practice in the performance of this Agreement.

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 workers in school settings who are on-site supporting school functions are compliant with applicable California Public Health Department Orders and Guidance or other related mandates related to COVID-19, so long as such Orders and Guidance remain in effect.

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, Pupil Records, 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. Provider shall not disclose such data, information and records except to the District or in strict compliance with the provisions of all California and Federal statutory laws and upon prior written notice to the District.

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. When Provider performs the criminal

background check, it shall immediately prevent any person representing the Provider who has been convicted of a violent or serious felony from accessing an District school or office site.

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, or other location as mutually agreed by both parties.

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 next section, Attorneys Fees, the cost of the mediator shall be borne equally by the parties.

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

Indemnification. To the fullest extent permitted by California law, Provider shall at its sole expense indemnify, protect, defend and hold harmless District, its officers, agents, employees, elected board members, and volunteers, and their officers, agents, employees, elected board members, and volunteers from and against any liability (including liability for claims, suits, actions, arbitration proceedings, administrative proceedings, regulatory proceedings, expenses or costs of any kind, whether actual, alleged or threatened, including attorneys' fees and costs, court costs, interest, defense costs, and expert witness fees) of any kind, nature, and description, including, but not limited to, personal injury, death, damage to real property, and damage to personal property, to the extent the liability arises out of or is in any way attributable to the performance of this Agreement by Provider, its Providers, or by any individual or entity for which Provider is legally liable, including but not limited to officers, agents, employees or sub¬contractors of Provider. The provisions of this indemnification do not apply to any damage or losses caused by the sole negligence or willful misconduct of District, its employees, officers and directors. Except as specifically provided in this Agreement, in no event shall Provider or its Providers be liable in contract or tort for any special, consequential, indirect, or incidental damages, including but not limited to lost profits, arising out of or in connection with this Agreement. Failure of District to monitor compliance with these requirements imposes no additional obligations on District and will in no way act as a waiver of any rights hereunder. This obligation to indemnify and defend District as set forth herein is binding on the successors and assigns of Provider and shall survive the termination of this Agreement.

District's Indemnity Obligation. To the fullest extent permitted by California law, District shall at its sole expense indemnify, protect, defend and hold harmless Provider and its Providers, and its officers directors, board of supervisors, employees, agents and volunteers from and against any liability (including liability for claims, suits, actions, arbitration proceedings, administrative proceedings, regulatory proceedings, expenses or costs of any kind, whether actual, alleged or threatened, including attorneys' fees and costs, court costs, interest, defense costs, and expert witness fees) of any kind, nature, and description, including, but not limited to, personal injury (including, but not limited to, injuries related to or derived from alleged sexual misconduct, sexual abuse, or molestation), death, damage to real property, and damage to personal property, to the extent the liability arises out of or is in any way attributable to the performance of this Agreement by District or that arises out of or is in any way directly attributable to the alleged existence of dangerous conditions on District real property while Services under this Agreement are being rendered. The provisions of this indemnification do not apply to any damages or losses caused by the sole negligence or willful misconduct of Provider, its Providers, its officials, employees, subcontractors, agents, or volunteers. Except as specifically provided in this Agreement, in no event shall District be liable in contract or tort for any special, consequential, indirect, or incidental damages, including but not limited to lost profits, arising out of or in connection with this Agreement. Failure of Provider to monitor compliance with these requirements imposes no additional obligations on Provider and will in no way act as a waiver of any rights hereunder. This obligation to indemnify and defend Provider, its Providers, employees, and agents as set forth here is binding on the successors and assigns of District and shall survive the termination of this Agreement. **210**

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. General Liability Insurance. Provider represents to District that Provider is legally self-insured for its general liability, property damage, and abuse and molestation risk for one million dollars ($1,000,000.00) per occurrence and two million dollars ($2,000,000.00) aggregate. Provider's self-insurance program shall protect against loss from liability imposed by law for damages to property or on account of bodily injury, including death therefrom, suffered or alleged to be suffered by any person or persons whomsoever, resulting directly or indirectly from any act or activities of the Provider or its Providers or any person acting for the Provider or under the Provider's control or direction. Such general liability, property damage, and abuse and molestation insurance shall be maintained in full force and effect during the entire term of this Agreement.

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:

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

c. Workers' Compensation Insurance. Provider is permissively self-insured for workers' compensation for its employees.

d. Errors and Omissions Insurance. Provider shall procure and maintain, during the term of this Agreement, professional liability/errors and omissions insurance covering its Providers in the following amounts:

Social Workers $1,000,000.00 each occurrence and $2,000,000.00 aggregate

e. Cyber Liability Insurance. Provider shall procure and maintain, during the term of this Agreement, Cyber Liability Insurance in the minimum amount of $5,000,000 per occurrence and $5,000,000 aggregate. Coverage shall be sufficiently broad to respond to the duties and obligations as undertaken by Provider in this Agreement and shall include, but not be limited to, claims involving invasion of privacy violations, information theft, damage to or destruction of electronic information, release of private information, alteration of electronic information, extortion and network security. The policy shall provide coverage for breach response costs as well as regulatory fine and penalties as well as credit monitoring expenses with limits sufficient to respond to these obligations.

f. Broader Coverage. If the Provider 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. Certificates of Insurance. Provider will provide to District annually a certificate of general liability insurance and professional liability insurance for its Providers. Certificates of such insurance shall be filed with District on or before commencement of Services under this Agreement.

h. District as Named as Additional Insured. Provider's and any and all of its Provider's commercial general liability insurance shall name District, and employees, officers, directors and superintendents as additional insureds, evidenced by an endorsement, or substantially equivalent document, to the policy.

i. Claims Made Insurance Policies. Insurance written on a "claims made" basis is to be renewed by Provider and its Providers 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 Provider for all claims made.

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

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	County of Ventura, Human Services Agency
Local Educational Agency	Provider
Attn: Jodi Nocero	Attn: Taryn Massey
1051 S A Street	855 Partridge Dr.
Street	Street
Oxnard, CA 93030	Ventura, CA 93003
City, State, Zip Code	City, State, Zip Code

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.

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.

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

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.

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.

IN WITNESS WHEREOF, the parties have executed this agreement as of the date first written above.

OXNARD SCHOOL DISTRICT	County of Ventura, Human Services Agency
Local Educational Agency	Provider
By:	
Signature	Signature
Melissa Reyes	
Name	Name
Director, Purchasing	
Title	Title
1051 S A Street	855 Partridge Dr.
Street Address	Street Address
Oxnard, CA 93030	Ventura, CA 93003
City, State, Zip Code	City, State, Zip Code
mvreyes@oxnardsd.org	
E-Mail Address	E-Mail Address
805/385-1501	
Telephone	Telephone

Exhibit A
Statement of Services

Description of Services:

Provide social workers to support the Healthy Start Program at designated school sites. Services will be focused on families in high-need communities identified through county data, with the goal of preventing child welfare involvement and improving student attendance, engagement, and behavior per attached Annual Cost Sheet and Exhibit A.

Schedule:

TBD

Exhibit B
Schedule of Fees

Fees:

Compensation for Services	$ 450,843.00
Actual and Necessary Travel Expenses	$ 0.00
Other Expenses	$ 0.00
Total Amount not to Exceed	$ 450,843.00
Deposit	$
Balance Due after Completion of Services	$

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

Payment Schedule:

Please send invoice to accountspayable@oxnardsd.org and a2serrato@oxnardsd.org.
Net 30 Terms.

Additional Costs or Expenses:

N/A

Oxnard School District/CFS Healthy Start Agreement 2026-27

School		Position		Annual Cost	1.00 FTE		50% CWS Match	50% OSD Cost
McKinna and Lopez	134939	CWSW - Stephanie Maldonado		$133,199	$133,199		$66,600	$66,600
McKinna and Lopez	117646	OA - Patricia Gonzalez		$108,800	$108,800		$54,400	$54,400
			Totals	$241,999	$241,999		$121,000	$121,000
PSSF (FTE (50% paid by PSSF and 50% split CWS/OSD)				**Annual Cost**	**1.00 FTE**	**50% PSSF**	**25% CWS Match**	**25% OSD Cost**
Cesar Chavez and Ramor	104279	CWSW - Leticia Magana		$180,443	$180,443	$90,222	$45,111	$45,111
Cesar Chavez and Ramor	117848	OA - Maricela Lopez		$128,282	$128,282	$64,141	$32,071	$32,071
			Totals	$308,725	$308,725	$154,363	$77,181	$77,181
				Annual Cost	**1.00 FTE**		**50% CWS Match**	**50% OSD Cost**
Frank and Rose Avenue	126139	CWSW - Monica Rodriguez		$146,333	$146,333		$73,167	$73,167
Frank and Rose Avenue	122747	OA - Elizabeth Romero		$108,800	$108,800		$54,400	$54,400
			Totals	$255,133	$255,133		$127,567	$127,567
				Annual Cost	**1.00 FTE**		**50% CWS Match**	**50% OSD Cost**
Kamala	134245	CWSW - Valerie Leon		$116,010	$116,010		$58,005	$58,005
Kamala	118368	OA - Luis Hernandez		$120,781	$120,781		$60,391	$60,391
			Totals	$236,791	$236,791		$118,396	$118,396

$1,042,648

Supplies for Youth	$4,000
Supplies for School Events	$2,700
Total Share of Cost OSD (does not include supervision, equipment, staff supplies, etc.)	**$450,843**

Difference from FY 2025-26 Contract	$504,340 **($53,497)**

Notes:
1-Project includes schools: McKinna/Frank and Rose Ave/Kamala: funded with costs shared FTE by OSD (50%) and CWS (50%) match funds, Cesar Chavez which has been funded with PSSF funds for 50% of FTE with the other 50% of FTE is shared between CWS Match Funding (25%) and OSD Cost (25%).
2-Assigned positions at each school include Child Welfare Social Worker (CWSW) and Case Aide (CA).
3-Annual cost is based on FY 2026-27 projected salaries and benefits (S&B) for the assigned staff.
4-FTE assigned calculated based on the available funding provided by OSD (same as for FY 26/27).

Weeks per year	52
Days paid per week	5
Days paid per year	260
% of FTE Available	100%
Days Available (paid)	185
Paid days include holidays, sick, vacation, training, LOA, etc.	

Contract Term Requested by OSD (_____)		
Jul		
Aug	14	
Sept	21	35
Oct	21	
Nov	15	
Dec	14	50
Jan	14	
Feb	18	
Mar	15	47
Apr	20	
May	20	
Jun	13	53
	185	
Less Days Available	-185	
Days Over Budget	0	

FY 26-27 Exhibit A (Scope of Services)

I. Provider will perform the following services under the captioned agreement:

Place Social Workers at Oxnard School District sites in communities that have been identified by Ventura County Human Services Agency consensus data as having the highest rates of referrals and cases for abuse and neglect. The programs that are being provided are preventative in nature and help support parents on issues relating to attendance and behavior. In addition, these social workers serve on the districts SARB board, supporting the entire district.

- Target population are families that have children at Healthy Start schools: Mckinna, Lopez, Ramona, Kamala, Chavez, Rose, and Frank. Schools included are in the 93030 and 93033 zip codes. Changes in designated school sites, or the addition of new school sites, may occur with mutual agreement by both parties. Any changes that impact the budget will require a contract amendment.
- Families can be referred through the School Attendance Review Board (SARB) or other Oxnard school district collaboration.
- Focus of services will be on preventative interventions to:
    - Prevent separation of children
    - Decrease time in care
    - Produce better outcomes for families
    - Provide a nontraditional response to concerns of abuse or neglect
- Preventive interventions include:
    - Family assessment/home visits
    - General parenting education
    - Basic life skills
    - Engaging support network
    - Educational advocacy
    - Support and service to migrating families
    - DEI/cultural responsiveness assessment
    - Collaborating with MICOP
    - Referrals to community resources
    - SARB services

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

- Provide quarterly statistical reports for each site identifying the nature of referrals
- Provide support and resource coordination to a minimum of 15 students/families per month
- Serve on the School Attendance Review Board (SARB) for the district
- Coordinate pre and post parent and teacher surveys that have been approved by the district

III. During the performance of the services, the Provider shall keep the District apprised of progress by submitting the status reports listed below in accordance with the specified schedule:

STATUS REPORT FOR ACTIVITY:	DUE DATE
Statistic reports on referrals for each site	Quarterly
Provide school site with identified students on each caseload	regularly
Provide feedback to SARB on cases assigned to them	Subsequent to SARB meetings
Social Worker will meet with principal and other school personnel as needed	Weekly
Director of pupil services will meet quarterly with the Healthy Start manager	Quarterly

IV. Provider will provide technology (computers. Monitors, printers, etc) ergonomic equipment (keyboards and ergonomic chairs), and small, portable furniture (bookshelves, filing cabinets etc) for Healthy Start staff.

V. The District will provide large furniture (desks, chairs, tables tec) as well as Internet access to Healthy Start staff.

VI. The scope of services, including services, work product and personnel are subject to change by mutual agreement. In the absence of a mutual agreement regarding the need to change any aspects of performance, provider shall comply with the scope of services as indicated above.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Aracely Fox **Date of Meeting:** June 17, 2026

Agenda Section: Section C: Support Services Agreement

Approval of Agreement #26-52 – Foundation for California Community Colleges/ California Afterschool Network (Fox/Shea)

The California Afterschool Network consultants will provide in-person and virtual professional development, coaching, and strategic planning support for Oxnard Scholars After School staff. Services will include three all-staff training courses, three leadership development sessions for Site Coordinators, and district planning meetings designed to strengthen program quality, leadership capacity, and continuous improvement efforts across the district.

Term of Agreement: July 1, 2026 through June 30, 2027

FISCAL IMPACT:
Not to Exceed $75,000.00 – Expanded Learning Opportunities Program Funds

RECOMMENDATION:
It is the recommendation of the Director, Enrichment & Specialized Programs, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #26-52 with Foundation for California Community Colleges/California Afterschool Network.

ADDITIONAL MATERIALS:

Attached: Agreement #26-52, Foundation for California Comm. Colleges (15 Pages)
Proposal (3 Pages)

SERVICES AGREEMENT

Requisition Number

Purchase Order Number

26-52

Contract Number

This Services Agreement (the "Agreement") is made and entered into this 17th day of June, 2026 by and between Oxnard School District (hereinafter referred to as "District") and Foundation for Calif. Comm. Colleges, (hereinafter referred to as "Provider.")

PROVIDER.

Foundation for Calif Comm Colleges	916-325-0854
Provider	Telephone Number
1102 Q Street, Ste #4800	
Street Address	Fax Number
Sacramento, CA 95811	jdavis@afterschoolnetwork.org
City, State, Zip code	E-mail Address
Tax Identification or Social Security Number	License Number (if applicable)

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

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

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

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

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

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

3. **NON-EXCLUSIVITY.**

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

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

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

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

5. **TIME OF PERFORMANCE**. The term of this Agreement shall commence on July 1, 20 26, and terminate on June 30, 20 27. 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	Foundation for Calif. Comm. Colleges
District	Provider
Attn: Dr. Ginger Shea	Attn: Jeff Davis
1051 South A Street	1102 Q Street, Ste #4800
Street	Street
Oxnard, CA 93030	Sacramento, CA 95811
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 thesubcontractor'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	Foundation for Calif. Comm. Colleges
District	Provider
By:	
Signature	Signature
Melissa Reyes	
Name	Name
Director, Purchasing	
Title	Title

STATEMENT OF WORK

DESCRIPTION OF WORK:

Provide in-person and virtual professional development, coaching, and strategic planning support for Oxnard Scholars After School staff. Services will include three all-staff trainings, three leadership development sessions for Site Coordinators, and district planning meetings designed to strengthen program quality, leadership capacity, and continuous improvement efforts across the district.

WORK SCHEDULE:

TBD

SCHEDULE OF FEES

FEES:

Compensation for Services	$ 75,000.00
Actual and Necessary Travel Expenses	$ _____
Other Expenses	$ _____
Total Amount not to Exceed	$ 75,000.00
Deposit	$ _____
Balance Due after Completion of Services	$ _____

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

PAYMENT SCHEDULE:

Invoices to be submitted monthly to gshea@oxnardsd.org, and accountspayable@oxnardsd.org.

Net 30 terms.

ADDITIONAL COSTS OF EXPENSES:

N/A

EXHIBIT C
REQUIRED CERTIFICATIONS

Services Agreement Dated: June 17 **, 20**26

Provider: Foundation for Calif. Comm. Colleges

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

The California AfterSchool Network is one of the Technical Assistance providers for the California Department of Education's System of Support for Expanded Learning. The organization has co-created a Technical Assistance and Professional Development strategy that uses influences from CAN's Network Principles and ASAPconnect's Quality Technical Assistance Framework with a lens of justice to support the growth and development of LEAs and organizations to redesign the systems and structures that benefit children, youth, and the adults that staff those organizations.

CAN Network Principles

- ➔ Mission NOT organization
- ➔ Humility NOT Brand
- ➔ Constellation NOT Stars
- ➔ Trust NOT Control

ASAPConnect Guiding TA Principles	TA Strategies for this Collaboration
1. Be Driven by Program Outcomes	★ Training
2. Promote the Transfer of Learning	★ Coaching
3. Focus on Developing Leadership	★ Consulting
4. Promote Alignment with the School Day	★ Brokering of Resources
5. Be Inclusive	★ Network/Partnership Development

PURPOSE

Participants will continue to build their capacity to ensure that all students and staff experience success in the Oxnard Scholars After School (including all state, federal, and grant-funded programs) programs. Participants will understand that creating an equitable and just program culture for everyone is a long-term commitment and ever-evolving.

OUTCOMES

- Continue to build the capacity of the Site Coordinators' personal mastery through social awareness and responsible decision-making.
- Build staff capacity in various areas i.e. Continuous Quality Improvement, student and staff engagement, 21st Century Skills, English Learner supports, anchored in the California Expanded Learning Quality Standards.
- Document district and site-level recruitment, retention, and professional development strategies to support program sustainability and expansion while maintaining the quality of the programs.
- Identify and practice explicit partnership development across all interest holders

Contact Person/Information:

Dr. Ginger Shea, Director Enrichment & Special Programs

PROGRAM CAPACITY-BUILDING FRAMEWORKS

Youth Development, SEL Framework, Healing-Centered Engagement

SUMMARY

Program-wide Conference: 3 days of All Staff PD support work to build the foundational knowledge and expectations across the programs and for all site-based staff, from all partner organizations. CAN will provide anywhere from 3-6 team members to facilitate individual sessions, large group activities, and/or conference opening and closing sessions.

- 21st Century Skill Building - understanding what they are and how to integrate them into the program
- Project-Based Learning - across grades and subjects
- STEAM opportunities
- Physical Health and Wellness activities
- CQI and the Quality Standards as a Driver for Quality
- Session Design and Project-Based Learning
- Youth Development 101
- Program Climate and SEL: Self Awareness/Self Mastery/Relationship Building/Social Awareness/Responsible Decision-Making

Site Coordinator Capacity-Building - SEL and Personal Mastery: Discernment, Decision-Making, and Team-Building: This consists of **3** sessions for Site Coordinators. The sessions can be stand-alone meetings with District only or City and District Site Coordinators. The sessions can be in-person and/or virtual and will explore shifting daily practices as programs evolve throughout the school year to a 1 Site Lead model beginning in the 2027-28 school year. Topics can include, but are not limited to

- Compassionate Communications
- CQI and the Quality Standards to support staff development and program management
- Workload, Pacing, and Accountability
- Discernment in Decision-Making, Leadership 101

BUDGET

Supplies and Materials

- 2-6 Consultants (depending on the activity)
- 3 All Staff PD Days - design, development, implementation, and reflection
- 4 Planning and Design Sessions
- 3 Site Coordinator Sessions
- Consensus Workshop for Year-End Reflection

TOTAL $75,000

SCHEDULE and STAFFING

- 3 All Staff PD Workshop - Topics TBD
    - Early Fall 2026
    - Late Fall 2026
    - Spring 2027

- 3 Site Coordinator Sessions (Dates TBD)
    - August/September 2026 - Goal Setting for the year - CQI cycle to create program rigor and routine 30-day plan
    - November 2026 - Reflection and Lessons Learned - Next CQI cycle - 60-day plan
    - Spring 2027 - Reflection - Lessons learned to date, planning their session for the April All Staff

- 3 Planning and Design Sessions with District Team
    - 07/2026 - Planning for August All Staff session
    - 09/2026 - Planning for October All Staff session (including team building, partner touchpoint, and SC check-in)
    - Spring 2027
    - End of Year Reflection and Consensus Workshop

- Consultants (depending on the activity)
    - Tiffany Gipson, Director Equity and Quality
    - Troy Selvey, Manager Equity and Quality
    - Lupita Perez, Senior Specialist, Equity and Quality
    - Bill Fennessy, Senior Specialist, Equity and Quality
    - Peter Alton, Specialist, Equity and Quality
    - Crystal Jo Blanchard, Specialist, Equity and Quality
    - ASAPconnect Staff, if and when needed

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Aracely Fox **Date of Meeting:** June 17, 2026

Agenda Section: Section C: Academic Agreement

Approval of Agreement #26-53, Ehecatl Wind Philosophy, LLC. (Fox)

Ehecatl Wind Philosophy (EWP) will provide an eight-day Ethnic Studies Foundations Professional Learning Series for teachers, instructional leaders, and support staff throughout the Oxnard School District during the 2026–2027 school year. The series will be delivered through eight full-day, in-person professional learning sessions focused on building participants' understanding and implementation of Ethnic Studies principles and practices.

The professional learning series will focus on developing participants' understanding of Ethnic Studies frameworks, culturally and linguistically sustaining instructional practices, restorative and healing-centered pedagogy, identity-centered learning, and civic engagement. Participants will receive comprehensive instructional resources, ongoing coaching and partnership support, and access to EWP's Digital Ethnic Studies Toolkit to support implementation and continuous learning throughout the school year.

Terms of Agreement: July 1, 2026 through June 30, 2027

FISCAL IMPACT:
$45,000.00 – LCFF

RECOMMENDATION:
It is the recommendation of the Assistant Superintendent, Educational Services that the Board of Trustees approve Agreement #26-53 with Ehecatl Wind Philosophy, LLC.

ADDITIONAL MATERIALS:

Attached: Agreement #26-53, Ehecatl Wind Philosophy, LLC. (4 Pages)
Proposal (10 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

26-53

Contract Number

This Services Agreement (the "Agreement") is made and entered into June 17, 2026 by and between the OXNARD SCHOOL DISTRICT (the "Local Educational Agency" or District") and Ehecatl Wind Philosophy, LLC., (hereinafter referred to as "Provider"). District and Provider may be referred to herein individually as a "Party" and collectively as the "Parties."

Ehecatl Wind Philosophy, LLC.	562-656-2746
Provider	Telephone Number
4543 Los Toros Avenue	ehecatlwindphilosophies@gmail.com
Street Address	E-mail Address
Pico Rivera, CA 90660	
City, State, Zip code	Tax Identification or Social Security Number

Services

Provide an eight-day Ethnic Studies Foundations professional learning series for teachers, instructional leaders, and support staff throughout the Oxnard School District.

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

July 1, 2026 - June 30, 2027	8 Days (6 hrs/day)	TBD
Date(s) of Service	Hour(s) of Service	Location

Fees

Compensation for Services	$ 45,000.00
Other Ancillary Cost, as applicable	$
Total not to Exceed	$ 45,000.00

☑ W-9 received

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

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

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

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

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

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

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

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

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

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

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

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

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

Date checked by school official: _____initials: _____

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Acknowledgement and Agreement

I have read this Agreement and agree to its terms

Provider Authorized Signer	Signature	Date

Oxnard School District

Melissa Reyes		
Director, Purchasing	Signature	Date

Oxnard School District

Ethnic Studies Capacity-Building & Curriculum Development

Dr. Veronica X. Valadez (Ed.D.), Co-Founder, Ehecatl Wind Philosophy (EWP)
Dr. Gabriel A. Orosco (Ed.D.), Co-Founder, Ehecatl Wind Philosophy (EWP)

About Ehecatl Wind Philosophy (EWP)

Ehecatl Wind Philosophy (EWP) is an Ethnic Studies professional learning and curriculum design consultation agency committed to strengthening culturally rooted, humanizing, and justice-centered instruction. With over 50 years of combined experience in educational settings, EWP supports school districts, county offices of education, and institutions of higher education in building educators' capacity to implement Ethnic Studies with fidelity, depth, and sustainability—centering student identity, critical consciousness, healing-centered practices, and civic agency.

EWP's work is grounded in:

- Transformative Ethnic Studies, Humanizing, and Restorative Frameworks
- Community Cultural Wealth
- Trauma & Healing-informed SEL and restorative practices
- Humanizing and Indigenous epistemologies
- Research-based approaches to increasing teacher efficacy and student achievement

Our work equips educators to:

- Teach in culturally and community-responsive ways
- Facilitate courageous conversations about race, power, privilege, and identity
- Build restorative, relationship-centered learning environments
- Design instruction that increases engagement, belonging, and academic achievement

Through sustained professional learning, curriculum development, and coaching, EWP partners with educational systems to strengthen **core instruction**, improve **school climate**, and enhance **student engagement, belonging, and academic outcomes**, particularly for historically marginalized communities.

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Statement of Purpose

Ethnic Studies is a powerful instructional and equity strategy that helps students understand identity, history, power, and community while developing critical thinking, literacy, and civic engagement skills. When implemented with fidelity, Ethnic Studies contributes to improved academic achievement, transformative social-emotional learning, and a sense of belonging for students. However, the successful implementation of Ethnic Studies requires more than merely adopting the curriculum.

Educators need:

- High-quality professional learning
- Clear instructional frameworks
- Curriculum development support
- Leadership alignment
- Ongoing coaching and expert support during implementation

This proposal supports Oxnard School District's commitment to inspiring and empowering multilingual global citizens by advancing culturally and linguistically sustaining instruction, strengthening school climate, and building educator capacity to nurture students' identities, agency, and academic excellence through equity-driven, community-connected learning.

Ethnic Studies Foundational Professional Learning Series

Service Overview

Ehecatl Wind Philosophy (EWP) proposes an **8-Day Ethnic Studies Foundational Professional Learning Series** designed to build educator capacity, shared vision, and instructional confidence for justice-centered, culturally and linguistically sustaining teaching.

This series is a standalone, high-impact learning experience that strengthens core instruction while nurturing student identity, agency, and belonging—fully aligned with theOxnard School District's mission to **ignite learning, transform practice, nurture whole-child development, and embrace equity-driven approaches**.

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The foundational series establishes a common language, pedagogical grounding, and practical tools for educators to implement Ethnic Studies with clarity, care, and fidelity across grade levels and content areas.

Program Snapshot

Timeline: Up to 1 Year
Duration: 8 Full Days
Cost: $45,000

Program Description

The **8-Day Ethnic Studies Foundational Series** is a coherent learning journey that moves educators from foundational understanding to confident classroom implementation. Sessions integrate **theory, pedagogy, reflection, and applied practice**, grounded in:

- The California Ethnic Studies Model Curriculum
- Ethnic Studies Frameworks, Paradigms, and Pedagogy
- Oxnard School District's Strategic Plan
- Community-connected, healing-centered instructional practices

This series is designed for **teachers, instructional leaders, and support staff** to ensure coherence across classrooms, school sites, and systems.

Participants who complete this series receive a **Certificate of Completion** and full access to **EWP's Digital Ethnic Studies Toolkit**.

Services Included

The 8-Day Ethnic Studies Foundational Professional Learning Series is designed to build educator capacity from foundational understanding to confident, justice-centered implementation. This foundational tier establishes a shared language, vision, and pedagogical grounding for educators (including all grade-levels and content-area teachers) engaged in Ethnic Studies implementation.

- Facilitation of **8 full-day professional learning sessions**
- Planning aligned to Oxnard's **multilingual, culturally sustaining priorities**
- Integration of EWP's **8Rs Humanizing & Restorative Framework**
- Interactive learning experiences:

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- ❖ Dialogic protocols
- ❖ Identity-centered reflection
- ❖ Applied instructional planning

- Ongoing communication and partnership support throughout the series
- **Digital Ethnic Studies Toolkit**, including:
  - ❖ Frameworks and guiding principles
  - ❖ Classroom strategies and facilitation tools
  - ❖ Protocols for courageous conversations
  - ❖ Sample lesson structures and planning resources

Learning Progression Includes

- **Foundations & Frameworks:** Ethnic Studies purpose, paradigms, fidelity, and sustainability
- **Identity, Power & Systems:** Positionality, implicit bias, race, power, and systems of oppression
- **Healing-Centered & Humanizing Pedagogy:** Trauma-informed practices, Community Cultural Wealth, SEL, and restorative approaches
- **Dialogic & Courageous Classrooms:** Facilitating difficult conversations with care, clarity, and confidence
- **Artivism & Civic Engagement:** Leveraging cultural arts, local histories, and community knowledge to support student agency

Key Outcomes

Participants will:

- Develop a shared understanding of Ethnic Studies' purpose & practice
- Build confidence by engaging in justice-centered and culturally responsive content
- Create inclusive, identity-affirming learning environments
- Strengthen instructional coherence across roles and sites
- Increase teacher efficacy and readiness to implement Ethnic Studies with fidelity

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Deliverables

- Certificate of Completion for all participants who attend at least 6 of the 8 sessions
- Access to EWP's Digital Ethnic Studies Toolkit (frameworks, protocols, classroom strategies)
- Shared Ethnic Studies language and pedagogical grounding across participating educators

Alignment with Oxnard Empowers Strategic Goals

This 8-Day Ethnic Studies Foundational Professional Learning Series directly advances Oxnard School District's strategic priorities by strengthening **student academic engagement and achievement** through culturally and linguistically sustaining instructional practices that increase relevance, rigor, and student voice. The series supports **safe, affirming, and enriched learning environments** by centering identity, belonging, and healing-centered pedagogy that nurtures students' social-emotional well-being. Through targeted professional learning, the series provides **guidance and instructional support to educators and school sites**, building capacity to foster critical thinking, agency, and multilingual excellence. The community-connected focus of Ethnic Studies reinforces **family and community alliances** by honoring local histories, cultural knowledge, and shared responsibility for student success. Finally, the series contributes to **transformational leadership and infrastructure** by establishing a shared pedagogical framework, common language, and sustainable practices that align values with action across classrooms and systems.

A Sustainable Investment in Transformative Teaching & Learning

This partnership represents an intentional investment in educator capacity, instructional coherence, and student success, rather than a one-time professional development experience. The 8-Day Ethnic Studies Foundational Series is designed to establish shared language, deepen instructional practice, and strengthen culturally responsive, justice-centered teaching aligned with Oxnard School District's mission to ignite learning, nurture whole-child development, and empower multilingual global citizens.

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Expert-Led, Dual-Facilitator Model

This series is co-facilitated by **two senior Ethnic Studies scholar-practitioners**:

- **Dra. Veronica X. Valadez, Ed.D.** – Ethnic Studies educator and curriculum designer specializing in humanizing pedagogy, culturally responsive instruction, and district-wide implementation.

- **Dr. Gabriel A. Orosco, Ed.D.** – Ethnic Studies scholar, Special Education practitioner, and researcher specializing in teacher efficacy, instructional transformation, and measurable student achievement outcomes

This co-facilitation model allows for:

- Deep pedagogical and content expertise
- Responsive facilitation grounded in educator realities
- Modeling of collaborative, dialogic, and culturally sustaining instructional practices

Comprehensive Partnership & Deliverables

The 8-Day Foundational Series includes:

- Customized planning aligned to Oxnard School District's vision, mission, and strategic goals
- Full facilitation of eight full-day professional learning sessions
- Ongoing communication and partnership support throughout the series
- All instructional materials and participant resources
- EWP's Digital Ethnic Studies Toolkit

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Research-Based Impact

Research conducted by Dr. Gabriel Orosco on EWP's professional development training series demonstrates that educators who participate in sustained, specialized Ethnic Studies professional learning experience increased teacher efficacy, with corresponding gains in student engagement and achievement—particularly among Title I students and experienced educators. These findings affirm that investing in educator learning strengthens core instruction, improves school climate, and supports equitable outcomes for students. These outcomes underscore the importance of **sustained, high-quality professional learning** for achieving equity-driven instructional transformation.

Impact of Specialized Ethnic Studies Training
High Achievement - % of grades B or Above

Demographic	Untrained Teachers	Trained Teachers	Difference
All Ethnic Studies Students	46.9%	58.1%	+11.2%
Title 1 Students Impacted	44.2%	56.7%	+12.5%
White Teachers	37.5%	75%	+12.5%
Male Teachers	48%	56.4%	+8.4%
Female Teachers	45.8%	61.6%	+15.8%
Experienced Teachers	35.6%	59.1%	+23.5%
Course Grade Average (GPA for ES courses)	2.29	2.60	+0.31

This proposal and all parts thereof are the intellectual property of EWP, LLC and may not be reproduced or used without the expressed written consent of Ehecatl Wind Philosophy, LLC.

Financial Summary

The investment outlined below supports the delivery of a comprehensive 8-Day Ethnic Studies Foundational Professional Learning Series designed to build educator capacity, strengthen culturally responsive instruction, and advance Oxnard School District's strategic goals. This investment includes customized planning, facilitation by two senior Ethnic Studies experts, instructional materials, digital resources, travel (when applicable), and ongoing partnership support throughout the series.

Scope of Work	*Total Investment
8-Day Ethnic Studies Foundational Professional Development Series (6 hours/day)	$45,000

**EWP will invoice monthly.*

Professional Integrity & Intellectual Property

This professional development series is designed and facilitated by Dra. Veronica X. Valadez and Dr. Gabriel A. Orosco, co-founders of Ehecatl Wind Philosophy, LLC, tailored to the unique needs of participating districts and county offices through collaborative planning and consultation.

All frameworks, materials, toolkits, curriculum resources, and facilitation models developed and delivered by Ehecatl Wind Philosophy, including the 8Rs Humanizing & Restorative Framework, are the intellectual property of Ehecatl Wind Philosophy, LLC. These materials are intended for use within the scope of this partnership and may not be reproduced, redistributed, or adapted beyond the agreed-upon services without written consent.

Ehecatl Wind Philosophy remains committed to partnering with districts and county offices to ensure fidelity, sustainability, and meaningful impact while maintaining the integrity of its research-based, practice-tested methodologies.

Gabriel A. Orosco 2/3/2026

Dr. Gabriel A. Orosco Date
CEO & Co-Founder, Ehecatl Wind Philosophy

Veronica Valadez 2/3/2026

Dra. Verónica X. Valadez Date
President & Co-Founder, Ehecatl Wind Philosophy

This proposal and all parts thereof are the intellectual property of EWP, LLC and may not be reproduced or used without the expressed written consent of Ehecatl Wind Philosophy, LLC.

References:

Jenay Enna, *Assistant Superintendent of Educational Services*, *Oak Grove School District,* San Jose, CA 408-227-8300 jenna@ogsd.net

Dr. Leilah Kirkendoll, *Interim Senior Director, Juvenile Court and Community Schools (JCCS),* San Diego County Office of Education, San Diego, CA 858-290-5662 lkirkendoll@sdjccs.net

Alma C. Canal, *Director of Student Achievement, Baldwin Park Unified School District,* Baldwin Park, Los Angeles, CA 626-962-3311 ACCanal097@bpusd.net

Teri Dudley, *Coordinator of Educational Services, Norco-Corona Unified School District,* Corona, Ca (951)736-5135 ext. 15196 tdudley@cnusd.k12.ca.us

Joanna Oceguera, *Induction Specialist, CPS New Teacher Induction and Mentoring*, Chicago Public Schools, Chicago, IL 773-553-4748 JMOceguera1@cps.edu

Dr. Peter Flores, *Director of Student Services, Santa Maria Joint Union High School District,* Santa Maria, CA 805-363-3558 pflores@praxisleadequity.com

This proposal and all parts thereof are the intellectual property of EWP, LLC and may not be reproduced or used without the expressed written consent of Ehecatl Wind Philosophy, LLC.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** June 17, 2026

Agenda Section: Section C: Special Education Agreement

Approval of Agreement #26-54 – IXL Learning (DeGenna/Jefferson)

IXL Learning will provide professional development training for Special Education teachers in the Oxnard School District focused on the effective implementation of IXL Math within special education settings. The training will move beyond individualized student practice and emphasize instructional strategies for integrating IXL Math into both small-group and whole-group instruction. Participants will learn how to address the diverse academic, learning, and processing needs of students with disabilities by adapting IXL tools and lessons to increase accessibility, engagement, and differentiated instruction. Additionally, educators will explore strategies for leveraging IXL to support inclusive instructional practices and improve student outcomes across a variety of learning environments.

Term of Agreement: July 1, 2026 through June 30, 2027

FISCAL IMPACT:
$7,600.00 – Special Education Funds

RECOMMENDATION:
It is the recommendation of the Director, Special Education, and the Superintendent, that the Board of Trustees approve Agreement #26-54 with IXL Learning.

ADDITIONAL MATERIALS:

Attached: Agreement #26-54, IXL Learning (4 Pages)
Quote (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

26-54
Contract Number

This Services Agreement (the "Agreement") is made and entered into June 17, 2026 by and between the OXNARD SCHOOL DISTRICT (the "Local Educational Agency" or District") and IXL Learning, (hereinafter referred to as "Provider"). District and Provider may be referred to herein individually as a "Party" and collectively as the "Parties."

IXL Learning Provider	650-372-4301 Telephone Number
777 Mariners Islands Blvd., Suite 600 Street Address	orders@ixl.com E-mail Address
San Mateo, CA 94404 City, State, Zip code	 Tax Identification or Social Security Number

Services

Provide professional development for Special Education teachers on the effective use of IXL Math within special education settings.
Description of Services (if more space is needed, attach pages labeled as ATTACHMENT A, which is incorporated herein in full)

July 1, 2026 through June 30, 2027 Date(s) of Service	Per Quote #1631780-1 Hour(s) of Service	TBD Location

Fees

Compensation for Services	$ 7,600.00
Other Ancillary Cost, as applicable	$ 0.00
Total not to Exceed	$ 7,600.00

☑ W-9 received

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

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

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

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

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

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

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

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

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

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

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

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

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

Date checked by school official: _____initials: _____

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Acknowledgement and Agreement

I have read this Agreement and agree to its terms

Provider Authorized Signer	Signature	Date

Oxnard School District

Melissa Reyes		
Director, Purchasing	Signature	Date

QUOTE

IXL Learning
777 Mariners Island Blvd., Suite 600
San Mateo, CA 94404

QUOTE # 1631780-1
DATE: MAY 21, 2026

TO:
Dr. Aracely Fox
Oxnard School District
1051 S A ST
OXNARD, CA 93030

COMMENTS OR SPECIAL INSTRUCTIONS

Purchases of professional learning expire after one year.

Includes: One full-day, in-person session,
Two, 2-hour, in-person sessions,
and Two 60-minute virtual PD sessions

SALESPERSON	TERMS	ACCOUNT #	QUOTE VALID UNTIL
Parisa Moradi		A22-3706851	August 1, 2026

SERVICES	QUANTITY	LIST UNIT PRICE	NET PRICE
School Success Package	1	$4,500.00	$4,500.00
Flex On-site initial session	1	$2,600.00	$2,600.00
Flex On-site extra session	1	$500.00	$500.00
		Total Price	$7,600.00

TOTALS	
Total Services List Price	$7,600.00
Grand Total	$7,600.00

Ordering instructions

We accept payment by purchase order, check, or credit card. To submit a purchase order for this quote, click here or go to https://www.ixl.com/po-upload and enter quote # 1631780-1. Paying over $5,000 via credit card will result in a 3% fee. For international accounts, we can accept wire transfers for an additional fee.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** June 17, 2026

Agenda Section: Section C: Special Education Agreement

Approval of Agreement #26-55, Read Naturally, Inc. (DeGenna/Jefferson)

Read Naturally Live will provide professional development for Special Education teachers in the Oxnard School District focused on the effective implementation of the Read Naturally Live curriculum within special education settings. This training will extend beyond independent student use of the program and emphasize instructional strategies for integrating Read Naturally Live into both small-group and whole-group literacy instruction.

Participants will learn how to use the curriculum to support the development of reading fluency, comprehension, vocabulary, and overall literacy achievement while aligning instruction to the diverse needs of students receiving special education services. The training will address common learning challenges found in special education classrooms, including language development needs, processing differences, attention and executive functioning challenges, and varying levels of reading proficiency.

Teachers will explore strategies for leveraging Read Naturally Live data to monitor student progress, inform instructional decisions, and provide targeted interventions. Emphasis will also be placed on increasing student engagement, improving accessibility, differentiating instruction, and implementing evidence-based practices that support inclusive learning environments. By the conclusion of the training, educators will be equipped with practical tools and instructional approaches to maximize the impact of Read Naturally Live and support improved reading outcomes for all students.

Date of Services: November 5, 2026

FISCAL IMPACT:
$3,650.00 - Special Education Funds

RECOMMENDATION:
It is the recommendation of the Director, Special Education, and the Superintendent that the Board of Trustees approve Agreement #26-55 with Read Naturally, Inc.

ADDITIONAL MATERIALS:

Attached: Agreement #26-55, Read Naturally, 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

26-55

Contract Number

This Services Agreement (the "Agreement") is made and entered into June 17, 2026 by and between the OXNARD SCHOOL DISTRICT (the "Local Educational Agency" or District") and Read Naturally, Inc., (hereinafter referred to as "Provider"). District and Provider may be referred to herein individually as a "Party" and collectively as the "Parties."

Read Naturally, Inc.	800-788-4085
Provider	Telephone Number
1284 Corporate Center Dr., Ste #600	customerservice@readnaturally.com
Street Address	E-mail Address
St. Paul, MN. 55121	
City, State, Zip code	Tax Identification or Social Security Number

Services

Provide professional development training on Read Live Naturally, a reading intervention program, to the Special Education Teachers in the Oxnard School District.

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

November 5, 2026	8:00 am - 3:30 pm	TBD
Date(s) of Service	Hour(s) of Service	Location

Fees

Compensation for Services	$ 3,650.00
Other Ancillary Cost, as applicable	$ 0.00
Total not to Exceed	$ 3,650.00

☑ 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

1284 Corporate Center Dr, Ste 600
Saint Paul, MN 55121-1279
phone: 800.788.4085 651.452.4085
website: www.readnaturally.com

Quote No: Q241127
Quote Date: 5/26/2026
Quote Expires: 6/26/2026

QUOTATION

PO #

Bill to: OXNARD SCHOOL DISTRICT
Erin Smith
1051 SOUTH A ST
OXNARD, CA 93030-7442

PO #

Ship to: OXNARD SCHOOL DISTRICT
Erin Smith
1051 SOUTH A ST
OXNARD, CA 93030-7442

QUANTITY	ITEM NO.	DESCRIPTION	UNIT PRICE	AMOUNT
1	PD200	Read Live Hands-on District Seminar - Full Day on 11/5/2026 FROM 8:00AM - 3:30PM PST	2,900.00	2,900.00
1	PD900	Travel Expenses *Not To Exceed $750.00*	750.00	750.00

SUBTOTAL:	$3,650.00
SHIPPING:	$0.00
SALES TAX:	$0.00
ORDER TOTAL:	**$3,650.00**

ORDER NOTES

Kristi Vincent

****IMPORTANT INVOICE INFORMATION****
Upon order placement, invoice will be sent by Email (accountspayable@oxnardsd.org). Please let us know if you have a different delivery preference.

ORDER OPTIONS

Purchase Order:
- Email: customerservice@readnaturally.com
- Mail: 1284 Corporate Center Dr. #600 Saint Paul, MN 55121

Credit Card:
- Phone: 800.788.4085 option 2
- Online: www.readnaturally.com/make-payment and follow on-screen prompts

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** June 17, 2026

Agenda Section: Section C: Special Education Agreement

Approval of Agreement #26-56 - Ventura County Office of Education/SELPA – Orientation and Mobility Specialist Services (DeGenna/Jefferson)

Ventura County Office of Education (VCOE) will provide SELPA Orientation & Mobility (O&M) Specialist services to support Special Education students in the Oxnard School District. These services will be offered as a 10- to 11-month program, starting with the Extended School Year (ESY) in July and continuing through the end of the school year in June.

Orientation & Mobility (O&M) Specialists, who are certified employees of VCOE, play a crucial role in assisting students with visual impairments to develop the skills necessary for independent navigation and spatial awareness. Their work is essential in ensuring that students can fully participate in their educational environments. The specialists will conduct thorough assessments to evaluate each student's specific mobility and orientation needs and provide consultations with classroom staff to ensure they are equipped to support the student's mobility and spatial awareness. They will also deliver direct O&M services tailored to each student's Individualized Education Program (IEP). Additionally, the specialists will participate in IEP meetings to share updates on the student's progress, adjust goals as needed, and recommend further support strategies.

Term of Agreement: July 1, 2026 through June 30, 2027

FISCAL IMPACT:
Not to exceed $70,000.00 - Special Education Funds

RECOMMENDATION:
It is the recommendation of the Director, Special Education, and the Superintendent that the Board of Trustees approve Agreement #26-56 with Ventura County Office of Education - Orientation and Mobility Specialist Services.

ADDITIONAL MATERIALS:

Attached: Agreement #26-56, VCOE SELPA - Special Orientation & Mobility Specialist Services (3 Pages)

OSD AGREEMENT #26-56

Service: O&M
Contract#: SELPA27-008

INTER-DISTRICT SERVICES AGREEMENT

This Services Agreement (the "Agreement") is made and entered into 3/13/26 (Date) by and between Oxnard Elementary School District (District or Charter School) (hereinafter referred to as "Local Educational Agency" or "LEA") and Ventura County Office of Education (hereinafter referred to as "VCOE"). VCOE and LEA may be referred to herein individually as a "Party" and collectively as the "Parties."

Oxnard Elementary School District	Danielle Jefferson
LEA	Contact Name
1051 South A St.	805-385-1501
Street Address	Contact Telephone Number
Oxnard, CA 93030	djefferson@oxnardsd.org
City, State, Zip code	Contact E-mail Address

Services. Services will be provided as described on the "Statement of Work" (the "Work" or "Service") attached hereto and incorporated herein by this reference. The Statement of Work shall contain a timetable for completion of the Work or if the Work is ongoing service, the Statement of Work shall set forth the mutually agreed schedule for providing such services.

Payment. All payments will be made after receipt of invoice, net 30 days.

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

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

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

Termination or Amendment. This Agreement may be amended in writing by mutual written consent if VCOE has other work for the VCOE employee and may be terminated for any reason by giving written notice to VCOE by January 31st, to be effective the following fiscal year.

Compliance with Laws. VCOE hereby agrees that VCOE, officers, agents, employees, and subcontractors of VCOE shall obey all local, state, and federal laws and regulations in the performance of this Agreement.

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

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

Fingerprinting. VCOE shall ensure that VCOE and any employee who interacts with students, outside of the immediate supervision and control of the student's parent or guardian or a school employee, has a current valid criminal records summary as described in California *Education Code* section 44237. When VCOE performs the criminal background check, it shall immediately provide any subsequent arrest and conviction information it receives to any local educational agency that it is contracting with pursuant to the subsequent arrest service.

Tuberculosis. VCOE shall ensure that any employee who interacts with students has submitted to VCOE a tuberculosis risk assessment or has been examined to determine that he or she is free of infectious tuberculosis.

Indemnification.

a. If VCOE and LEA each participate in the VCSSFA, each party therefore collectively indemnifies and defends the other for general liability coverage under the VCSSFA self-insurance program.

b. VCOE will indemnify LEAs not participating in the VCSSFA as follows: VCOE shall defend, indemnify and hold LEA and its governing board, officials, administrators, managers, employees and agents, harmless from and against any and all liability, loss, expense, reasonable attorneys' fees, or claims for injury or damages arising out of the performance of this Agreement, but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of VCOE, its officials, administrators, managers, employees or agents.

c. LEA not participating in VCSSFA will indemnify VCOE as follows: LEA shall defend, indemnify and hold VCOE, its governing board, officials, administrators, managers, employees and agents, harmless from and against any and all liability, loss, expense, reasonable attorneys' fees, or claims for injury or damage arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of LEA, its governing board, officials, administrators, managers, employees or agents

Insurance.

a. If VCOE and LEA participate in the VCSSFA, each party therefore collectively self-insure for general liability and property coverage, or have been afforded coverage as Additional Covered Parties, under the VCSSFA self-insurance programs. VCOE also self-insures for workers' compensation coverage.

b. LEAs not participating in the VCSSFA must maintain coverages commensurate with its operations and activities.

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

Acknowledgment and Agreement

I have read this Agreement and agree to its terms

Regina Reed	Regina Reed	3/16/24
VCOE Department Administrator	VCOE Signature	Date
Lisa Cline	Lisa Cline	3-18-24
VCOE Executive Director Internal Business Services	VCOE Signature	Date

Local Educational Agency Approval

LEA Business Office Administrator	Signature	Date
LEA Special Education Administrator	Signature	Date

STATEMENT OF WORK

Term (required). The term of this Agreement shall commence on 7/1/26 and terminate on 6/30/27. The parties may agree to annual extensions after expiration of the initial term.

Fees (required).

Estimated Compensation or Cost for Services based on Estimated Hours/Week: 12	$ 70,000.00
Other Ancillary Cost or fees, as applicable	$
Total Estimate. Final bill will be based on actual expenses.	$ 70,000.00

DESCRIPTION OF WORK (required):

SELPA Orientation & Mobility Specialists are certificated employees of the Ventura County Office of Education (VCOE). These SELPA specialists conduct assessments, provide classroom consultations, provide direct services and attend IEP meetings. In order to provide these services they drive from site to site. These are 10/11-month programs that begin on the first day of school and conclude at the end of ESY.

*Part C - (0-2 year olds)
- Direct services to infants and toddlers with solely low incidence disabilities
- Consultation to other eligible infants and toddlers

Part B services are provided for students ages 3-22 as needed to participating districts and billed based on a proportionate share of use. This estimate is based on the known services and costs as of March 2026. Should the LEA request additional assessments, IEP Meetings, LEA Meetings, etc., the actual costs will increase.

The cost is billed quarterly and covers salary, benefits, mileage, cell phone, equipment, staff development, driving time and indirect costs. Curricular supplies needed for a specific class or student must be funded by the district. Low incidence funds may be used, if applicable.

Please advise your business office that the Ventura County Office of Education will be billing for Orientation & Mobility services provided by Ventura County SELPA for the 2026-27 school year. The estimated amounts is noted above. The final amount could change slightly based on students enrolling/leaving or changes in IEP services. The final bill will come after the close of the school year, before the 2026-27 financial books are closed.

*The Part C services are paid for by our Early Start Grant, to our four participating Infant districts. If you have a student in one of the provider district's Early Start Program, services will be provided at no cost to your district.

WORK SCHEDULE (if applicable):

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

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

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

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

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Aracely Fox **Date of Meeting:** June 17, 2026

Agenda Section: Section C: Enrichment Agreement

Approval of Agreement #26-58 – Mindset Academy by SWEAT III (Fox/De Los Santos)

Mindset Academy by SWEAT III will deliver workshops focused on Social-Emotional Learning (SEL), Positive Behavioral Interventions and Supports (PBIS), student voice, and character development. Through assemblies and interactive workshops, students will gain practical tools to strengthen mindset development, increase engagement, and build emotional intelligence.

The program will take place over seven days and include one kick-off assembly, five days of student workshops, and one testing-focused assembly for grades 6–8. In addition, three parent workshops will be offered in conjunction with three of the five student workshop days.

Terms of Agreement: September 1, 2026 through June 30, 2027

FISCAL IMPACT:
$24,650.00 – Comprehensive Support and Improvement Funds

RECOMMENDATION:
It is the recommendation of the Principal, Fremont Academy, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #26-58 with Mindset Academy by SWEAT III.

ADDITIONAL MATERIALS:

Attached: Agreement #26-58, Mindset Academy by SWEAT III (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

26-58

Contract Number

This Services Agreement (the "Agreement") is made and entered into June 17, 2026 by and between the OXNARD SCHOOL DISTRICT (the "Local Educational Agency" or District") and Mindset Academy by SWEAT III, (hereinafter referred to as "Provider"). District and Provider may be referred to herein individually as a "Party" and collectively as the "Parties."

Mindset Academy by SWEAT III
Provider

916-718-6560
Telephone Number

408 4th Street
Street Address

onamission@gmail.com
E-mail Address

West Sacramento, CA 95605
City, State, Zip code

Tax Identification or Social Security Number

Services

Provide workshops and assemblies focused on mindset, engagement, and emotional intelligence for students and parents.
Description of Services (if more space is needed, attach pages labeled as ATTACHMENT A, which is incorporated herein in full)

September 1, 2026 through June 30, 2027	TBD	Fremont Academy
Date(s) of Service	Hour(s) of Service	Location

Fees

Compensation for Services	$ 24,650.00
Other Ancillary Cost, as applicable	$ 0.00
Total not to Exceed	$ 24,650.00

☑ 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

Memorandum of Understanding Between MINDSET ACADEMY by SWEAT III and Fremont Academy

This agreement specifies the expectations of the partnership between Fremont Academy and MINDSET ACADEMY by SWEAT III 826 Lighthouse Dr West Sacramento, CA 95605. The partnership takes effect upon approval through June 2027

The focus of these sessions will be mindset development, student engagement and emotional intelligence.

- SEL
- PBIS
- FAMILY VOICE
- RELATIONSHIP DEVELOPMENT

Student Services

- 7 days of service
- 1 kickoff assembly
- 5 days of SEL/ PBIS workshops
- 1 closing/ teste preparation assembly
- 50-minute workshops through the school day
- Facilitate Focus Groups
- Provide Materials
- Travel Included
- Reward and incentives included

Parent Workshops

- **3 parent workshops**
- **Bilingual Spanish/ English available**
- **Daytime/ Evening available**
- **Equipment**
- **Materials**
- **Travel**

Responsibilities of Contractor:
Mindset Academy by SWEAT III

- Facilitate Training
- Workshop/ Assembly for students
- Provide tools and strategies for students
- Materials and Travel
- workshop series
- SEL, Mind Setting, Character Development

Responsibilities of Fremont Academy

- Secure the amount of $24,650
- Will be invoiced in 1 amount of $24,650.00
  Services will be provided upon approval through June 2027

Signature

Date: 4/21/26

Mindset Academy Program Representative

Date:_____

(Site/School) Representative

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Scott Carroll **Date of Meeting:** June 17, 2026

Agenda Section: Section C: Support Services Agreement

Approval of Agreement #26-59 – CPS HR Consulting (Carroll/Fuentes)

CPS HR Consulting will provide six on-site professional development training courses for classified staff. Training topics will include Accountability in the Workplace, Communicating Effectively, Coaching as a Management Tool, Navigating Difficult Conversations, Professionalism and Respect in the Workplace, and AI Productivity Tools for Office Staff. These sessions are designed to strengthen workplace communication, leadership skills, professionalism, and overall organizational effectiveness while equipping staff with practical tools to enhance productivity and performance.

Date of Service: August 3 & 4, 2026

FISCAL IMPACT:
$16,590.00 – LCFF Funds

RECOMMENDATION:
It is the recommendation of the Director, Classified Human Resources, and the Assistant Superintendent, Human Resources, that the Board of Trustees approve Agreement #26-59 with CPS HR Consulting.

ADDITIONAL MATERIALS:

Attached: Agreement #26-59, CPS HR Consulting (4 Pages)
Proposal (10 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

26-59

Contract Number

This Services Agreement (the "Agreement") is made and entered into June 17, 2026 by and between the OXNARD SCHOOL DISTRICT (the "Local Educational Agency" or District") and CPS HR Consulting, (hereinafter referred to as "Provider"). District and Provider may be referred to herein individually as a "Party" and collectively as the "Parties."

CPS HR Consulting	916-471-3312
Provider	Telephone Number
2450 Del Paseo Rd. Ste #120	jlee@cpshr.us
Street Address	E-mail Address
Sacramento, CA 95834	
City, State, Zip code	Tax Identification or Social Security Number

Services

Provide Six (6) on-site professional development trainings to support the professional growth of classified leadership and staff in the Oxnard School District.

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

August 3 & 4, 2026	8:30 am -11:30 am / 1 pm- 4pm	District Office
Date(s) of Service	Hour(s) of Service	Location

Fees

Compensation for Services	$ 16,590.00
Other Ancillary Cost, as applicable	$ 0.00
Total not to Exceed	$ 16,590.00

☑ 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

CPS HR CONSULTING

Oxnard School District

Proposal

May 28, 2026

About CPS HR Consulting

CPS HR Consulting ("CPS") occupies a unique position in the field of government consulting; we are a Joint Powers Authority (JPA), whose charter mandates that we serve only public sector clients. We actively serve all government sectors including federal, state, local, and non-profit organizations, and special districts. This singular position provides CPS HR with a systemic and extensive understanding of how each government sector operates and is inter-connected to each other and to their community. That understanding, combined with our knowledge of public and private sector best practices, translates into meaningful and practical solutions for our clients' operational and business needs.

Background

The Oxnard School District has contacted CPS HR Consulting to deliver on-site professional training for classified leadership and staff. These training sessions aim to support professional growth, enhance teamwork and relationships, and improve communication and project execution.

Proposed Scope of Work

CPS HR Consulting can provide on-site training for the Oxnard School District on the agreed-upon dates of August 3 & 4, 2026. Training will be located at 1051 S A St, Oxnard, CA 93030. Each session can accommodate up to 30 participants and will be available in 3-hour formats from 8:30 am – 11:30 am and 1 pm – 4 pm.

For the on-site training, CPS HR will provide the instructor and all electronic course materials for the training session prior to the session. CPS HR will handle all instructor travel arrangements and expenses. Additionally, Oxnard School District will provide a training location, a laptop, an LCD projector, easel paper, and an easel.

Contacts

Oxnard School District
Adalberto Fuentes
Director, Classified Human Resources
O: (805) 385-1501
E: afuentes@oxnardsd.org

CPS HR Consulting
James R. Lee
Training Support Specialist
2450 Del Paso Rd., Ste. 120, Sacramento, CA 95834
O: (916) 471-3312
E: jlee@cpshr.us

Course Descriptions

How to Use AI to Enhance Your Work (For Office Staff)

What to Bring: A laptop with access to at least one AI tool (free tier is fine).

A hands-on, half-day course that shows office staff how to use AI — ChatGPT, Claude, Gemini, and Microsoft Copilot — to draft documents, summarize meetings, build presentations, generate forms, and finish routine work in a fraction of the time. No technical background required. The course is anchored by the CHATPROMPT framework, my structured method for getting accurate, reliable AI outputs, and includes practical guidance on confidentiality and ethical use at work.

Learning Objectives

- Apply the CHATPROMPT framework to write effective AI prompts.
- Draft, edit, and proofread emails, memos, letters, and reports with AI.
- Summarize long documents, meeting notes, and email threads into clear takeaways.
- Build first-draft presentations, surveys, intake forms, checklists, and templates.
- Conduct quick research, synthesize sources, and apply ethical guardrails when using AI at work.

Competencies

- Digital Fluency: Enhances participants' ability to effectively use AI tools such as ChatGPT, Claude, Gemini, and Microsoft Copilot to improve workplace productivity and efficiency. This competency aligns with leveraging technology to draft documents, summarize information, automate routine tasks, and support modern office workflows.
- Communication: Strengthens participants' ability to create clear, effective, and well-structured prompts and written content using AI systems. This competency supports drafting emails, reports, presentations, and summaries with clarity, professionalism, and accuracy while adapting communication for different workplace needs.
- Innovative Mindset: Encourages participants to explore new and creative ways to integrate AI into everyday work processes. This competency aligns with improving efficiency, streamlining repetitive tasks, and applying structured prompting methods such as the CHATPROMPT framework to generate more accurate and reliable outputs.

These competencies and skills align with equipping participants to confidently and responsibly use AI tools in everyday office environments. They emphasize effective communication, practical technology use, innovation, and ethical awareness, helping employees work more efficiently while maintaining professionalism and organizational standards.

Accountability in the Workplace

A glance at recent headlines reveals that organizations often succeed – or fail – as a result of individual accountability. There is a pervasive and urgent need to help people recognize and accept responsibility for their actions and the impact on business results. In this one-day workshop you will explore how to overcome the “blame game” and other obstacles that hinder individual accountability and ultimately performance and productivity. You will learn positive, proactive techniques to move individuals from a victim mindset to acknowledging reality to achieving and owning successful results.

Learning Objectives

- Recognize the fear factors associated with accountability
- Identify the behaviors that enable individual accountability
- Learn how to create an environment that supports collective accountability
- Practice and apply tools that engender responsibility and ownership for outcomes

Competencies

- Results-Oriented: Focuses on achieving measurable, customer-driven results consistent with organizational goals, aligning well with the course's emphasis on responsibility and ownership of outcomes.
- Stewardship: Involves responsible and accountable management of resources and actions, a key aspect of fostering an environment where individual and collective accountability thrives.
- Inspirational Leadership: Encourages creating a positive and collaborative atmosphere, moving individuals toward proactive accountability.

These competencies and skills will support the course's objective of fostering a culture where individuals are motivated to take ownership and contribute responsibly to workplace success.

Coaching as a Management Tool

This session looks at a shift in approach to managing employees that lends itself more to coaching than traditional top-down management. Technology and workplace changes have given employees more autonomy and freedom to be selective about priorities. The prominence of knowledge workers requires a different style of managing than the command-and-control regimen of the past.

At its core, coaching revolves around asking questions that help people discover the answers that are right for them. It stretches employees' thinking so they can be more creative in their decision making, solve problems on their own, and enjoy more clarity and innovation. This session affords supervisors and managers a new approach and specific tools to engage and elicit high performance from employees.

Learning Objectives

- Identify candidates who would most benefit from coaching
- Discover methods to begin that process
- Understand when to manage, when to coach and why
- Learn the four key foundational elements of successful coaching
- Discover ways to establish and maintain trust in coaching relationships
- Learn and practice key communication tools essential to coaching
- Identify next steps and action plans

Competencies

- Talent Management: Focuses on developing coaching skills that enable managers to foster employee growth, creativity, and problem-solving.
- Communication: Enhances managers' ability to use effective questioning and active listening techniques essential for building successful coaching relationships.
- Interpersonal Skills: Supports the development of trusting, respectful relationships with employees through coaching, encouraging engagement and high performance.

These competencies and skills align with helping supervisors and managers adopt a coaching approach that promotes employee autonomy, innovation, and high performance through supportive and effective management practices.

Communicating Effectively

Communication skills are the foundation of effectiveness at work. With an emphasis on professional and clear communication, this class will help you improve your communication skills, including email, phone and in-person, and will increase your ability to understand and be understood.

Learning Objectives

- Describe the communication process and why it breaks down
- Listen effectively to co-workers and customers
- Differentiate between assertive, aggressive and passive communication styles
- Communicate more clearly

Competencies

- Communication: Strengthens professional communication skills, including clarity in oral communication, assertiveness, and effective listening.
- Interpersonal Skills: Supports positive interactions by teaching assertiveness, empathy, and the ability to adapt communication styles.
- Customer Engagement: Enhances participants' ability to connect and engage effectively with coworkers and customers through clear and professional communication.

These competencies and skills align with equipping participants to communicate effectively, enhancing understanding, professionalism, and influence in workplace interactions.

Navigating Difficult Conversations

In today's fast-paced work environment, difficult conversations are inevitable. This half-day course will equip you with the skills to handle tough conversations with ease and professionalism. This interactive session will provide practical techniques for staying focused on the topic, making it safe to talk about anything, and effectively managing anger and frustration. Join us to learn how to be persuasive and assertive without being abrasive, and discover the secrets to becoming a better listener. Whether you're sharing feedback with a challenging colleague, addressing sensitive issues, or simply seeking to improve your communication skills, this course will help you navigate difficult discussions with confidence and poise.

Learning Objectives

- Maintain focus and clarity during difficult conversations.
- Create a safe environment for open and honest dialogue.
- Manage and diffuse anger and frustration effectively.
- Use persuasive and assertive communication techniques without being abrasive.
- Enhance active listening skills to understand and respond to others better.

Competencies

- Communication: Enhances participants' ability to navigate difficult conversations with clarity, confidence, and professionalism. This competency aligns with the course's focus on staying on topic, using assertive yet respectful language, and fostering open dialogue through active listening and effective messaging.
- Interpersonal Skills: Strengthens participants' emotional intelligence and ability to manage relationships during challenging interactions. This competency supports managing anger, diffusing tension, and maintaining professionalism while addressing sensitive or potentially conflict-driven situations.
- Collaboration: Supports the creation of safe environments where individuals feel comfortable engaging in honest and constructive dialogue. This competency aligns with building trust, encouraging open communication, and working through challenges to reach mutually beneficial outcomes.

These competencies and skills align with equipping participants to handle difficult conversations with professionalism, confidence, and empathy. They emphasize clear communication, emotional awareness, conflict management, and trust-building—enabling individuals to navigate sensitive discussions while maintaining strong working relationships.

Professionalism and Respect in the Workplace

When an individual shows consideration and respect to coworkers and customers it demonstrates a commitment to professionalism. When these skills are not applied, the workplace begins to deteriorate. Unprofessionalism leads to lack of trust and lack of reciprocal respect. Professionalism has many aspects that are shown through both nonverbal and verbal communication. In this half day session, participants will learn how to recognize items of disrespect, and actions to mitigate, eliminate, and correct.

Learning Objectives

- Gain an understanding of respect and professionalism in the workplace
- Provide information related to the negative effects of abusive conduct in the workplace
- Discuss ways to implement mechanisms to promptly address and correct wrongful behavior
- Learn the pitfalls of acting unprofessionally (e.g. thinking you know your audience, too comfortable with coworkers, humor that could be offensive, etc.)
- Assist in changing or modifying workplace behaviors that create or contribute to work environments that lack respect
- Review relevant Lottery policies that require/prohibit the behaviors covered in this training

Competencies

- Interpersonal Skills: Strengthens participants' ability to interact with others in a respectful, professional, and courteous manner. This competency aligns with the course's focus on recognizing disrespectful behaviors, managing interactions appropriately, and fostering trust through both verbal and nonverbal communication.
- Diversity and Inclusion: Reinforces the importance of creating a workplace environment free from abusive conduct, where all individuals are treated fairly and with respect. This competency supports understanding the impact of behavior on others and ensuring alignment with policies that promote a respectful and inclusive workplace.
- Communication: Enhances participants' ability to express themselves clearly and appropriately while recognizing how tone, language, and nonverbal cues influence workplace dynamics. This competency aligns with addressing unprofessional behavior and promoting respectful, constructive communication.

These competencies and skills align with equipping participants to foster a respectful and professional workplace. They emphasize accountability, effective communication, and inclusive behavior—helping to build trust, reduce conflict, and create a positive and productive work environment.

Price Quote

The all-inclusive, flat rate pricing includes course delivery, all electronic course materials, and instructor travel.

Pricing is valid for 90 days after delivery of the proposal to the Oxnard School District.

Course	Modality & Dates	# of Participants	Quantity & Time	Price
Accountability in the Workplace	In-person Aug 3, 2025	Up to 30 per Session	1 Session 830-1130AM	$2,765.00
Communicating Effectively	In-person Aug 3, 2025	Up to 30 per Session	1 Session 830-1130AM	$2,765.00
Coaching as a Management	In-person Aug 3, 2025	Up to 30 per Session	1 Session 1-4PM	$2,765.00
Navigating Difficult Conversations	In-person Aug 3, 2025	Up to 30 per Session	1 Session 1-4PM	$2,765.00
Professionalism and Respect in the Workplace	In-person Aug 4, 2025	Up to 30 per Session	1 Session 830-1130AM	$2,765.00
AI Productivity Tools for Office Staff	In-person Aug 4, 2025	Up to 30 per Session	1 Session 1-4PM	$2,765.00
Total Price			**$16,590.00**	

NOTE: Participants are required to have a laptop with access to at least one AI tool (free tier is fine).

Cancellation Policy

If the Department cancels the above program at least 10 business days prior to the start date of the class, no charges will be incurred. If special materials have been developed or purchased for the above class, the Department may be charged for the instructor's development and/or the cost of the materials. Cancellations made less than 5 business days prior to the start date of the class will be charged the full amount.

Ownership

CPS HR retains all right, title, and interest in and to all training materials, testing, or assessment products, inventions (patentable or otherwise), discoveries, improvements, copyrightable works, and any other media, materials, or other objects produced as a result of CPS HR's work, or delivered by CPS HR in the course of performing that work (collectively, "Work Product") which CPS HR creates in connection with its performance of Services hereunder.

Instructor Bios

Michael Grabow

In addition to his work with CPS HR Consulting, Michael Grabow is owner and founder of The Essential Link Business Coaching and Training Network. Michael has over 28 years of experience in human resource development and management with global organizations. He is a certified instructor with Ken Blanchard Companies and Franklin/Covey. He is also a certified Business Coach with businesscoach.com and an instructor for CSU Sacramento. Michael's passion is to see the human potential within organizations realized, released, and renewed.

Employment History

- Trainer/Consultant, CPS HR Consulting
- Owner, The Essential Link, Business Coaching and Training Network
- Director of Training River City Bank, December 2004
- Corporate Training Manager for PRIDE Industries Oct 1999
- Base (regional) Training Manager November 1992
- USAF Master Instructor June 1988
- USAF Instructor Air Force trainer, supervisor and commander courses March 1986
- Unit (organizational) Training Manager December 1981

Professional Experience

- Training, coaching businesses and developing leaders. Michael's projects have taken him to Australia, Japan, Turkey, and Okinawa. His primary focus is developing workplace training processes and programs where people development and personal growth exceed expectations.
- Provides customized training and consulting in the areas of leadership, skill development, human resources, and workforce development.
- President of Central Valley DVBE Network communicating with over 360 Northern California DVBE owners monthly.

Education

- BA with Honors in Human Relations, Human Resource Management, Golden Gate University
- AAS in Personnel Administration, Community College of the Air Force
- AAS in Instructional Technology, Community College of the Air Force
- AAS in Education and Training Management, Community College of the Air Force

Sylvette Wake

Sylvette Wake, M.A. is a seasoned leadership and organizational development expert with over 25 years of experience spanning state government, private industry, and international settings. Her career reflects a deep commitment to empowering individuals and organizations through coaching, training, and strategic development. Sylvette has held key roles such as Learning Advisor at State Compensation Insurance Fund, where she led innovative training initiatives including virtual StrengthsFinder classes and leadership microlearning programs. Her work consistently emphasizes interactive learning, data-driven strategies, and alignment with organizational competencies.

Sylvette's global perspective is shaped by diverse experiences, including managing international sporting events for the U.S. Army in Berlin and directing health education programs in Hyderabad, India. She has also played pivotal roles in educational startups and community colleges, designing scalable wellness and professional development programs. Her leadership extends beyond the workplace—she serves on the Board of the California Network for Learning Professionals and volunteers with the Association for Talent Development, demonstrating her dedication to lifelong learning and professional growth.

Education and Certifications:

- **M.A., Management and Leadership (Honors)** – Webster University
- **B.S., Fitness Management (cum laude)** – University of Delaware
- **Certified Executive and Life Coach**
- **Certified StrengthsFinder Coach**

Dr. Frank Olmos

Dr. Frank Olmos, Ed.D., is President of DFO HR Consulting, Executive Director of Classified Personnel and Personnel Commission for Bellflower Unified School District, and Adjunct Professor of Statistics at California State University, Los Angeles. With more than 20+ years in California Merit System HR, he is the developer of the CHATPROMPT framework and author of Smells Like A.I. Spirit, and the 2024 recipient of the Stephen E. Bemis Memorial Award for contributions to the public personnel field. His AI trainings have been delivered to multitudes of agencies including L.A. Unified School District and the Los Angeles Superior Court.

OSD BOARD AGENDA ITEM

Name of Contributor: Kristen Pifko **Date of Meeting:** June 17, 2026

Agenda Section: Section C: Support Services Agreement

Approval of Agreement #26-60, MGT Impact Solutions, Inc. (Pifko)

MGT Impact Solutions, Inc. will provide professional consulting services focused on community demographic analysis and enrollment forecasting to support district decision-making. These services will inform budget development, facilities planning, program design, staffing needs, strategic initiatives, and school configuration planning.

Term of Agreement: July 1, 2026 through June 30, 2029

FISCAL IMPACT:
$28,500.00 per year, for a total contract amount of $85,500.00 over the 3-year contract period - General Fund

RECOMMENDATION:
It is the recommendation of the Assistant Superintendent of Business and Fiscal Services that the Board of Trustees approve Agreement #26-60 with, MGT Impact Solutions, Inc.

ADDITIONAL MATERIALS:

Attached: Agreement #26-60, MGT Impact Solutions, LLC. (8 Pages)
Proposal (18 Pages)

OSD AGREEMENT #26-60

OXNARD SCHOOL DISTRICT

Professional Services Agreement

[This Agreement is intended to be used for Professional services such as contracted accountants, auditors, educational consultants, nurses, psychologists, speech pathologists, therapists, etc.]

This Professional Services Agreement (the "Agreement") is made and entered into June 17, 2026 by and between OXNARD SCHOOL DISTRICT (hereinafter referred to as "District" or "Local Educational Agency") and MGT Impact Solutions, LLC. (hereinafter referred to as "Provider."). District and Provider may be referred to herein individually as a "Party" and collectively as the "Parties."

MGT Impact Solutions, LLC.	888-302-0899
Provider	Telephone Number
4320 West Kennedy Blvd.	apeacock@mgt.us
Street Address	E-mail Address
Tampa, FL. 33609	81-0890071
City, State, Zip code	Provider Tax Identification or Social Security Number

The Parties agree as follows:

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

Services. Provider shall provide District with the services (the "Service") described on Exhibit A "Statement of Services" attached hereto and incorporated herein by this reference.

Provider, at Provider's sole cost and expense, shall furnish all tools, equipment, apparatus, transportation, labor, and material necessary to meet its obligations under this Agreement.

Additional Services. A written amendment to this Agreement shall be prepared by either party and executed by all of the Parties before any performance of additional Services or the District shall not be required to pay for the increased cost incurred for the changes in the Statement of Services.

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

Term. The term of this Agreement shall commence on July 1, 2026 and terminate on June 30, 2029.

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 Services completed on such items prior to termination of the Agreement.

Payment and Expenses. All payments due to Provider under this Agreement are set forth in Exhibit B "Schedule of Fees" attached hereto and incorporated herein by this reference.

All payments due to Provider, as set forth in the Schedule of Fees, 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 and for which payment is sought. Provider shall not include a request for payment for any Service in more than one invoice. If payment for a Service is disputed, the Parties shall negotiate in good faith and any subsequent payment, adjustment or credit for said Service shall be made or given with reference to the original invoice.

Nature of Relationship. The Parties agree the relationship created by this Agreement is that of independent contractor. In performing 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.

Provider understands and agrees that the Provider, agents, employees, or subcontractors of Provider are not entitled to any benefits normally offered or conveyed to District employees, including coverage under the California Workers' Compensation Insurance laws. 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.

Assignment and Subcontractors. Provider shall not assign, sublet, or transfer this Agreement or any rights or obligations 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. 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.

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.

Warranty. Provider hereby warrants to District that the Service shall be performed in a professional and workmanlike manner consistent with the highest industry standards.

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.

Qualifications. Provider shall possess and in signing this Agreement warrants and represents that Provider has special skills, proficiency and expertise to render the Services described in this Agreement. Provider shall at all times keep all licenses current, be in good standing and notify District of any change in licensure or professional status, including disciplinary or licensure proceedings of any kind.

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 and adhere to professional and licensing standards of practice in the performance of this Agreement.

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 workers in school settings who are on-site supporting school functions are compliant with applicable California Public Health Department Orders and Guidance or other related mandates related to COVID-19, so long as such Orders and Guidance remain in effect.

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, Pupil Records, 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. Provider shall not disclose such data, information and records except to the District or in strict compliance with the provisions of all California and Federal statutory laws and upon prior written notice to the District.

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. When Provider performs the criminal

background check, it shall immediately prevent any person representing the Provider who has been convicted of a violent or serious felony from accessing an District school or office site.

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, or other location as mutually agreed by both parties.

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 next section, Attorneys Fees, the cost of the mediator shall be borne equally by the parties.

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

Indemnification. 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 negligent activities of the Provider or those of any of its officers, agents, employees, participants, vendors, customers or subcontractors of Provider, while providing the services hereunder. 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 by the District or any of its governing board, officers, administrators, managers, agents, employees and/or volunteers. MGT's liability hereunder shall be limited to the available proceeds from the insurance required in this agreement.

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 Services 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 written statement to District requesting a waiver from this requirement and indicating the reason Workers' Compensation Insurance is not required.

d. Professional Liability Insurance. 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. Abuse and Molestation Insurance. If, in providing the Services, any employee, subcontractor or other person under the direction and control of Provider (each, a "Provider Party") will have an opportunity to interact with any District student outside of the immediate supervision and control of the student's parent or guardian or a certificated District 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 Provider wishes to request a waiver of this requirement to provide Sexual Abuse and Molestation insurance coverage, it must submit a written statement to the District explaining why the Services will not provide an opportunity for any Provider Party to interact with any District student. This insurance coverage must be provided unless the District Representative under this Agreement authorizes the requested waiver by signing below:

WAIVER. Sexual Abuse and Molestation coverage is waived because no Provider Party will interact in any way (either in person or via an app or cloud application) with any District student:

District Representative: _____ Date: _____

f. Broader Coverage. If the Provider 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. Primary, Non-Contributory and Waiver of Subrogation. Provider's insurance is primary and will not seek contribution from any other insurance available to the District. Any insurance or self-insurance maintained by District shall be excess of the Provider's insurance and shall not contribute with it. This requirement shall also apply to any Excess or Umbrella liability policies. Provider further hereby waives any and all rights of subrogation that it may have against the District. Required endorsements are listed below.

h. 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.

i. 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) Waiver of Subrogation: CG 24 04 05 09
3) Primary, Non-Contributory: CG 20 01 01 13
4) Commercial Automobile Liability (if necessary): CA 20 48 10 13

j. Claims Made Policies. If any of the required policies provide coverage on a "claims made" basis:

The Retroactive Date must be shown and must be before the date of the contract or the beginning of the Service.

Insurance must be maintained, and evidence of insurance must be provided for at least five (5) years after completion of the Service.

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 Provider must purchase "extended reporting" coverage for a minimum of five (5) years after completion of the Service.

k. 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.

l. 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

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	MGT Impact Solutions, LLC.
Local Educational Agency	Provider
Attn: Kristen Pifko	Attn: A. Trey Traviesa
1051 S. A Street	4230 West Kennedy Blvd.
Street	Street
Oxnard, CA 93030	Tampa, FL. 33609
City, State, Zip Code	City, State, Zip Code

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.

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.

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

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.

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.

IN WITNESS WHEREOF, the parties have executed this agreement as of the date first written above.

OXNARD SCHOOL DISTRICT	MGT Impact Solutions, LLC.
Local Educational Agency	Provider
By:	
Signature	Signature
Melissa Reyes	A. Trey Traviesa
Name	Name
Director, Purchasing	CEO
Title	Title
1051 S. A Street	4230 West Kennedy Blvd.
Street Address	Street Address
Oxnard, CA 93030	Tampa, FL. 33609
City, State, Zip Code	City, State, Zip Code
mvreyes@oxnardsd.org	
E-Mail Address	E-Mail Address
805-385-1501	
Telephone	Telephone

Exhibit A
Statement of Services

Description of Services:

Provide professional consulting services focused on community demographic analysis and enrollment forecasting to support district decision-making. These services will inform budget development, facilities planning, program design, staffing needs, strategic initiatives, and school configuration planning.

Schedule:

To be determined

Exhibit B
Schedule of Fees

Fees:

Compensation for Services	$ 85,500.00
Actual and Necessary Travel Expenses	$ 0.00
Other Expenses	$ 0.00
Total Amount not to Exceed	$ 85,500.00
Deposit	$
Balance Due after Completion of Services	$

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

Payment Schedule:

Email invoices to plomeli@oxnardsd.org and accountspayable@oxnardsd.org.
Net 30 Terms

Additional Costs or Expenses:

N/A

Student Forecast

Oxnard School District, California

Submitted by:

MGT IMPACT SOLUTIONS, LLC
4320 WEST KENNEDY BLVD
SUITE 200
TAMPA, FLORIDA 33609
888.302.0899
PROPOSALS@MGT.US

Cover Letter

May 13, 2026

Kristen Pifko
Oxnard School District
1051 South A Street
Oxnard, CA 93030

Re: Student Forecast

Dear Ms. Pifko,

Thank you for the opportunity to provide Student Forecast services to the Oxnard School District. We look forward to supporting your efforts in optimizing your administrative decisions in planning to best serve your students and community. Our team's expertise in school planning will be a key resource in the ongoing success of your planning efforts.

HOW CAN WE SUPPORT YOU?

To support the **Oxnard School District's** objective of balancing immediate budgetary needs with long-range facility planning, MGT delivers data-driven insights that go beyond simple numbers. Our team brings a unique depth of local experience, having served California school districts since the late 1980s as **Davis Demographics**—now a core part of MGT's 50-year legacy in educational planning. We understand the nuances of California's shifting demographics and provide the objective, high-quality data necessary to present clear findings to your board and community.

Recognizing that geography is the foundation of effective district management, we utilize industry-standard **Esri ArcGIS Pro** and our specialized **SchoolSite Pro** software to ensure seamless integration with local Ventura County street and parcel data. This geographic precision allows us to provide two distinct, essential perspectives:

- **Ten-Year Enrollment Forecasts:** Projections organized by specific schools to inform staffing and the annual budgeting process.
- **Ten-Year Resident Forecasts:** Analysis of where students actually live to provide the stable foundation required for the facilities decisions your board is currently navigating.

Recommended Solutions for Facility Planning

Since your board is currently prioritizing facility-related decisions, we recommend the following services to add further strategic insight to your study:

- **Boundary Analysis & Planning:** We develop up to four boundary scenarios designed to minimize family disruption, maintain "neighborhood schools," and ensure equitable occupancy across buildings. This includes a **Student Impact Matrix** and **Dashboard** to help your board visualize prospective changes.

- **Market Share Analysis:** To help with both facilities and budget, this analysis identifies the "gap" between the total school-age population living in your boundaries and those currently enrolled in the district.

- **Critical Incident Mapping:** To ensure your facilities are as safe as they are efficient, we offer GIS-enabled mapping that highlights entry/exit points and evacuation paths for local emergency responders.

Our rolling ten-year outlook is built on a "living" geographic database, ensuring that as Oxnard grows, your projections remain agile and accurate.

We prioritize close collaboration, keeping your staff informed throughout the project to ensure outcomes align with your vision and enhance operational effectiveness. Our detailed proposal outlines our partnership approach. For questions, please contact Lorne Woods at or 972-400-8319 or lwoods@mgt.us. Within the proposal, you will also find '**Recommended**' solutions, which are suggested services to bring further insight into this study.

Regards,

Lorne Woods

Your Investment

STUDENT FORECASTS (3-YEAR CONTRACT)

Key Activities:

To support the long-term strategic goals of the **Oxnard School District**, the following Scope of Work (SOW) is designed as a recurring annual cycle. MGT will deliver a refreshed, data-driven student forecast each **December** for the next three years to ensure the district remains agile in its facility and operational planning.

1. Annual GIS Basemap & System Maintenance

MGT will maintain a "living" geographic database using **Esri ArcGIS Pro** and **SchoolSite Pro**.

- **Layer Synchronization:** Each fall, MGT will update GIS layers for attendance boundaries, school locations, and small neighborhood "study areas" to reflect any municipal changes.
- **Study Area Precision:** Neighborhood units, averaging 75–100 students, are meticulously updated to follow new streets, city lines, or geographic features.
- **System Integration:** We ensure continued compatibility with local Ventura County street and parcel data for seamless cross-agency planning.

2. Year-Over-Year Geocoding & Demographic Tracking

Accurate forecasting begins with an annual "snapshot" of the student population.

- **Annual Geocoding:** Every December, MGT will map the current student information system (SIS) download to physical residences.
- **Longitudinal Trends:** We analyze three years of historical data alongside current geocoding to track shifting student concentrations and "heat maps".
- **Residency Analysis:** Forecasts remain focused on student residence, providing the stable foundation required for long-range facility planning.

3. Recurring Demographic Research

MGT modifies standard cohort projections annually using the most recent localized data.

- **Birth Data Refresh:** Each cycle includes a review of the past 10 years of birth data by zip code to refine kindergarten enrollment expectations.
- **Migration & Mobility:** We measure "mobility factors" annually, tracking how students move in and out of specific study areas due to migration or private school transfers.

4. Dynamic Residential Housing Research

Oxnard's growth is monitored through active, ongoing research into the housing market.

- **Active Development Database:** MGT maintains a database of development names, housing types, and project status (planned, active, or complete).
- **Phasing Updates:** Each December, we adjust "phasing" schedules to reflect actual move-in dates and construction progress.
- **Yield Factor Calibration:** We link current assessor parcel data with student data annually to ensure "student generation rates" accurately reflect how many students new homes are producing.

5. Annual Ten-Year Forecast Deliverables

By applying four distinct models—cohort survival, students per household, annual percentage change, and linear regression—MGT provides a rolling ten-year outlook.

- **December Deliverables:** Every year of the contract, the district will receive:
  - **Ten-Year Resident Forecasts:** Population projections by grade level for every planning area and attendance boundary.
  - **Ten-Year Enrollment Forecasts:** Projections organized by specific school of enrollment for staffing and budgeting.
- **Comprehensive Analysis:** A full Forecast Overview and Analysis report is provided in PDF format each December.

6. Continuous Stakeholder & Board Support

To ensure the data is understood and actionable, MGT provides ongoing professional consultation.

- **On-Site Engagement:** The district is allotted two (2) on-site visits per year for Research, Board, or Stakeholder presentations.
- **Virtual Collaboration:** Two (2) virtual meetings are included annually to provide feedback and review draft deliverables.
- **Contracted Service Flexibility:** Recommended services, such as **Boundary Analysis** or **Market Share Analysis**, remain available at locked-in rates for the duration of the three-year term.

Student Forecasts Pricing

Three-year Contract: $28,500/Annually

Total three-year Fee: $85,500

Proposal valid for 90 days after receipt

Your Investment

STUDENT FORECASTS (1-YEAR CONTRACT)

Key Activities:

Scope of Work (SOW) details the methodologies and technical processes MGT utilizes to support **Oxnard School District** through data-driven student forecasting.

1. GIS Basemap Data & System Integration

MGT builds a robust geographic foundation using industry-standard **Esri ArcGIS Pro** and **SchoolSite Pro**.

- **Layer Creation:** We develop and update critical GIS layers including current attendance boundaries, school locations, and "study areas"—small neighborhood planning units averaging 75–100 students.
- **Geographic Accuracy:** These boundaries are meticulously aligned with real-world features like streets, rivers, and city lines to ensure precision.
- **Local Coordination:** We utilize local government street and parcel data to ensure the system is compatible with regional planning databases.

2. Student Geocoding & Demographic Analysis

Accurate forecasting begins with understanding exactly where students live today.

- **Geocoding Process:** Every student record is mapped to their physical residence. This is performed for the current year and three years of historical data to track trends.
- **Data Richness:** Beyond addresses, we analyze grade levels, enrollment schools, and program participation (e.g., Special Education) to create "heat maps" of student concentration.
- **Resident vs. Enrollment:** While enrollment data aids short-term budgeting, we focus on "resident forecasts" (where students live), providing a more stable foundation for long-term facility planning.

3. Comprehensive Demographic Research

Our unique forecasting methodology modifies standard cohort projections with localized demographic variables.

- **Birth Data Analysis:** We collect 10 years of historical birth data by zip code from government agencies to forecast future kindergarten class sizes.
- **Migration & Mobility:** By tracking four years of geocoded student data, we measure "mobility factors"—how students move in and out of specific study areas due to migration, private school transfers, or dropouts.

4. Extensive Residential Housing Research

To identify future growth, MGT tracks where new students will enter the system.

- **Development Database:** We collaborate with local planners and developers to create a database tracking development names, housing types (single-family vs. multi-family), and project status.
- **Phasing Schedules:** We monitor "phasing"—the specific timeline for when homes will be completed and occupied.

- **Student Yield Factors:** By linking parcel data with student data, we calculate "student generation rates" to predict exactly how many new students each new development will produce.

5. Ten-Year Resident and Enrollment Forecasts

MGT employs four distinct models (cohort survival, students per household, annual percentage change, and linear regression) to ensure accuracy.

- **Geographic Levels:** Ten-year forecasts are prepared at the study area level, for each attendance boundary, and district-wide.
- **Forecast Deliverables:** We provide both resident population forecasts (by residence) and enrollment forecasts (by school) to support both facility planning and staffing/budgeting needs.

6. Reporting and Stakeholder Engagement

The project culminates in actionable insights and community transparency.

- **Comprehensive Report:** All findings are delivered in a detailed PDF Overview and Analysis report.
- **Strategic Presentations:** To support district leadership, the contract includes two (2) on-site visits and two (2) virtual meetings annually for presentations to the Board, staff, or community stakeholders.

Student Forecasts Pricing

One-time fee	**$37,893**

Proposal valid for 90 days after receipt

Service Options

CHOOSE DESIRED OPTIONS

Please select your desired service option(s) from the tables below:

Multi-Year Requested Service		Service Pricing
☐	Student Forecast Three-year Contract ($85,000)	$28,500 Annually
Single-Year Requested Services		**Service Pricing**
☐	Student Forecast One-year Contract	$37,893 One Time
	TOTAL CONTRACT FOR ALL SERVICES*	$$,$$$

Fee includes:

- Two (2) on-site visits for Research, Board, Staff, Community, or Stakeholder Presentation, for each year of the contract, if needed.
- Two (2) virtual meetings for Board, Staff, Community, or Stakeholder Presentation, for each year of the contract, if needed.

Recommended Services		Service Pricing
☐	Market Share Analysis	$12,500 One time
☐	Boundary Analysis / Planning	$18,500 One time
☐	Critical Incident Mapping	$25,000 One time

Service pricing includes a specified number of meetings per service.
Pricing for recommended services is valid for the length of the signed contract.

Meetings Beyond Outlined Scope of Work	Rate
Additional Meetings for Research, Board, Staff, Community, or Stakeholder Presentation	
• On-site meeting (includes preparation, travel, and meeting)	$5,000 each
• Virtual meeting (includes preparation, and meeting)	$750 each

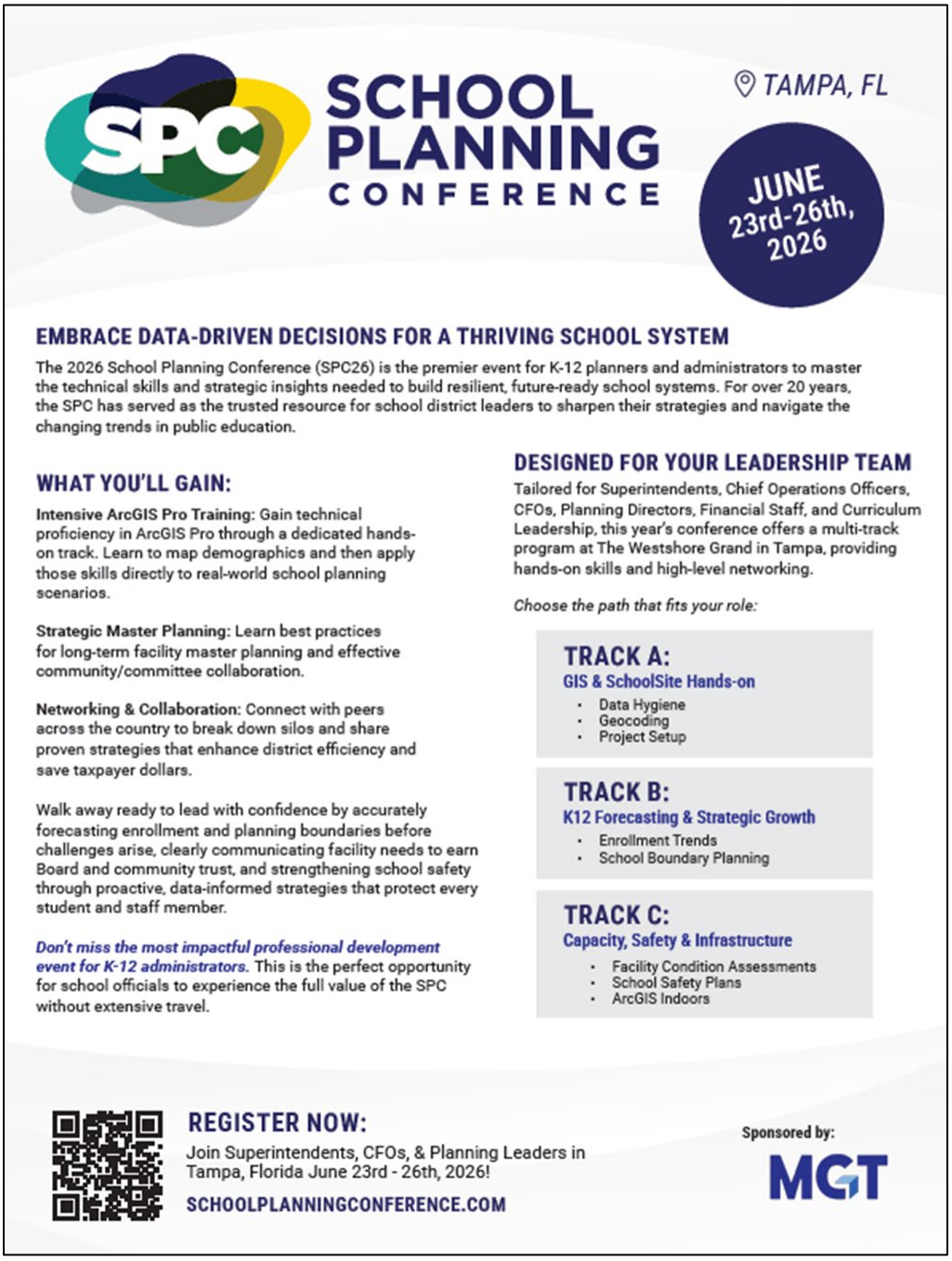
Billing Structure:

Flat Fee:

This proposal follows a flat-fee structure, with billing aligned to project milestones specified in the scope of work and the terms of the agreed-upon contract.

Please sign and date:

Signature _____ Date _____



Recommended Service

MARKET SHARE ANALYSIS

Key Activities:

Estimated market share will provide a rough estimate of the school-age population enrolled within each school attendance area compared to the number of Oxnard SD students that reside in that same geographic location.

- Geocode SY2026/27 student data from SIS download (if not already completed).
- Research school age population within the district boundaries based most recently available Population Estimates extrapolated from the U.S. Census Bureau's American Community Survey (ACS) data at the desired geographic level (elementary, middle, or high).
- Provide an estimate of the school-age population enrolled and living within each school attendance area compared to the number of students that reside in that same geographic area (elementary, middle, or high).
- Calculate the market share based on the SY2026/27 students' location at the desired geographic level (elementary, middle, or high).
- Generate comprehensive PDF table of the market share results.

Market Share Analysis		
	One-time fee	**$12,500**

Recommended Service

BOUNDARY ANALYSIS / PLANNING

Key Activities:

- Discussion with district staff of Objectives/Timeline/Procedures.
- Preparation of Four (4) boundary scenarios based on the forecasts and desired project outcomes that help minimize disruption for families, have equitable class occupancy percentages among like buildings, and work to keep "neighborhood schools" in place.
- Deliverables to be completed 2 to 3 months after Student Forecast.
- Deliverables include:
  - PDF Scenario Maps
  - Dashboard with scenarios
  - Student Impact Matrix
  - Impacted Student List
  - PDF Final Boundary Maps
  - Update of GIS data to reflect boundary changes
  - Update SchoolSite Locator (if applicable)
  - Address download for SIS (if applicable)
  - Web Based Application to share prospective changes: https://tinyurl.com/yc3yckzb
- Two (2) on-site visits for Research, Board, Staff, Community, or Stakeholder Presentation, if needed.
- Two (2) virtual meetings for Board, Staff, Community, or Stakeholder Presentation, if needed.

Pricing includes MGT work directly with district staff for scenario creation and adjustments.

Pricing includes MGT will work with a committee and a district appointed facilitator

Pricing includes MGT will work with a committee and facilitate the committee meetings

Boundary Analysis / Planning		
	One-time fee	**$18,500**

**Pricing is based on MGT having provided student forecasts for the current school year.*

***Pricing is a Good Faith Estimate to be finalized after an initial data discovery call. Please contact MGT for additional information.*

Recommended Service

CRITICAL INCIDENT MAPPING

Key Activities:

Ensure physical maps clearly highlight key safety points – entry/exit, potential threats, and evacuation paths. Let MGT help you enhance your school's emergency preparedness.

Phase 1: Project Initiation
Activities:

- Schedule and conduct an initial project kickoff meeting (virtual) with the Project Manager and appropriate staff.
- Review key project objectives, expectations, communication protocols, and reporting requirements.
- Discuss timing for data collection and define the roles and responsibilities of the Project Manager and the project team.
- Identify a single point of contact on the client-side and establish an understanding of contextual constraints and opportunities.
- Set the cadence and method for meetings.

Deliverables:

- Project Kickoff Meeting (Virtual)
- Finalized Work Plan and Schedule
- Project and Communication Plan

Phase 2: Data Collection and Lidar Scanning (if necessary)
Activities:

- Schedule site visits with relevant staff.
- Collect existing floor plans, PDF, image, or CAD data.
- If needed, conduct LiDAR scans at each facility, with staff guiding the team and providing access to locked spaces as needed. (Please note: if a LiDAR scan is required, the estimated fee will need to be increased)
- Evacuation routes

Deliverables:

- Inventory of safety and security assets
- QA/QC maps for district verification

CRITICAL INCIDENT MAPPING (CONT.)

Phase 3: Data Conversion and GIS Map Production
Activities:

- Modify any discrepancies in the data prior to import.

- Convert necessary data into GIS database layers.
- Georeference layers to overlay onto current imagery when required.
- Process safety and security assets and asset locations.
- Create GIS map layouts for all facilities.

Deliverables:

- GIS-enabled dataset
- Draft map of each facility for review and virtual collaboration
- Draft detailed maps in the PDF format.

Phase 4: Critical Incident Mapping, Review, and Final Presentation
Activities:

- Incorporate site identifiers, asset locations, and proper symbology.
- Calibrate draft maps with staff and local agencies when needed.
- Review and apply recommendations to align maps to final form.
- Perform a final review to ensure deliverables meet agreed-upon specifications.

Deliverables:

- Final alignment meeting with local emergency responders.
- Final Maps and any additional data required.
  - Critical Incident Maps
    - Map grid
    - Evacuation route maps
- Project Delivery Meeting (virtual)

Critical Incident Mapping Pricing**

One-time fee:	**$25,000**

Proposal valid for 90 days after receipt

OMNIA #LS4612 discount based on number of floors and desired interactive application.

***Pricing is a Good Faith Estimate to be finalized after an initial data discovery call. Please contact MGT for additional information.*

MGT

Indoor GIS Mapping Technology

Helping to create safer and more predictable learning environments.

Schools today must transcend conventional security approaches and instill a culture of proactive safety. By forging strategic partnerships, utilizing data for informed decision-making, and engaging stakeholders, schools can help ensure that the well-being of all students and staff is prioritized and safeguarded.

Utilizing advanced Indoor GIS mapping technology, schools can now meticulously map their premises, identifying key areas, emergency exits, and potential hazards. This data is then shared with local emergency services and stakeholders who help facilitate efficient navigation and coordinated responses in case of emergency.

BENEFITS OF INDOOR GIS MAPPING

Complementary to Facility Condition and Vulnerability Assessments

- Proactively foster safe and predictable learning environments.
- Cultivate strong partnerships with local law enforcement and emergency responders.

Enhanced Safety Preparedness

- Identify potential hazards and plan evacuation routes.
- Implement proactive safety protocols to minimize risks.

Optimized Facility Management

- Efficiently allocate resources and plan maintenance schedules.
- Optimize facility layouts for improved operational efficiency.

Stakeholder Engagement and Transparency

- Engage with the local community to demonstrate transparency in safety planning.
- Foster trust and collaboration by involving parents, local businesses, and civic organizations.

Budget Optimization

- Efficient resource utilization and strategic planning.
- Cost-effective long-term investment.

CONTACT OUR TEAM TODAY to learn more about how Indoor GIS mapping can help lay the foundation for a brighter and more secure future for your school.

Embracing this holistic approach ensures that proactive safety measures and collaborative efforts work together to safeguard all students and staff, even in the face of unforeseen challenges. Many states are preparing funding for these types of projects, and you don't want to miss out on this opportunity.

Isaac Johnson | ijohnson@mgt.us | 888-337-4471 ext: 222

Project Assumptions

Data

The district staff is responsible for furnishing the data necessary to fulfill the contracted scope of work, with the understanding that the information provided is accurate. MGT will offer guidance on the required data attributes and configuration.

Additional data may be supplied by state and local agencies, and noteworthy delays in obtaining the requested information from these entities that could impact on the project timeline.

If the data received is inaccurate or incomplete, or if there are delays in its receipt, MGT will consult with the district to determine whether a revision to the project schedule is necessary.

If MGT is required to update, correct, or create district-supplied data, an additional fee will be proposed and agreed upon before the work begins and may cause delays in the deliverables.

Scope of Work/Deliverable

MGT will provide the deliverables outlined in this proposal. Any additional deliverables, such as analyses, maps, and reports, may incur an additional fee.

Meetings (Staff/Board)

MGT will provide up to the number of meetings specified in this proposal. Any additional meetings may incur an additional fee and could potentially cause delays in the delivery of final deliverables.

Additional Fees

The fee in this proposal includes only the services, deliverables, and quantities specifically described. Any additional deliverables, such as analyses, maps, and reports, may incur an additional fee. Any additional meetings may incur an additional fee and could potentially cause delays in the delivery of final deliverables. Updating, correcting, or creating district-supplied data may incur additional fees.

Project Timelines

A project timeline will be collaboratively established and approved by both district staff and MGT. All timelines presuppose the timely delivery of data without defects or errors, as well as prompt feedback and input from district staff concerning draft deliverables. Inaccurate data or delays in feedback may require a reevaluation of the agreed timeline.

Community Engagement

District staff will be responsible for facilitating any community engagement, including committees, presentations, and Board meetings unless it is specifically part of the agreed upon scope of work. District staff will also be responsible for creating any required press releases and collateral materials, as well as managing updates to the website and social media.

About Us

*Impacting communities **for good**.*

MGT brings ***50 years*** of experience driving positive social change and performance in education, government, nonprofits, and critical infrastructure/private industries through ***assisting clients to strengthen their foundation, change systematically, and enable resiliencies for long-lasting change.*** Since inception, MGT has significantly grown in size and capacity – working with state and local governments and education partners. Today, we bring a team of over **1,200 professionals** who offer in-depth market knowledge and understanding so we can hit the ground running.

MGT is a privately held, employee-owned and financially stable limited liability company with a deep roster of staff and a commitment to serving the public. Our clients care about addressing the world's most-pressing problems, and so do we. Their "why" is our why.

What sets us apart is our ability to customize and offer individualized support but also the resources of a larger infrastructure to enable flexibility in impacting to-scale. Throughout our history, MGT has successfully delivered more than **30,000 projects** through a thoughtful balance of balancing the "immediate" needs while changing systems to plan for future resilience and success.

MGT | FIRST LOOK

Name: MGT Impact Solutions, LLC (MGT)

Locations: Headquarters in Tampa, FL; branch offices nationwide.

Cooperative Contracts:
ASC 20-7359, 24-7484
OMNIA LS4612
TIPS 220601, 220802, 230105
TXShare 2024-019

Structure: Privately held, employee-owned, client-driven Limited Liability Company.

Lines of Business: Strategy and Implementation, Performance and Operations, IT Infrastructure, and Cyber Security and Resilience for public sector and commercial companies.

Markets we serve:

- Higher Education
- Prek-12
- Government
- Nonprofits
- Commercial Industries

50 years

1,200 consultants

30,000 projects

Specialized technology and advisory solutions for society's most mission-critical challenges.

M Magister Expertise
G Gratia Service
T Talentum Talent

Our Commitment

MGT embraces the most complex challenges on the leadership agenda, with deep commitment, agility, and local expertise to make a measurable and profound impact. Simply stated, **we are impacting communities for good.**

DEFINED BY **IMPACT**

Our team brings experienced, data-focused, software-driven solutions that can help guide Oxnard School District through accurate forecasting, visual storytelling, and professionals who are school district experts. Our combination of experience and expertise can shape long-range planning and growth realignment planning that is dependable, actionable, and tailored to the District's needs.

People

We believe in the power of connecting people and ideas to solve mission-critical, complex challenges to foster trusted partnerships with clients, for life.

Purpose

We are led by a singular purpose—to offer partnerships and design solutions that provide enduring opportunities for individual prosperity and community well-being.

Performance

We partner with our clients to advance learning outcomes, manage technology networks, reduce operational costs, improve workflows, and engineer resilient IT infrastructure.

Education
State & Local Government
Enterprise & Critical Industries

Technology Solutions

We provide engineering expertise to modernize and manage IT infrastructure and ensure technology implementation is properly designed, integrated, optimized, and maintained. MGT delivers end-to-end solutions tailored to your unique needs, spanning managed services, cybersecurity, physical security, network infrastructure, cloud and data, SaaS offerings, and communications.

As your trusted advisors, we partner with you to develop strategic technology architectures and/or assist you in quickly procuring and installing equipment for immediate needs or to resolve an IT issue.

Advisory Solutions

We empower organizations to make data-informed decisions by unlocking and organizing critical information—financial and operational—to support strategic, evidence-based planning.

With that insight, we partner with clients to develop tailored strategies and actionable road maps that drive meaningful outcomes.

Our expertise spans data, talent, processes, and technology—optimizing each to achieve measurable impact with efficiency. From PMO support to workforce placement and development, we work alongside our clients to implement solutions and deliver results that matter.

Beyond the Project:
Comprehensive People Solutions

We support clients in addressing their most mission-critical human capital needs, with specialized expertise in executive recruitment, staffing solutions, and human resources consulting. With over 1,250 clients, 3,100 completed projects, and a 93% client satisfaction rate, MGT delivers tailored solutions to help organizations attract top talent, meet urgent short- or long-term staffing demands, support critical IT project staffing needs, and strengthen their workforce strategies.

To schedule a complimentary consultation, contact:
Senior Vice President Joellen Cademartori, MGT's head of Human Capital, at jcademartori@mgt.us.

Let us know how we can assist you.

Reach out to us today by contacting Lorne Woods at 972-400-8319 or lwoods@mgt.us.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Aracely Fox **Date of Meeting:** June 17, 2026

Agenda Section: Section C: Enrichment Agreement

Approval of Agreement #26-61 – Students for Eco- Education and Agriculture (SEEAG) (Fox/Shea)

Students for Eco Education and Agriculture (SEEAG) will provide in person hands on agricultural STEM summer programming for 225 Oxnard School District students in grades 3 through 5. The program will focus on agriculture, food systems, nutrition, and water science through SEEAG's Farm Lab experience, featuring four interactive learning stations on planting seedlings, water systems, insects, and soil. Programming will be delivered on three Fridays: July 10, July 24, and July 31, 2026, to engage students in experiential learning that fosters environmental stewardship and STEM skill development.

Term of Agreement: July 1, 2026 through August 1, 2026

FISCAL IMPACT:
Not to Exceed: $2,000.00 – Expanded Learning Opportunities Program Fund

RECOMMENDATION:
It is the recommendation of the Director, Enrichment & Specialized Programs and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #26-61 with Students for Eco- Education and Agriculture (SEEAG).

ADDITIONAL MATERIALS:

Attached: Agreement #26-61, Students for Eco- Education and Agriculture (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

26-61

Contract Number

This Services Agreement (the "Agreement") is made and entered into June 17, 2026 by and between the OXNARD SCHOOL DISTRICT (the "Local Educational Agency" or District") and Students for Eco- Education and Agriculture (S, (hereinafter referred to as "Provider"). District and Provider may be referred to herein individually as a "Party" and collectively as the "Parties."

Students for Eco- Education and Agriculture (SEEAG)	805-892-8155
Provider	Telephone Number
1891 Goodyear Ave Suite 618-619	xochitl@seeag.org
Street Address	E-mail Address
Ventura, CA 93001	
City, State, Zip code	Tax Identification or Social Security Number

Services

Provide in-person, hands-on agricultural STEM summer programming for 225 Oxnard School District students in grades 3–5.

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

July 1, 2026 through August 1, 2026	TBD	TBD
Date(s) of Service	Hour(s) of Service	Location

Fees

Compensation for Services	$ 2,000.00
Other Ancillary Cost, as applicable	$
Total not to Exceed	$ 2,000.00

☑ W-9 received

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

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

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

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

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

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

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

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

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

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

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

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

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

Date checked by school official: _____initials: _____

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Acknowledgement and Agreement

I have read this Agreement and agree to its terms

Provider Authorized Signer	Signature	Date

Oxnard School District

Melissa Reyes		
Director, Purchasing	Signature	Date

Students for Eco-Education and Agriculture
info@seeag.org | (805) 892-8155
www.seeag.org

May 14, 2026

PROPOSAL

Between

Students for Eco-Education and Agriculture (SEEAG)
1891 Goodyear Ave
Suite 618-619
Ventura, CA 93001

and

Oxnard School District (OSD)
1051 South A Street
Oxnard, CA 93030

This Memorandum of Understanding (MOU) is entered into by and between Students for Eco Education and Agriculture (SEEAG), a nonprofit organization, and Oxnard School District (OSD).

Purpose and Scope

SEEAG and the Oxnard School District will collaborate to provide educational and hands-on summer programming field trips and/or on-site instruction for OSD students focused on agriculture, food systems, and nutrition with a special emphasis on water. Through this partnership, SEEAG will deliver hands-on agricultural STEM education as it relates to water, while the OSD provides access to facilities for on-site instruction, logistical field trip support and reimbursement for services not to exceed $2,000.

The purpose of this MOU is to outline roles, responsibilities, and expectations to ensure safe, educational, and well-coordinated summer programs for participating students.

Project Overview

SEEAG, in partnership with OSD, aims to provide educational summer programming for 225 students ranging in grades 3rd through 5th over the course of three scheduled program dates in July 2026.

Students for Eco-Education and Agriculture
info@seeag.org | (805) 892-8155
www.seeag.org

Programming will be STEM-based agricultural education with a specific focus on water science and systems. Students will participate in SEEAG's Farm Lab program, incorporating four 35-minute stations in which students will rotate. Stations include planting a seedling station, a water station, an insect station, and a soil station.

Nature of Agreement

This MOU is a voluntary, non-binding agreement intended to outline program partnership and reimbursement expectations. Both parties acknowledge that:

SEEAG will request reimbursement from OSD for materials and fees incurred by summer programming, not to exceed $2,000.
Participation is voluntary.
Either party may withdraw from this partnership at any time, for any reason, without penalty or obligation, and without ill will.

Roles and Responsibilities

Students for Eco-Education and Agriculture agrees to:

Provide educational instruction and materials for 225 students.
- Planting a Seedling Activity: pots, soil, seedlings
- Water Station: syringe and irrigation system
- Insect Station: markers and printed materials
- Soil Station: soil and organic materials

Provide 3-4 trained SEEAG educators to lead all programming for each of the scheduled program dates.
Provide and obtain all necessary waivers for program participants.

Oxnard School District agrees to:

Provide field trip transportation to and from education sites.
Provide SEEAG with access to agreed-upon facilities for on-site instruction at mutually scheduled dates and times.
Designate an OSD staff contact for site coordination and communication. Provide 7-10 chaperones for each of the scheduled program dates, providing supervision of all participating minors.
Provide reimbursement for materials and fees incurred by SEEAG for summer programs,

not to exceed $2,000.

Students for Eco-Education and Agriculture
info@seeag.org | (805) 892-8155
www.seeag.org

Timeline

This MOU applies to summer programming held over the course of three Fridays in July 2026. Programming will occur on the following scheduled dates:

Friday, July 10th
Friday, July 24th
Friday, July 31st

Terms

This MOU is effective beginning July 1, 2026 through August 1, 2026 . Either party may terminate this MOU with thirty days written advance notice of termination to the other party.

Liability Insurance

SEEAG shall procure and maintain, at its own expense, insurance meeting the following minimum requirements:

Commercial General Liability (CGL): Insurance Services Office Form CG 00 01 or equivalent, on an occurrence basis, including products and completed operations, property damage, bodily injury, and personal & advertising injury, with limits of not less than $2,000,000 per occurrence. If a general aggregate applies, it shall apply separately to this project/location or be at least twice the required occurrence limit.

Automobile Liability: ISO Form CA 00 01 covering any auto (Code 1) or, if no owned autos, hired (Code 8) and non-owned autos (Code 9), with a limit of not less than $1,000,000 per accident for bodily injury and property damage.

Workers' Compensation: As required by the State of California, with statutory limits, and Employer's Liability Insurance with limits of not less than $1,000,000 per accident for bodily injury or disease.

Additional Insured: The Commercial General Liability policy shall name the Oxnard School District, its officials, employees, and volunteers as additional insureds with respect to activities performed under this MOU.

Verification of Coverage: SEEAG shall furnish certificates of insurance and required endorsements to the OSD. The OSD reserves the right to request copies of policies and endorsements at any time.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Aracely Fox **Date of Meeting:** June 17, 2026

Agenda Section: Section C: Enrichment Agreement

Approval of Agreement #26-62 – Channel Islands Maritime Museum (Fox/Shea)

The Maritime Pathways Academy is a one-day, in-person educational experience designed to engage approximately 480 Oxnard School District students in maritime career exploration, ocean stewardship, and hands-on STEAM learning. The program is led by the Channel Islands Maritime Museum in collaboration with the CSU Channel Islands Boating Center and Fish with the Finest. Students will participate in rotating interactive activities at the museum, boating center, and harbor/vessel locations, providing real-world exposure to maritime industries and environmental education.

Program sessions will take place on July 10, 17, 24, and 31, 2026, from approximately 10:00 a.m. to 2:30 p.m., with each session serving an estimated 120 students.

Terms of Agreement: July 1, 2026 through August 1, 2026

FISCAL IMPACT:
Not to Exceed: $36,000.00 – Expanded Learning Opportunities Program Fund

RECOMMENDATION:
It is the recommendation of the Director, Enrichment & Specialized Programs, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #26-62 with the Channel Islands Maritime Museum.

ADDITIONAL MATERIALS:

Attached: Agreement #26-62, Channel Islands Maritime Museum (4 Pages)
Proposal (4 Pages)

Oxnard School District

Short-Term Services Agreement

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

Requisition Number

Purchase Order Number

26-62

Contract Number

This Services Agreement (the "Agreement") is made and entered into June 17, 2026 by and between the OXNARD SCHOOL DISTRICT (the "Local Educational Agency" or District") and Channel Islands Maritime Museum, (hereinafter referred to as "Provider"). District and Provider may be referred to herein individually as a "Party" and collectively as the "Parties."

Channel Islands Maritime Museum	805-984-6260
Provider	Telephone Number
3900 Bluefin Circle	driffenburgh@cimmvc.org
Street Address	E-mail Address
Oxnard, CA 93035	
City, State, Zip code	Tax Identification or Social Security Number

Services

Provide an in person educational program to Oxnard School District students that offers hands on learning about maritime careers, ocean stewardship, and STEAM.

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

July 1, 2026 through August 1, 2026	10:00 am - 2:30 pm (4 days)	Channel Islands Maritime Museum
Date(s) of Service	Hour(s) of Service	Location

Fees

Compensation for Services	$ 36,000.00
Other Ancillary Cost, as applicable	$
Total not to Exceed	$ 36,000.00

☑ W-9 received

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

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

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

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

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

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

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

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

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

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

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

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

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

Date checked by school official: _____initials: _____

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Acknowledgement and Agreement

I have read this Agreement and agree to its terms

Provider Authorized Signer	Signature	Date

Oxnard School District

Melissa Reyes

Director, Purchasing	Signature	Date

Exhibit A – Maritime Pathways Academy

Program Proposal & Scope

1. Program Overview

The Maritime Pathways Academy (MPA) is a one-day educational program designed to provide Oxnard School District students with an immersive, hands-on introduction to maritime careers, ocean stewardship, and applied STEAM learning.

The program is led and coordinated by the Channel Islands Maritime Museum (CIMM) and includes integrated experiences delivered in partnership with the CSU Channel Islands Boating Center (CIBC) and Fish with the Finest (FWTF).

2. Program Objectives

The program is designed to promote:

- Awareness of maritime career pathways
- Ocean and environmental stewardship
- Hands-on, applied STEAM learning
- Exposure to Ventura County's maritime economy and industry partners

3. Program Schedule and Participation

Program sessions are anticipated to support a total of approximately 480 students and occur on the following dates:

- July 10, 2026 - Estimated 120 participants
- July 17, 2026 - Estimated 120 participants
- July 24, 2026 - Estimated 120 participants
- July 31, 2026 - Estimated 120 participants

Each program day will run approximately from **10:00 AM to 2:30 PM**, including transitions between program sites. Final schedules may be adjusted based on operational needs, weather conditions, or partner availability.

4. Program Structure

The program consists of three integrated instructional components:

A. Museum Experience – Channel Islands Maritime Museum (CIMM)

- Maritime heritage education and guided exploration
- Port of Hueneme exhibit and global trade concepts
- Maritime career awareness game experience
- Maritime themed experiences for 3rd and 4th graders (Boats 101, Channel Islands, Signal Flags)

B. Boating Center Experience – CSU Channel Islands Boating Center (CIBC)

- Hands-on buoyancy and vessel design challenges
- Introduction to kayaking, wind, and water dynamics
- Safe boating practices and foundational seamanship concepts

C. Harbor & Vessel Experience – Fish with the Finest (FWTF)

- Harbor-based vessel experience and orientation
- Exposure to maritime careers (e.g., harbor operations, marine trades, environmental stewardship)
- Observation of harbor infrastructure, wildlife, and water-use practices

5. Roles and Responsibilities

Channel Islands Maritime Museum (CIMM)

- Serve as lead program coordinator and primary point of contact
- Manage overall program scheduling and partner coordination
- Deliver museum-based educational programming
- Ensure alignment with program objectives and learning outcomes

Oxnard School District (OSD)

- Provide participating students and appropriate supervision
- Coordinate student attendance and transportation logistics
- Ensure student preparedness, behavior, and adherence to program guidelines
- Facilitate completion of required permissions and participation documentation

CSU Channel Islands Boating Center (CIBC)

- Deliver boating center instructional programming as described above
- Provide qualified staff, equipment, and oversight for all activities conducted at their site
- Implement and supervise safe boating and water-based instruction

Fish with the Finest (FWTF)

- Provide vessel access, captain, and crew for harbor-based experiences
- Deliver maritime career exposure and operational demonstrations
- Conduct all activities in accordance with applicable safety practices and operational standards

6. Participant Capacity and Supervision

- Each program day will serve approximately 120 students divided into 3 rotating instructional groups of approximately 30–40 students
- Students will be supervised at all times by school district staff and/or designated program personnel
- Group sizes and rotations may be adjusted to ensure safety and program quality

7. Program Fee

- The total program fee shall be based on actual student participation at a **rate of $75 per student**, subject to the minimum participation guarantee set forth below.

Payment shall be made in two installments as follows:

- **First Payment (50%)**: Fifty percent (50%) of the estimated total program fee, based on a projected enrollment of 480 students, shall be due upon execution of this Agreement to secure scheduling, staffing, and program preparation.

- **Final Payment**: The remaining balance shall be due within thirty (30) days following completion of services and receipt of final invoice, which shall be based on actual student participation, subject to the minimum participation guarantee below.

Minimum Participation Guarantee
CIMM and Oxnard School District agree that the minimum billable enrollment shall not fall below ninety percent (90%) of the original estimated enrollment of 480 students (i.e., 432 students), regardless of actual attendance, cancellations, or scheduling changes not caused by CIMM.

The per-student rate shall apply to actual enrollment. If actual enrollment falls below the minimum guaranteed threshold, billing shall be based on the minimum guaranteed enrollment of 432 students.

Transportation Cost Offset (Channel Islands Harbor Foundation Grant)
CIMM shall contribute up to Three Thousand Dollars ($3,000) toward student transportation costs associated with the program, funded through the Channel Islands Harbor Foundation Grant.

This contribution is intended as reimbursement for eligible bussing and transportation expenses incurred by Oxnard School District in connection with program implementation.

Oxnard School District shall submit an invoice to CIMM upon completion of the program for eligible transportation costs, not to exceed $3,000.

Upon receipt of such invoice, CIMM shall submit the corresponding reimbursement request to the Channel Islands Harbor Foundation within ten (10) calendar days.

8. Safety Overview

- Safety briefings will be provided prior to participation in program activities
- Personal flotation devices (PFDs) will be utilized where required
- Activities may be modified or adjusted due to weather, safety considerations, or operational conditions
- All program components will be led by qualified personnel appropriate to the activity

9. General Program Expectations

Participants are expected to:

- Follow all instructions provided by program staff and partners
- Respect facilities, equipment, and personnel at each site
- Adhere to all applicable safety guidelines and behavioral expectations

10. Integration with Agreements

This document represents the program scope and is intended to be incorporated by reference into applicable agreements between the Channel Islands Maritime Museum and participating partners.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** June 17, 2026

Agenda Section: Section C: Special Education Agreement

Approval of Agreement #26-63 – Inspire Education Center, LLC. (DeGenna/Jefferson)

Inspire Education Center, LLC will provide independent psychological and educational consulting services, including Independent Educational Evaluations (IEEs). Mr. Ceballos is a bilingual Licensed Educational Psychologist with extensive experience in conducting psychoeducational assessments and supporting students with diverse learning needs. His areas of expertise include psychoeducational evaluations, Independent Educational Evaluations (IEEs), educational consultation, and specialized support for students with academic, behavioral, social-emotional, and developmental challenges.

Approval of this agreement will enable the District to obtain independent evaluations from a qualified professional in compliance with applicable special education regulations and SELPA guidelines. The completed evaluations will provide valuable information for the Individualized Education Program (IEP) team to consider when making informed decisions regarding a student's educational program and related services.

Term of Agreement: July 1, 2026 through June 30, 2027

FISCAL IMPACT:
Not to Exceed: $18,000.00 – Special Education Funds

RECOMMENDATION:
It is the recommendation of the Director, Special Education, and the Superintendent, that the Board of Trustees approve Agreement #26-63 with Inspire Education Center, LLC.

ADDITIONAL MATERIALS:

Attached: Agreement #26-63, Inspire Education Center, LLC. (8 Pages)
Rate Sheet (1 Page)

OXNARD SCHOOL DISTRICT
Professional Services Agreement

[This Agreement is intended to be used for Professional services such as contracted accountants, auditors, educational consultants, nurses, psychologists, speech pathologists, therapists, etc.]

This Professional Services Agreement (the "Agreement") is made and entered into June 17, 2026 by and between OXNARD SCHOOL DISTRICT (hereinafter referred to as "District" or "Local Educational Agency") and Inspire Education Center, LLC. (hereinafter referred to as "Provider."). District and Provider may be referred to herein individually as a "Party" and collectively as the "Parties."

Inspire Education Center, LLC.	323-774-9992
Provider	Telephone Number
14413 Cedar Springs Dr.	lceballos@inspireedcenter.com
Street Address	E-mail Address
Whittier, CA 90603	
City, State, Zip code	Provider Tax Identification or Social Security Number

The Parties agree as follows:

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

Services. Provider shall provide District with the services (the "Service") described on Exhibit A "Statement of Services" attached hereto and incorporated herein by this reference.

Provider, at Provider's sole cost and expense, shall furnish all tools, equipment, apparatus, transportation, labor, and material necessary to meet its obligations under this Agreement.

Additional Services. A written amendment to this Agreement shall be prepared by either party and executed by all of the Parties before any performance of additional Services or the District shall not be required to pay for the increased cost incurred for the changes in the Statement of Services.

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

Term. The term of this Agreement shall commence on July 1, 2026 and terminate on June 30, 2027.

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 Services completed on such items prior to termination of the Agreement.

Payment and Expenses. All payments due to Provider under this Agreement are set forth in Exhibit B "Schedule of Fees" attached hereto and incorporated herein by this reference.

All payments due to Provider, as set forth in the Schedule of Fees, 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 and for which payment is sought. Provider shall not include a request for payment for any Service in more than one invoice. If payment for a Service is disputed, the Parties shall negotiate in good faith and any subsequent payment, adjustment or credit for said Service shall be made or given with reference to the original invoice.

Nature of Relationship. The Parties agree the relationship created by this Agreement is that of independent contractor. In performing 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.

Provider understands and agrees that the Provider, agents, employees, or subcontractors of Provider are not entitled to any benefits normally offered or conveyed to District employees, including coverage under the California Workers' Compensation Insurance laws. 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.

Assignment and Subcontractors. Provider shall not assign, sublet, or transfer this Agreement or any rights or obligations 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. 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.

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.

Warranty. Provider hereby warrants to District that the Service shall be performed in a professional and workmanlike manner consistent with the highest industry standards.

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.

Qualifications. Provider shall possess and in signing this Agreement warrants and represents that Provider has special skills, proficiency and expertise to render the Services described in this Agreement. Provider shall at all times keep all licenses current, be in good standing and notify District of any change in licensure or professional status, including disciplinary or licensure proceedings of any kind.

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 and adhere to professional and licensing standards of practice in the performance of this Agreement.

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 workers in school settings who are on-site supporting school functions are compliant with applicable California Public Health Department Orders and Guidance or other related mandates related to COVID-19, so long as such Orders and Guidance remain in effect.

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, Pupil Records, 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. Provider shall not disclose such data, information and records except to the District or in strict compliance with the provisions of all California and Federal statutory laws and upon prior written notice to the District.

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. When Provider performs the criminal

background check, it shall immediately prevent any person representing the Provider who has been convicted of a violent or serious felony from accessing an District school or office site.

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, or other location as mutually agreed by both parties.

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 next section, Attorneys Fees, the cost of the mediator shall be borne equally by the parties.

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

Indemnification. 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, 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 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

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 Services 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 written statement to District requesting a waiver from this requirement and indicating the reason Workers' Compensation Insurance is not required.

d. Professional Liability Insurance. 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. Abuse and Molestation Insurance. If, in providing the Services, any employee, subcontractor or other person under the direction and control of Provider (each, a "Provider Party") will have an opportunity to interact with any District student outside of the immediate supervision and control of the student's parent or guardian or a certificated District 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 Provider wishes to request a waiver of this requirement to provide Sexual Abuse and Molestation insurance coverage, it must submit a written statement to the District explaining why the Services will not provide an opportunity for any Provider Party to interact with any District student. This insurance coverage must be provided unless the District Representative under this Agreement authorizes the requested waiver by signing below:

WAIVER. Sexual Abuse and Molestation coverage is waived because no Provider Party will interact in any way (either in person or via an app or cloud application) with any District student:

District Representative: _____ Date: _____

f. Broader Coverage. If the Provider 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. Primary, Non-Contributory and Waiver of Subrogation. Provider's insurance is primary and will not seek contribution from any other insurance available to the District. Any insurance or self-insurance maintained by District shall be excess of the Provider's insurance and shall not contribute with it. This requirement shall also apply to any Excess or Umbrella liability policies. Provider further hereby waives any and all rights of subrogation that it may have against the District. Required endorsements are listed below.

h. 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.

i. 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) Waiver of Subrogation: CG 24 04 05 09
3) Primary, Non-Contributory: CG 20 01 01 13
4) Commercial Automobile Liability (if necessary): CA 20 48 10 13

j. Claims Made Policies. If any of the required policies provide coverage on a "claims made" basis:

The Retroactive Date must be shown and must be before the date of the contract or the beginning of the Service.

Insurance must be maintained, and evidence of insurance must be provided for at least five (5) years after completion of the Service.

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 Provider must purchase "extended reporting" coverage for a minimum of five (5) years after completion of the Service.

k. 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.

l. 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

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	Inspire Education Center, LLC.
Local Educational Agency	Provider
Attn: Danielle Jefferson	Attn: Luis Ceballos
1051 S A Street	14413 Cedar Springs Dr.
Street	Street
Oxnard, CA 93030	Whittier, CA 90603
City, State, Zip Code	City, State, Zip Code

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.

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.

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

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.

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.

IN WITNESS WHEREOF, the parties have executed this agreement as of the date first written above.

OXNARD SCHOOL DISTRICT	Inspire Education Center, LLC.
Local Educational Agency	Provider
By:	
Signature	Signature
Melissa Reyes	Luis Ceballos
Name	Name
Director, Purchasing	
Title	Title
1051 S A Street	14413 Cedar Springs Dr.
Street Address	Street Address
Oxnard, CA 93030	Whittier, CA 90603
City, State, Zip Code	City, State, Zip Code
mvreyes@oxnardsd.org	lceballos@inspireedcenter.com
E-Mail Address	E-Mail Address
805-385-1501	
Telephone	Telephone

Exhibit A
Statement of Services

Description of Services:

Provide independent psychological and educational consulting services, including Independent Educational Evaluations (IEEs) as needed, for the 2026-2027 school year.

Schedule:

To be Determined

Exhibit B
Schedule of Fees

Fees:

Compensation for Services	$ 18,000.00
Actual and Necessary Travel Expenses	$ 0.00
Other Expenses	$ 0.00
Total Amount not to Exceed	$ 18,000.00
Deposit	$
Balance Due after Completion of Services	$

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

Payment Schedule:

Please send invoices to accountspayable@oxnardsd.org

Net 30 Terms

Additional Costs or Expenses:

N/A

CEBALLOS
PSYCHOLOGICAL & EDUCATION SERVICES

Independent Educational Evaluation (IEE) for Psycho-Educational Assessment Fee Schedule

Assessment Procedure	**Unit Cost**	**Units**	**Total**
Parent/Teacher Interview & Administration of Questionnaires	$250	3	$500
Collect/Review Medical and Developmental History	$250	3	$750
School Observation	$250	1	$250
Cognitive, Processing, and Academic Assessment	$250	7	$1,750
Score, Data Analysis, and Report Writing	$250	8	$2,000
Feedback to the IEP Team	$250	2	$500
Psycho-Educational Assessment		Total:	$6,000

* IEP attendance is included in the fee listed above.

IEE Rates for Other Assessments:

Functional Behavioral Assessment (FBA): $3,500

Educationally Related Mental Health Services (ERMHS) Assessment: $3,500

Special Circumstance Instructional Assistance (SCIA) Assessment: $3,500

Transition Planning Assessment: $ 3,000

Current for 2025-2026, and 2026-2027 School Year

Contact Info: Luis Ceballos, (323) 774-9992, lceballos@inspireedcenter.com

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** June 17, 2026

Agenda Section: Section C: Special Education Agreement

Approval of Agreement #26-64 – Raising Mami Alchemy, LLC. (DeGenna/Jefferson)

Raising Mami Alchemy will provide Sound Bath Training for Special Education school psychologists that will introduce participants to sound-based relaxation and mindfulness practices and their potential applications within educational and therapeutic settings. School psychologists will explore how sound-based strategies can be incorporated into counseling services to support students' social-emotional development, self-regulation, and overall engagement in learning.

The training will focus on the connection between sound, relaxation, and well-being, highlighting how these practices may help reduce stress, increase emotional awareness, and promote self-regulation. Participants will also examine ways to integrate sound-based techniques with existing counseling support and social-emotional learning initiatives for students receiving Special Education services.

Through interactive, hands-on experiences, participants will gain exposure to a variety of sound-based instruments and techniques, including singing bowls, chimes, tuning forks, and guided mindfulness activities. Practical strategies for incorporating these tools into counseling sessions and other student support services will be presented.

This training will enhance the capacity of school psychologists to address the growing social-emotional and mental health needs of students through additional wellness-focused approaches that encourage relaxation, emotional regulation, and positive engagement. Professional development aligns with the District's commitment to supporting the whole child, increasing access to learning, and promoting positive educational outcomes for students receiving Special Education services.

Dates of Service: August 13 & 14, 2026

FISCAL IMPACT:
$25,399.92 – Special Education Funds

RECOMMENDATION:
It is the recommendation of the Director, Special Education, and the Superintendent, that the Board of Trustees approve Agreement #26-64 with Raising Mami Alchemy, LLC.

ADDITIONAL MATERIALS:

Attached: Agreement #26-64, Raising Mami Alchemy, LLC. (4 Pages)
Proposal (4 Pages)

Oxnard School District

Short-Term Services Agreement

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

Requisition Number

Purchase Order Number

26-64

Contract Number

This Services Agreement (the "Agreement") is made and entered into June 17, 2026 by and between the OXNARD SCHOOL DISTRICT (the "Local Educational Agency" or District") and Raising Mami Alchemy, LLC., (hereinafter referred to as "Provider"). District and Provider may be referred to herein individually as a "Party" and collectively as the "Parties."

Raising Mami Alchemy, LLC.
Provider

Telephone Number

1511 Kent Ct.
Street Address

raisingmami@gmail.com
E-mail Address

Oxnard, CA 93030
City, State, Zip code

Tax Identification or Social Security Number

Services

Provide a two-day Sound Bath Training for Special Education Counselors and School Psychologists in the Oxnard School District.
Description of Services (if more space is needed, attach pages labeled as ATTACHMENT A, which is incorporated herein in full)

August 13 & 14, 2026	TBD	TBD
Date(s) of Service	Hour(s) of Service	Location

Fees

Compensation for Services	$ 25,399.92
Other Ancillary Cost, as applicable	$ 0.00
Total not to Exceed	$ 25,399.92

☑ 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

SCOPE OF WORK

Name of Company:	Raising Mami Alchemy
Project Name:	VCOE – Sound Bath Facilitator Training
Project Manager:	VCOE
Prepared by:	Ana Lugo
Date:	May 9, 2026

The scope of Work is the official description of the work that is to be completed during the contract.

PROJECT BACKGROUND AND DESCRIPTION STATEMENT:

Sound Bath Facilitator Training -A two-day training program to learn about sound healing, it's essential to ensure that the deliverables cover both theoretical understanding and practical application.
Raising Mami Alchemy, facilitated by Ana and Solana Lugo
Date Created: May 9, 2026
Date and time of the event: August 13, 2026 and August 14, 2026

Presenter Bio's -Ana Maria Lugo, B.A. Psychology, EFT Practitioner, Sound Bath Facilitator, and Meditation

Ana is a multidisciplinary healer, working with various healing arts and embodiment modalities. She intends to help others experience deeper connections, potential, and discovery of gifts. She is always learning through the mirrors of her children. She studied psychology to help others in a clinical setting. She has turned to more holistic modalities to help her youngest daughter maneuver and overcome anxiety. It is her goal to share this mind-body-spirit resource with all.

Solana Lugo - Senior, High School Student, Sound Bath and EFT Facilitator

Solana has always been an empath and interested in helping others. She is currently about to start her second year of high school. She is the Leadership Team of ASB, Captain of the Spirit team, and very active on and off campus. She found sound healing through her own challenges of dealing with anxiety when her older sister left for college. Her vision is to introduce her community and fellow youth to sound healing. She understands the gift of having these resources available to allow the mind and body to relax.

Description:
Raising Mami Alchemy will provide a transformative training aimed at empowering counselors and wellness coordinators with the profound therapeutic potential of sound healing. Grounded in the belief that holistic wellness encompasses the alignment of mind, body, and spirit, this

endeavor seeks to bridge traditional counseling practices with the ancient wisdom of sound vibrations. By offering this comprehensive training program, our goal is to equip trainees with the knowledge, skills, and ethical framework necessary to integrate sound healing modalities into their therapeutic repertoire. Through experiential learning, participants will cultivate an understanding of how sound influences emotional states, enhances self-awareness, and promotes healing on a deep, cellular level. By harnessing the transformative power of sound, school wellness centers will be empowered to facilitate profound healing journeys for their clients, fostering holistic well-being and personal growth.

Vendor Responsibilities

Deliverable	Description
Deliverable	Description
Introduction to Sound Healing:	- Explanation of what sound healing is and its historical and cultural contexts. - Discussion on the scientific basis behind sound healing, including resonance, frequency, and vibration.
Understanding Sound and its Effects on the Body:	- Explanation of how sound affects the body, including the principles of entrainment and the impact of different frequencies on brain waves and emotions.
Types of Sound Healing Instruments:	- Overview of various sound healing instruments such as singing bowls, tuning forks, drums, and gongs. - Demonstration of how each instrument produces different frequencies and vibrations.
Practical Sessions:	- Hands-on experience with sound healing instruments. - Guided exercises for participants to experience the effects of sound on their own bodies and emotions.
Applications of Sound Healing in Counseling:	- Discussion on how sound healing can complement traditional counseling techniques. - Exploration of specific scenarios and populations where sound healing may be particularly effective, such as trauma recovery, anxiety management, or grief counseling.

Ethical Considerations and Boundaries:	- Guidance on integrating sound healing into counseling practice while maintaining professional ethics and boundaries. - Discussion on informed consent and client suitability for sound healing interventions.
Creating Sound Healing Sessions:	- Practical guidance on designing and conducting sound healing sessions for clients. - Tips for creating a safe and comfortable environment conducive to sound healing.
Integration and Practice:	- Opportunities for participants to practice conducting sound healing sessions with each other under supervision. - Feedback and discussion on session experiences.
Resources and Further Learning:	- Compilation of resources including books, articles, and online courses for further learning on sound healing. - Recommendations for sound healing communities or networks for ongoing support and collaboration.
Evaluation and Feedback:	- Collection of feedback from participants regarding the training content, delivery, and overall experience. - Assessment of participant understanding and competence in integrating sound healing into counseling practice.
Technical Assistance	Provide Technical Assistance guidance to VCOE trained facilitators to administer the technical assistance on site if needed

Raising Mami Alchemy, Inc. Responsibilities

- Sound Bowl set for each trainee
- Meditation Pillow
- Manuals for participants

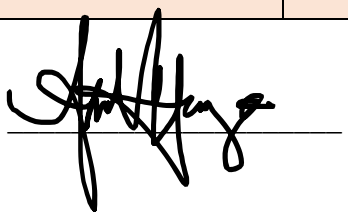
Client Responsibilities

To ensure the success of the project, Client will provide:

- Training space
- List of all trainees and contact information for follow-up

- Support and constructive feedback after training

Estimated Budget Cost of Project		
Type	Description	Cost
Sound Bath Facilitator Training	*A* two-day training program to learn about sound healing, it's essential to ensure that the deliverables cover both theoretical understanding and practical application. Set of Sound Bowls for each participant	Included
Technical Assistance	Provide Technical Assistance guidance to VCOE staff (trained facilitators) to administer the technical assistance on site if needed	Included
Total	**12 participants**	$ 25,399.92

Project Approval & Signatures			
Project Name:	VCOE- Sound Bath Facilitator Training		
Project Manager:	VCOE and Ana Maria Lugo		
The purpose of this document is to provide a vehicle for documenting the initial planning efforts for the project. It is used to reach a satisfactory level of mutual agreement among the Project Manager, Project Sponsors and Owners with respect to the objectives and scope of the project before significant resources are committed and expenses incurred.			
I have reviewed the information contained in this Project Scope Statement and agree:			
Name	**Title/Role**	**Signature**	**Date**
Ana Maria Lugo	Healing Arts Practitioner		5/9/2026

OSD BOARD AGENDA ITEM

Name of Contributor: Kristen Pifko **Date of Meeting:** June 17, 2026

Agenda Section: Section C: Facilities Agreement

Approval of Joint Use Agreement #26-65 with Catalyst Family, Inc. dba Catalyst Kids for Harrington Early Childhood Development Center (Pifko)

This agreement is to establish the terms and conditions under which Catalyst Family, Inc. dba Catalyst Kids may utilize preschool classrooms located at Harrington Early Childhood Development Center in partnership with the Oxnard School District.

Term of Agreement: July 1, 2026 through June 30, 2029

FISCAL IMPACT:
$3,520.52 per month paid to Oxnard School District by Catalyst Family, Inc. dba Catalyst Kids

RECOMMENDATION:
It is the recommendation of Assistant Superintendent, Business & Fiscal Services, that the Board of Trustees approve Joint Use Agreement #26-65 with Catalyst Family, Inc. dba Catalyst Kids.

ADDITIONAL MATERIALS:

Attached: Catalyst Family, Inc. dba Catalyst Kids. - Joint Use Agreement #26-65, Harrington Preschool (16 Pages)

OSD AGREEMENT # 26-65

OXNARD SCHOOL DISTRICT
and
CATALYST FAMILY

JOINT USE AGREEMENT FOR OPERATION OF A PRESCHOOL

This Joint Use Agreement ("Agreement") is hereby made and entered into this 17th day of June 2026, by and between OXNARD SCHOOL DISTRICT ("District"), a California public school district in the County of Ventura, California, and CATALYST FAMILYINC. dba CATALYST KIDS ("Catalyst").

RECITALS

WHEREAS, the District operates and maintains an elementary school site at Harrington Elementary School at 451 East Olive Street in the City of Oxnard, California ("School Site"); and

WHEREAS, Catalyst is in need of a space to operate a preschool ("Program") for the children and families within the District area; and

WHEREAS, the District has space appropriate for this need at the School Site; and

WHEREAS, the use of the facilities, grounds, and outside playground equipment authorized by this Agreement will not be inconsistent with the District's use of the balance of the School Site as an elementary school; and

WHEREAS, the District has determined that the joint use and occupancy authorized by this Agreement will not: (a) interfere with the educational program or activities of any school or class conducted at the School Site, (b) unduly disrupt the residents in the surrounding neighborhood, or (c) jeopardize the safety of the children of the School Site; and

WHEREAS, the parties do not intend to constitute a lease of real property pursuant to Education Code Section 17455, *et seq.*

NOW, THEREFORE, in consideration of the mutual covenants, representations, and conditions contained herein, the parties agree as follows:

Article I - Premises

Section 1.1 Premises

The District and Catalyst agree that Catalyst shall have access to and non-exclusive use of one (1) classroom at the School Site ("Premises").

Section 1.2 Warranty of Title

The District warrants that it owns the Premises and that it will continue to own the Premises throughout the term of this Agreement.

Article II - Use of Premises

Section 2.1 Permissible Uses

Catalyst shall use the Premises to house and operate the Program and for no other purpose unless mutually agreed to by the parties. The Program will operate year-round, Monday through Friday. No later than July 31, 2026, and July 31 every year thereafter, Catalyst will provide the District with a copy of the Program instructional and staffing calendar for each Program year during the term of this Agreement, beginning with 2026-2027.

Section 2.2 Suitability

Catalyst acknowledges that neither the District nor any agent of the District has made any representation or warranty as to the suitability of the Premises for the conduct of Catalyst's Program.

Section 2.3 Shared Use of School Site Facilities and Parking

Catalyst shall have access to and non-exclusive use of the School Site playground and storage areas adjacent to the Premises and the restrooms in the Administration Building and Preschool Buildings of the School Site. Catalyst understands and agrees that it will cooperate with other persons using the Premises and the School Site and will reach amicable arrangements concerning such use. Catalyst and Program staff shall comply with all rules, regulations, ordinances, and requirements of the District and the School Site.

There is no parking spaces assigned to or reserved for Catalyst. Catalyst employees, staff, and guests must adhere to parking lot and street parking regulations.

Section 2.4 Nuisance, Miscellaneous

Catalyst shall not do or permit anything to be done, without the prior written consent of the District, in or about the Premises nor bring or keep anything therein, that will in any way increase the existing rate of or affect any fire or other insurance upon the School Site, Premises, or their contents, or cause cancellation of any insurance policy covering the School Site or any part thereof or any of its contents, nor shall Catalyst sell or permit to be kept, used, or sold in or about the Premises any articles which may be prohibited by a standard form policy of fire insurance. Catalyst shall not use or allow the Premises to be used for any improper or objectionable purpose, nor shall Catalyst cause, maintain, or permit any nuisance in, on, or about the Premises. Catalyst shall not commit or suffer to be committed any waste in or upon the Premises. Catalyst shall be responsible for the repair or replacement of any property of the District that may be lost, damaged, or stolen.

Section 2.5 Compliance with Laws

Catalyst shall not use the Premises or permit anything to be done in or about the Premises that will in any way conflict with any applicable law, statute, ordinance, or governmental rule or regulation now in force or which may hereafter be enacted or promulgated. Catalyst shall promptly comply with all applicable laws, ordinances, regulations, and governmental rules now in force or which may hereafter be in force relating to or affecting the use or occupancy of the Premises. Catalyst shall not be responsible for any and all legal compliance or environmental conditions that existed prior to Catalyst's occupancy of the Premises. Catalyst shall assume responsibility for legal compliance to the extent that they are triggered by any modifications or improvements made by Catalyst. Nothing in this section is intended to obligate Catalyst to be responsible for or require Catalyst to regulate the actions of any third parties not under the control of Catalyst.

Section 2.6 Legal Restrictions

(a) No drugs, alcohol, tobacco products, e-cigarettes, or vape products are allowed on the Premises at any time.

(b) The carrying of weapons is not allowed on the Premises except by on-duty, sworn law enforcement personnel.

(c) No device with produces flames, sparks, smoke, or explosions is allowed on the Premises without prior written permission of the District, which may be withheld in the District's sole discretion, and appropriate safety measures and permits in place.

(d) The District reserves the right to remove any person or persons at any time from the Premises and School Site that the District deems, in its sole discretion, to be unruly or a threat to the safety, welfare, or security of the Premises, the School Site, or District students and personnel.

Section 2.7 Required Notice - Emergency

Catalyst shall immediately inform the District or its designees of any health and/or safety emergency affecting Catalyst that may affect the safety of the Premises, the School Site, other schools within the District, or any of the District's students, volunteers, employees, or teachers. Catalyst shall cooperate with, and participate in, any lockdowns or exigent security procedures required by the District.

Article III - Operation, Maintenance, Repair, and Utilities

Section 3.1 Operation

During the term of this Agreement, Catalyst shall not allow the Premises to fall into a state of disrepair or present a hazard to the occupants of the Premises or the School Site.

Section 3.2 Maintenance

Catalyst shall maintain the Premises in a safe condition in conformance with all laws, rules, and regulations applicable to the use of the Premises by Catalyst or the District, whichever standard is higher.

Section 3.3 Utilities

During the term of this Agreement, Catalyst shall provide, maintain, repair, and pay for telephone and internet services. All other utility services to the building including, but not limited to, gas, water, electricity, sewer, and trash collection are included in the Monthly Fee Section 4.4.

Section 3.4 Repair

The District shall provide repairs to and facility maintenance of the Premises while the Program is operational, including all plumbing, electrical, HVAC, and building structure repairs. The District will maintain fire prevention systems in accordance with local and state laws.

Section 3.5 Equipment

Catalyst shall be responsible for providing any personal property, including equipment, appliances, and furnishings required for the use and operation of the Premises. Any personal property provided by the District shall remain the property of the District.

Section 3.6 Custodial Services

The District shall provide custodial services five (5) days per week while the Program is operational. Custodial services provided shall meet Community Care Licensing (CCL) standards. To the extent the custodial services provided do not meet CCL standards, subjecting Catalyst to a citation and/or fine, Catalyst reserves the right to have the violation corrected immediately by an outside vendor at Catalyst's discretion and cost.

Section 3.7 Alterations

Catalyst shall not make any material alterations or improvements to the Premises without the prior written consent of the District.

Article IV - Term and Fees

Section 4.1 Initial Term

The term of this Agreement shall be three (3) years commencing on July 1, 2026 ("Commencement Date") and ending June 30, 2029 ("Initial Term"), unless terminated sooner under any provision of this Agreement. Catalyst may have access to the Premises starting July 1, 2026.

Section 4.2 Extension

Upon the completion of the Initial Term of this Agreement, the parties may agree to an extension of the term for up to two (2) years ("Extended Term"). The parties agree to negotiate in good faith mutually agreeable terms and conditions for any Extended Term.

If prior to the expiration of the Initial Term, Catalyst notifies the District that it wishes to extend the term, the District may, in its sole discretion, elect to give Catalyst alternative and equivalent space at another school site within the District, provided that the District gives Catalyst not less than ninety days (90) prior written notice of its election to do so.

Section 4.3 Early Termination

Either party may terminate this Agreement for convenience upon one hundred twenty (120) days written notice. Catalyst may terminate this Agreement upon sixty (60) days written notice in the event that funding for the Program ceases.

Section 4.4 Monthly Fee

During the term of this Agreement, Catalyst shall pay a monthly fee in the amount of $3,520.52, calculated based on 1,132 square feet at $3.11 per square foot. The fee shall be due on or before the first of each month. Both parties agree to adjust the fee annually based on the Los Angeles-Long Beach-Anaheim Consumer Price Index (CPI) for April. The fee is inclusive of utilities, custodial services, and site maintenance.

Article V – Insurance

Section 5.1 Insurance

Catalyst, at its sole expense, shall obtain and keep in force during the term of this Agreement, the types and amounts of insurance shown on **EXHIBIT A** which is incorporated by reference herein and made a part of this Agreement. All insurance policies shall be subject to approval by the District as to form and content. Catalyst agrees to provide District with copies of required policies upon request.

Article VI - Indemnification

Section 6.1 Indemnification

To the fullest extent permitted by California law, Catalyst 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, 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, or any other loss, sustained or claimed to have been sustained arising out of activities of the Catalyst or

those of any of its officers, agents, employees, participants, vendors, customers or subcontractors of Catalyst. Catalyst 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 Catalyst or Catalyst's agents, employees, participants, vendors, customers, or subcontractors.

Pursuant to California Education Code section 38134, District agrees to defend, indemnify, and hold harmless Catalyst for any injury resulting from the negligence of the District in the ownership and maintenance of the school facilities or grounds.

Article VII - Assignments

Section 7.1 Sublease or Assignment

Catalyst shall not subcontract, sublet, or assign any of its rights or duties hereunder, in whole or in part, without the prior written consent of the District.

Section 7.2 Third Party Use

Catalyst shall not allow any other person and/or entity to use the Premises without the prior written consent of the District.

Article VIII - Breach and Termination

Section 8.1 Breach and Termination

In the event of any material breach or default of this Agreement by either party, the other party may terminate this Agreement and have no further obligations hereunder (save those set forth in this Article) if such default or breach continues for a period of forty-five (45) days after the breaching party receives written notice of the default or breach; provided, however, that if the nature of the default or breach is such that more than forty-five (45) days are reasonably required for its cure, then the non-breaching party shall not have the right to terminate this Agreement if the breaching party commences such cure within the forty-five (45) day period and thereafter diligently prosecutes such cure to completion. Any written notice regarding a default or breach shall include a detailed explanation of the default or breach. The foregoing provisions are in addition to, and not a limitation of, any other rights or remedies available to the District and/or Catalyst.

Section 8.2 Termination for Cause

Either party may terminate this Agreement for cause. Cause shall include, without limitation, the following:

(a) Catalyst is adjudged bankrupt;

(b) Catalyst makes a general assignment for the benefit of its creditors;

(c) A receiver is appointed on account of Catalyst's insolvency;

(d) If Catalyst has made any material misrepresentation of any nature in or with respect to any information or data furnished to the District in connection with this Agreement;

(e) If the District has made any material misrepresentation of any nature in or with respect to any information or data furnished to Catalyst in connection with this Agreement;

(f) If any Hazardous Material is discovered on the Premises, and Catalyst fails to take action as is required under this Agreement;

(g) If Catalyst ceases to use the Premises for the use specified herein for ninety (90) consecutive days or more.

Article IX - Inspection of Premises

Section 9.1 Inspection

Catalyst shall provide the District with a set of keys to the Premises. The District and its agents shall have the right to enter and/or pass through the Premises at any time and for any purpose, including but not limited to, inspecting the same, performing the District's maintenance and repair responsibilities, posting a notice of non-responsibility for alterations, additions, or repairs, and as required by law or emergency.

Article X - Removal of Personal Property

Section 10.1 Removal of Personal Property

On or before the expiration of this Agreement, or within thirty (30) days after any earlier termination of this Agreement, Catalyst, at its sole expense, shall remove from the Premises any furniture, equipment, or other personal property ("Catalyst's Personal Property") that it placed on the Premises that is not affixed to the Premises.

Section 10.2 Repair

Catalyst shall repair any damage to the School Site and/or the Premises caused by removal of Catalyst's Personal Property and restore the School Site and the Premises to good condition, less reasonable wear and tear.

Article XI - Independent Contractor

Section 11.1 Independent Contractor

This Agreement is not intended and shall not be construed or deemed to create any relationship of agency, partnership, association, or joint venture between the parties. It is understood Catalyst is an independent contractor, and neither party is responsible for employee benefits, workers' compensation, taxes, or other payments as compensation for the services of the other party and/or its employees.

Section 11.2 No Authority

Each party acknowledges and agrees that neither has nor will it give the appearance or impression of having any legal authority to bind or commit the other party in any way.

Article XII - Environmental Representations and Covenants

Section 12.1 Definitions

For purposes of this Agreement, the terms "Hazardous Materials" and "Environmental Laws" shall have the meanings provided in the attached **EXHIBIT B**.

Section 12.2 District's Representations

(a) To the best of the District's knowledge, both the School Site and the Premises are in compliance with all applicable Environmental Laws.

(b) Neither the District nor, to the District's knowledge, any predecessor in interest to the District has received any written notice of violation issued pursuant to any Environmental Laws with respect to the School Site or the Premises.

Section 12.3 Hazardous Materials

The District and Catalyst agree not to cause or permit any Hazardous Materials to be placed upon or in the School Site or Premises, except as permitted by law.

Article XIII – Dispute Resolution

Disputes between the parties regarding this Agreement shall be resolved using the dispute resolution process described herein.

Section 13.1 Notice of Dispute

The party initiating the dispute resolution process shall prepare and send to the other party a notice of dispute that shall include the following information: (1) the name, addresses, and phone numbers of designated representatives of the party; (2) a statement of the facts of the

dispute, including information regarding the attempts to resolve the dispute; (3) the specific sections of the Agreement that are in dispute; and (4) the specific resolution sought by the party. Within five (5) business days from receipt of the notice of dispute, the parties shall meet in an informal setting to try to resolve the dispute.

Section 13.2 Mediation

If the informal meeting fails to resolve the dispute, the party initiating the dispute resolution process shall notify the other party in writing, and the parties shall agree on a mediator within seven (7) business days. The nonbinding mediation shall be entirely informal in nature; however, the parties may submit mediation briefs regarding the dispute at the request of the mediator. The rules of evidence shall not apply, and no record of the proceedings will be made. If an agreement is reached, the agreement shall be reduced to writing and shall be signed by the parties. The parties shall share equally the cost of the mediation.

Section 13.3 Amendments

Either party may seek equitable or injunctive relief prior to the mediation to preserve the status quo or prevent irreparable injury pending the completion of that process.

Article XIV - Miscellaneous

Section 14.1 Amendments

No waiver, alteration or modification of any of the provisions of this Agreement shall be binding upon either the District or Catalyst unless the same shall be in writing and signed by both the District and Catalyst.

Section 14.2 Time of Essence

Time is of the essence in this Agreement and each and all of its provisions.

Section 14.3 Notices

Any notices or filings required to be given or made under this Agreement shall be served, given, or made in writing upon the District or Catalyst, as the case may be, by personal delivery, registered mail, or overnight delivery service (with a copy sent via fax or regular mail) to the respective addresses given below or at such other address as such party may provide in accordance with the provisions herein. Any change in the addresses noted herein shall not be binding upon the other party unless preceded by no less than thirty (30) days prior written notice.

If to Catalyst:

Catalyst Family
350 Woodview Avenue, Suite 100
Morgan Hill, CA 95037

Mailing address (for contract signature):
4540 Duckhorn Drive, Suite 202
Sacramento, CA 95834
Attn: Susan Dumars, President

If to the District:

Oxnard School District
Business & Fiscal Services
1051 S. "A" Street
Oxnard, CA 93030-7492
Attn: Melissa Reyes, Director of Purchasing

Any notice given by certified or registered mail shall be effective five (5) days after deposit in the United States mail. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice personally given shall be effective upon receipt.

Section 14.4 Force Majeure

If any party shall be delayed or prevented from the performance of any act required by this Agreement by reason of acts of God, strikes, lockouts, labor troubles, or the inability to procure materials, without fault and beyond the reasonable control of the party obligated (financial inability excepted), performance of such act shall be excused for the period of the delay and the period for the performance of any such act shall be extended for a period equivalent to the period of such delay.

Section 14.5 Entire Agreement

This Agreement, including any exhibits hereto, constitutes the entire agreement between the parties with respect to the use of the Premises by Catalyst and correctly sets forth the obligations of the District and Catalyst to each other as of the Commencement Date. Any agreements not expressly set forth in this Agreement shall be null and void.

Section 14.6 Severability

If any one or more of the terms, covenants or conditions of this Agreement shall to any extent be declared invalid, unenforceable, void, or voidable for any reason whatsoever by a court of competent jurisdiction, the finding, order, or decree of which becomes final, none of the remaining terms, provisions, covenants, and conditions of this Agreement shall be affected

thereby, and each provision of this Agreement shall be valid and enforceable to the fullest extent permitted by law.

Section 14.7 Governing Law

This Agreement shall be construed in accordance with, and governed by, the laws of the State of California, excluding its choice of law rules, and both parties agree that venue for any dispute arising under this Agreement shall be in Oxnard, California.

Section 14.8 Waiver

In no event shall any action by either party to this Agreement constitute or be construed to be a waiver or any breach of covenants or conditions of this Agreement or of any default which may then exist on the part of the other party, and the taking of any action while any breach or default exists, shall in no way impair or prejudice any right or remedy available to the non-breaching party with respect to such breach or default. The waiver by any party of one breach by any other party of any of the provisions of this Agreement shall not constitute a continuing waiver or a waiver of any subsequent breach either of the same or of another provision of this Agreement.

Section 14.9 Headings

The headings of the sections of this Agreement are merely for the convenience of the parties. 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.

Section 14.10 Counterparts

This Agreement may be signed in counterparts, each of which shall be deemed an original but all of which together shall constitute one and the same Agreement.

Section 14.11 Successors and Assigns

This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective heirs, legal representatives, successors, and assigns.

Section 14.12 Surrender of the Premises

The voluntary or other surrender of the Premises by Catalyst, or a mutual cancellation of this Agreement, shall, at the option of the District, terminate all or any existing subleases, or operate as an assignment to the District of any or all such subleases.

Section 14.13 Fingerprinting and Personnel Disclosure

Prior to entering or permitting entry by its employees, volunteers, agents, and

contractors onto the School Site for the purposes specified in this Agreement, Catalyst shall ensure compliance with all applicable fingerprinting and criminal background investigation requirements described in California Education Code Sections 45125.1 and 45125.2, which may be met under the fingerprinting provisions of Title 22 of the California Code of Regulations and applicable provisions of the California Health & Safety Code relevant to facility licensing (Health & Safety Code Sections 1500, *et seq.*) Catalyst shall make available to District no later than July 31, 2026, a current list of all personnel providing services under this Agreement, and a personnel list every year during the term of this Agreement. Changes to this list shall be immediately provided to the District in writing. The list shall include: (1) all full or part-time staff positions by title, including volunteer positions, whose direct services are required to provide the services described herein, (2) a brief description of the functions of each such position, (3) the professional degree, if applicable, and experience required for each position, and (4) the name of the person responsible for fulfilling the terms of this Agreement.

Section 14.14 Non-Discrimination

Catalyst and the District shall not restrict the use, occupancy, tenure, or enjoyment of the Premises, or any portion thereof, on the basis of sexual orientation, gender, marital status, race, color, religion, creed, national origin, or ancestry of any person.

Section 14.15 Cooperation with Other Occupants of Property

It is understood and recognized by Catalyst that the School Site, of which the Premises is a part, will be used by other parties, including the District, and Catalyst shall cooperate with the other parties in reaching amicable arrangements concerning such matters as use of the parking areas, policing of common areas, custodial services, and security issues.

Section 14.16 Attorneys' Fees

In case suit should be brought for recovery of the Premises, for any sum due hereunder, or because of any act which may arise out of the possession of the Premises, by either party, the prevailing party shall be entitled to all reasonable costs incurred in connection with such action, including reasonable attorneys' fees.

Section 14.17 Authority

Each person executing this Agreement on behalf of a party hereto represents and warrants that he/she is duly and validly authorized to do so on behalf of such party, with full right and authority to execute this Agreement and to bind such party with respect to all of its obligations hereunder.

Section 14.18 Licenses and Standards

Catalyst shall conform with all federal, state, county, and local rules and regulations, including facility and professional licensing and certification laws, and shall keep in effect any and all licenses, permits, notices, and certificates as are required for the duration of this

Agreement. Catalyst shall further comply with all laws applicable to wages and hours of employment, occupational safety, fire safety, health, and sanitation. Catalyst shall provide the District, no later than July 31, 2026, a copy of the Facility License issued by State of California Department of Social Services.

In the performance of this Agreement, Catalyst shall comply with all applicable provisions of the California Welfare and Institutions Code, Title 45 of the Code of Federal Regulations, all applicable laws and regulations of the United States, State of California, and applicable county and city, and all administrative regulations, rules and policies adopted hereunder as each and all may now exist or be hereinafter amended or changed. In addition, Catalyst shall comply with all rules and regulations set forth in Federal Office of Management and Budget (OMB) Super Circular as applicable to form of entity by which Catalyst transacts its business.

IN WITNESS WHEREOF the parties hereto, intending to be legally bound thereby, have executed this Agreement effective as of the date first above written.

DISTRICT: **OXNARD SCHOOL DISTRICT**	**CATALYST:** **CATALYST FAMILY, INC.**
By: _____ Melissa Reyes Director of Purchasing	By: _____ Susan Dumars President
Date: _____	Date: _____

(Contingent on Board of Trustee Approval)

EXHIBIT A

INSURANCE

2.7 INSURANCE

2.7.1 Catalyst, at its sole cost and expense, shall obtain and maintain in full force, during the term of this Agreement, the following types of insurance:

2.7.1.1 Commercial General Liability "occurrence" coverage in the minimum amount of $2,000,000 for bodily injury and property damage each occurrence and $4,000,000 annual aggregate, including personal injury and advertising injury liability, $1,000,000 aggregate, products/completed operations, and $100,000 fire legal liability, if applicable.

2.7.1.2 Commercial Automobile Liability coverage in the minimum amount of $1,000,000 combined single limit (CSL) bodily injury and property damage, including owned (if any, which requires symbol 1 coverage), non-owned and hired automobiles.

2.7.1.3 Workers' Compensation coverage, in full compliance with California statutory requirements, for all employees of Catalyst and Employer's Liability in the minimum amount of $1,000,000, and a waiver of subrogation in favor of the District.

2.7.1.4 Professional Liability coverage in the minimum amount of $1,000,000 each claim and $2,000,000 annual aggregate with a maximum deductible of $2,500 per claim. Policy shall be maintained for one year after the end of the contract period.

2.7.1.5 Abuse and Molestation coverage of not less than two million dollars ($2,000,000) per occurrence and four million dollars ($4,000,000) aggregate.

2.7.1.6 All the insurance companies providing coverage under this Agreement must be A.M. Best rated A, with the exception of the workers compensation insurance if provided by State Compensation Insurance Fund. Insurance coverage must be provided by California licensed and admitted carriers, with the exception of Professional Liability.

2.7.2 All insurance required under this Agreement shall be primary coverage as respects the District, and any insurance or self-insurance maintained by the District shall be in excess of Catalyst's insurance coverage and shall not contribute to Catalyst's coverage. The District is to be notified immediately if any aggregate insurance limit is exceeded. Additional coverage must be purchased to meet requirements.

2.7.3 The Oxnard School District is to be named as **Additional Insured** as respects work done by Catalyst under the terms of this Agreement on all insurance required by this

Agreement. However, this paragraph 2.7.3 shall not be construed to apply to Workers' Compensation coverage.

2.7.4 Policies shall not be canceled, non-renewed, or reduced in scope of coverage until after sixty (60) days written notice has been given to the District.

2.7.5 Catalyst agrees to provide the District with the following insurance documents within 14 days after the execution of this Agreement:

2.7.5.1 Certificates of Insurance for coverage required under this Agreement
2.7.5.2 Additional insured endorsements; and
2.7.5.3 Thirty (30) days Notice Cancellation Clause endorsements.

EXHIBIT B

DEFINITION OF HAZARDOUS MATERIALS AND ENVIRONMENTAL LAWS

For purposes of this Agreement, the term **"Hazardous Materials"** shall mean any and all (a) substances, products, by-products, waste, or other materials of any nature or kind whatsoever which is or becomes listed, regulated, or addressed under any Environmental Laws (defined below), and (b) any materials, substances, products, by-products, waste, or other materials of any nature or kind whatsoever whose presence in and of itself or in combination with other materials, substances, products, by-products, or waste may give rise to liability under any Environmental Law or any statutory or common law theory based on negligence, trespass, international, nuisance, strict or absolute liability, or under any reported decisions of any state or federal court; and (c) any substance, product, by-product, waste, or any other material which may be hazardous or harmful to the air, water, soil, environment, or affect industrial hygiene, occupational, health, safety, and/or general welfare conditions, including without limitation, petroleum and/or asbestos materials, products, by-products, or waste.

For purposes of this Agreement, the term **"Environmental Laws"** shall mean and include all federal, state, and local laws, statutes, ordinances, regulations, resolutions, decrees, and/or rules now or hereinafter in effect, as may be amended from time to time, and all implementing regulations, directives, orders, guidelines, and federal or state court decisions, interpreting, relating to, regulating or imposing liability (including, but not limited to, response, removal, remediation and damage costs) or standards of conduct or performance relating to industrial hygiene, occupational, health and/or safety conditions, environmental conditions, or exposure to, contamination by, or clean-up of any and all Hazardous Materials, including, without limitation, all federal or state superfund statues or environmental clean-up statutes.

OSD BOARD AGENDA ITEM

Name of Contributor: Kristen Pifko **Date of Meeting:** June 17, 2026

Agenda Section: Section C: Facilities Agreement

Approval of Joint Use Agreement #26-66 with Children and Families First Commission of Ventura County (First 5 Ventura County) at Harrington Early Childhood Development Center (Pifko)

This agreement is to establish the terms and conditions between the Oxnard School District and the Children and Families First Commission of Ventura County (First 5 Ventura County) for the use of space at the Harrington Early Childhood Development Center.

Term of Agreement/MOU: July 1, 2026 to June 30, 2029

FISCAL IMPACT:
$1,800.00 per year paid to Oxnard School District by Children and Families First Commission of Ventura County (First 5 Ventura County)

RECOMMENDATION:
It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, that the Board of Trustees approve Joint Use Agreement #26-66 with Children and Families First Commission of Ventura County.

ADDITIONAL MATERIALS:

Attached: Children and Families First Commission of Ventura County - Joint Use Agreement #26-66, Harrington ECEP (16 Pages)

OSD AGREEMENT # 26-66

OXNARD SCHOOL DISTRICT
and
FAMILIES FIRST COMMISSION OF VENTURA COUNTY

JOINT USE AGREEMENT FOR OPERATION OF AN EARLY CHILDHOOD EDUCATION PROGRAM

This Joint Use Agreement ("Agreement") is hereby made and entered into this 17th day of June 2026, by and between OXNARD SCHOOL DISTRICT ("District"), a California public school district in the County of Ventura, California, and FAMILIES FIRST COMMISSION OF VENTURA COUNTY aka FIRST 5 VENTURA COUNTY ("F5VC").

RECITALS

WHEREAS, the District operates and maintains an elementary school site at Harrington Elementary School at 451 East Olive Street in the City of Oxnard, California ("School Site"); and

WHEREAS, F5VC is in need of a space to operate an early childhood education program ("Program") for the children and families within the District area; and

WHEREAS, the District has space appropriate for this need at the School Site; and

WHEREAS, the use of the facilities, grounds, and outside playground equipment authorized by this Agreement will not be inconsistent with the District's use of the balance of the School Site as an elementary school; and

WHEREAS, the District has determined that the joint use and occupancy authorized by this Agreement will not: (a) interfere with the educational program or activities of any school or class conducted at the School Site, (b) unduly disrupt the residents in the surrounding neighborhood, or (c) jeopardize the safety of the children of the School Site; and

WHEREAS, the parties do not intend for this Agreement to constitute a lease of real property pursuant to Education Code Section 17455, *et seq*.

NOW, THEREFORE, in consideration of the mutual covenants, representations, and conditions contained herein, the parties agree as follows:

Article I - Premises

Section 1.1 Premises

The District and F5VC agree that F5VC shall have access to and non-exclusive use of two (2) rooms at the School Site ("Premises").

Section 1.2 Warranty of Title

The District warrants that it owns the Premises and that it will continue to own the Premises throughout the term of this Agreement.

Article II - Use of Premises

Section 2.1 Permissible Uses

F5VC shall use the Premises to house and operate the Program and for no other purpose unless mutually agreed to by the parties. The Program will operate congruent to the District's school calendar. No later than July 31, 2026, and July 31 every year thereafter, F5VC will provide the District with a copy of the Program instructional and staffing calendar for each Program year during the term of this Agreement, beginning with 2026-2027.

Section 2.2 Suitability

F5VC acknowledges that neither the District nor any agent of the District has made any representation or warranty as to the suitability of the Premises for the conduct of F5VC's Program.

Section 2.3 Shared Use of School Site Facilities and Parking

F5VC shall have access to and non-exclusive use of the School Site playground and storage areas adjacent to the Premises and the restrooms in the Administration Building and Preschool Buildings of the School Site. F5VC understands and agrees that it will cooperate with other persons using the Premises and the School Site, and will reach amicable arrangements concerning such use. F5VC and Program staff shall comply with all rules, regulations, ordinances, and requirements of the District and the School Site.

There are no parking spaces assigned to or reserved for F5VC. F5VC employees, staff, and guests must adhere to parking lot and street parking regulations.

Section 2.4 Nuisance, Miscellaneous

F5VC shall not do or permit anything to be done, without the prior written consent of the District, in or about the Premises nor bring or keep anything therein, that will in any way increase the existing rate of or affect any fire or other insurance upon the School Site, Premises, or their contents, or cause cancellation of any insurance policy covering the School Site or any part thereof or any of its contents, nor shall F5VC sell or permit to be kept, used, or sold in or about the Premises any articles which may be prohibited by a standard form policy of fire insurance. F5VC shall not use or allow the Premises to be used for any improper or objectionable purpose, nor shall F5VC cause, maintain, or permit any nuisance in, on, or about the Premises. F5VC shall not commit or suffer to be committed any waste in or upon the Premises. F5VC shall be responsible for the repair or replacement of any property of the District

that may be lost, damaged, or stolen.

Section 2.5 Compliance with Laws

F5VC shall not use the Premises or permit anything to be done in or about the Premises that will in any way conflict with any applicable law, statute, ordinance, or governmental rule or regulation now in force or which may hereafter be enacted or promulgated. F5VC shall promptly comply with all applicable laws, ordinances, regulations, and governmental rules now in force or which may hereafter be in force relating to or affecting the use or occupancy of the Premises. F5VC shall not be responsible for any and all legal compliance or environmental conditions that existed prior to F5VC's occupancy of the Premises. F5VC shall assume responsibility for legal compliance to the extent that they are triggered by any modifications or improvements made by F5VC. Nothing in this section is intended to obligate F5VC to be responsible for or require F5VC to regulate the actions of any third parties not under the control of F5VC.

Section 2.6 Legal Restrictions

(a) No drugs, alcohol, tobacco products, e-cigarettes, or vape products are allowed on the Premises at any time.

(b) The carrying of weapons is not allowed on the Premises except by on-duty, sworn law enforcement personnel.

(c) No device with produces flames, sparks, smoke, or explosions is allowed on the Premises without prior written permission of the District, which may be withheld in the District's sole discretion, and appropriate safety measures and permits in place.

(d) The District reserves the right to remove any person or persons at any time from the Premises and School Site that the District deems, in its sole discretion, to be unruly or a threat to the safety, welfare, or security of the Premises, the School Site, or District students and personnel.

Section 2.7 Required Notice - Emergency

F5VC shall immediately inform the District or its designees of any health and/or safety emergency affecting F5VC that may affect the safety of the Premises, the School Site, other schools within the District, or any of the District's students, volunteers, employees, or teachers. F5VC shall cooperate with, and participate in, any lockdowns or exigent security procedures required by the District.

Article III - Operation, Maintenance, Repair, and Utilities

Section 3.1 Operation

During the term of this Agreement, F5VC shall not allow the Premises to fall into a state

of disrepair or present a hazard to the occupants of the Premises or the School Site.

Section 3.2 Maintenance

F5VC shall maintain the Premises in a safe condition in conformance with all laws, rules, and regulations applicable to the use of the Premises by F5VC or the District, whichever standard is higher.

Section 3.3 Utilities

During the term of this Agreement, F5VC shall provide, maintain, repair, and pay for all utilities serving the Premises, including, but not limited to, gas, water, electricity, sewer, telephone, and trash collection.

Section 3.4 Repair

The District shall provide repairs to and facility maintenance of the Premises while the Program is operational, including all plumbing, electrical, HVAC, and building structure repairs. The District will maintain fire prevention systems in accordance with local and state laws.

Section 3.5 Equipment

F5VC shall be responsible for providing any personal property, including equipment, appliances, and furnishings required for the use and operation of the Premises. Any personal property provided by the District shall remain the property of the District.

Section 3.6 Custodial Services

The District shall provide custodial services five (5) days per week while the Program is operational. Custodial services provided shall meet Community Care Licensing (CCL) standards. To the extent the custodial services provided do not meet CCL standards, subjecting F5VC to a citation and/or fine, F5VC reserves the right to have the violation corrected immediately by an outside vendor at F5VC's discretion and cost.

Section 3.7 Alterations

F5VC shall not make any material alterations or improvements to the Premises without the prior written consent of the District.

Article IV - Term and Fees

Section 4.1 Initial Term

The term of this Agreement shall be three (3) years commencing on July 1, 2026 ("Commencement Date") and ending June 30, 2029 ("Initial Term"), unless terminated sooner under any provision of this Agreement. F5VC may have access to the Premises starting July 1,

2026.

Section 4.2 Extension

Upon the completion of the Initial Term of this Agreement, the parties may agree to an extension of the term for up to two (2) years ("Extended Term"). The parties agree to negotiate in good faith mutually agreeable terms and conditions for any Extended Term.

If prior to the expiration of the Initial Term, F5VC notifies the District that it wishes to extend the term, the District may, in its sole discretion, elect to give F5VC alternative and equivalent space at another school site within the District, provided that the District gives F5VC not less than ninety days (90) prior written notice of its election to do so.

Section 4.3 Early Termination

Either party may terminate this Agreement for convenience upon one hundred twenty (120) days written notice. F5VC may terminate this Agreement upon sixty (60) days written notice in the event that funding for the Program ceases.

Section 4.4 Monthly Fee

During the term of this Agreement, F5VC shall pay a monthly fee in the amount of $150.00. The fee shall be due on or before the first of each month. Both parties agree to adjust the fee annually based on the Consumer Price Index (CPI). The fee is inclusive of utilities, custodial services, and site maintenance.

Article V – Insurance

Section 5.1 Insurance

F5VC, at its sole expense, shall obtain and keep in force during the term of this Agreement, the types and amounts of insurance shown on **EXHIBIT A** which is incorporated by reference herein and made a part of this Agreement. All insurance policies shall be subject to approval by the District as to form and content. F5VC agrees to provide District with copies of required policies upon request.

Article VI - Indemnification

Section 6.1 Indemnification

F5VC shall indemnify, protect, defend, and hold harmless the District and any and all of its officials, elected board members, employees, and agents ("Indemnified Parties") from and against any liability (including liability for claims, suits, actions, arbitration proceedings, administrative proceedings, regulatory proceedings, losses, expenses or costs of any kind, whether actual, alleged or threatened, including attorneys' fees and costs, court costs, interest, defense costs, and expert witness fees), arising out of or in any way attributable to the use, occupancy, operation, or maintenance of the Premises, the conduct of the Program, or any

activity, work, or things done, permitted, or suffered by F5VC, its agents, employees, or contractors in or about the Premises, and from and against any claims arising from a breach or default in the performance of any obligation of F5VC under the terms of this Agreement or arising from any negligence of F5VC, its employees, agents, or contractors.

Article VII - Assignments

Section 7.1 Sublease or Assignment

F5VC shall not subcontract, sublet, or assign any of its rights or duties hereunder, in whole or in part, without the prior written consent of the District.

Section 7.2 Third Party Use

F5VC shall not allow any other person and/or entity to use the Premises without the prior written consent of the District.

Article VIII - Breach and Termination

Section 8.1 Breach and Termination

In the event of any material breach or default of this Agreement by either party, the other party may terminate this Agreement and have no further obligations hereunder (save those set forth in this Article) if such default or breach continues for a period of forty-five (45) days after the breaching party receives written notice of the default or breach; provided, however, that if the nature of the default or breach is such that more than forty-five (45) days are reasonably required for its cure, then the non-breaching party shall not have the right to terminate this Agreement if the breaching party commences such cure within the forty-five (45) day period and thereafter diligently prosecutes such cure to completion. Any written notice regarding a default or breach shall include a detailed explanation of the default or breach. The foregoing provisions are in addition to, and not a limitation of, any other rights or remedies available to the District and/or F5VC.

Section 8.2 Termination for Cause

Either party may terminate this Agreement for cause. Cause shall include, without limitation, the following:

(a) F5VC is adjudged bankrupt;

(b) F5VC makes a general assignment for the benefit of its creditors;

(c) A receiver is appointed on account of F5VC's insolvency;

(d) If F5VC has made any material misrepresentation of any nature in or with respect to any information or data furnished to the District in connection with this

Agreement;

(e) If the District has made any material misrepresentation of any nature in or with respect to any information or data furnished to F5VC in connection with this Agreement;

(f) If any Hazardous Material is discovered on the Premises, and F5VC fails to take action as is required under this Agreement;

(g) If F5VC ceases to use the Premises for the use specified herein for ninety (90) consecutive days or more.

Article IX - Inspection of Premises

Section 9.1 Inspection

F5VC shall provide the District with a set of keys to the Premises. The District and its agents shall have the right to enter and/or pass through the Premises at any time and for any purpose, including but not limited to, inspecting the same, performing the District's maintenance and repair responsibilities, posting a notice of non-responsibility for alterations, additions, or repairs, and as required by law or emergency.

Article X - Removal of Personal Property

Section 10.1 Removal of Personal Property

On or before the expiration of this Agreement, or within thirty (30) days after any earlier termination of this Agreement, F5VC, at its sole expense, shall remove from the Premises any furniture, equipment, or other personal property ("F5VC's Personal Property") that it placed on the Premises that is not affixed to the Premises.

Section 10.2 Repair

F5VC shall repair any damage to the School Site and/or the Premises caused by removal of F5VC's Personal Property and restore the School Site and the Premises to good condition, less reasonable wear and tear.

Article XI - Independent Contractor

Section 11.1 Independent Contractor

This Agreement is not intended and shall not be construed or deemed to create any relationship of agency, partnership, association, or joint venture between the parties. It is understood F5VC is an independent actor, and neither party is responsible for employee benefits, workers' compensation, taxes, or other payments as compensation for the services of the other party and/or its employees.

Section 11.2 No Authority

Each party acknowledges and agrees that neither has nor will it give the appearance or impression of having any legal authority to bind or commit the other party in any way.

Article XII - Environmental Representations and Covenants

Section 12.1 Definitions

For purposes of this Agreement, the terms "Hazardous Materials" and "Environmental Laws" shall have the meanings provided in the attached **EXHIBIT B**.

Section 12.2 District's Representations

(a) To the best of the District's knowledge, both the School Site and the Premises are in compliance with all applicable Environmental Laws.

(b) Neither the District nor, to the District's knowledge, any predecessor in interest to the District has received any written notice of violation issued pursuant to any Environmental Laws with respect to the School Site or the Premises.

Section 12.3 Hazardous Materials

The District and F5VC agree not to cause or permit any Hazardous Materials to be placed upon or in the School Site or Premises, except as permitted by law.

Article XIII – Dispute Resolution

Disputes between the parties regarding this Agreement shall be resolved using the dispute resolution process described herein.

Section 13.1 Notice of Dispute

The party initiating the dispute resolution process shall prepare and send to the other party a notice of dispute that shall include the following information: (1) the name, addresses, and phone numbers of designated representatives of the party; (2) a statement of the facts of the dispute, including information regarding the attempts to resolve the dispute; (3) the specific sections of the Agreement that are in dispute; and (4) the specific resolution sought by the party. Within five (5) business days from receipt of the notice of dispute, the parties shall meet in an informal setting to try to resolve the dispute.

Section 13.2 Mediation

If the informal meeting fails to resolve the dispute, the party initiating the dispute resolution process shall notify the other party in writing, and the parties shall agree on a mediator

within seven (7) business days. The nonbinding mediation shall be entirely informal in nature; however, the parties may submit mediation briefs regarding the dispute at the request of the mediator. The rules of evidence shall not apply, and no record of the proceedings will be made. If an agreement is reached, the agreement shall be reduced to writing and shall be signed by the parties. The parties shall share equally the cost of the mediation.

Section 13.3 Amendments

Either party may seek equitable or injunctive relief prior to the mediation to preserve the status quo or prevent irreparable injury pending the completion of that process.

Article XIV - Miscellaneous

Section 14.1 Amendments

No waiver, alteration or modification of any of the provisions of this Agreement shall be binding upon either the District or F5VC unless the same shall be in writing and signed by both the District and F5VC.

Section 14.2 Time of Essence

Time is of the essence in this Agreement and each and all of its provisions.

Section 14.3 Notices

Any notices or filings required to be given or made under this Agreement shall be served, given, or made in writing upon the District or F5VC, as the case may be, by personal delivery, registered mail, or overnight delivery service (with a copy sent via fax or regular mail) to the respective addresses given below or at such other address as such party may provide in accordance with the provisions herein. Any change in the addresses noted herein shall not be binding upon the other party unless preceded by no less than thirty (30) days prior written notice.

If to F5VC:

Ventura County Children and Families First Commission
1363 Donlon Street, Suite 10
Ventura, CA 93003
Attn: Petra Puls, Executive Director

If to the District:

Oxnard School District
Business & Fiscal Services
1051 S. “A” Street
Oxnard, CA 93030-7492
Attn: Melissa Reyes, Director of Purchasing

Any notice given by certified or registered mail shall be effective five (5) days after deposit in the United States mail. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice personally given shall be effective upon receipt.

Section 14.4 Force Majeure

If any party shall be delayed or prevented from the performance of any act required by this Agreement by reason of acts of God, strikes, lockouts, labor troubles, or the inability to procure materials, without fault and beyond the reasonable control of the party obligated (financial inability excepted), performance of such act shall be excused for the period of the delay and the period for the performance of any such act shall be extended for a period equivalent to the period of such delay.

Section 14.5 Entire Agreement

This Agreement, including any exhibits hereto, constitutes the entire agreement between the parties with respect to the use of the Premises by F5VC and correctly sets forth the obligations of the District and F5VC to each other as of the Commencement Date. Any agreements not expressly set forth in this Agreement shall be null and void.

Section 14.6 Severability

If any one or more of the terms, covenants or conditions of this Agreement shall to any extent be declared invalid, unenforceable, void, or voidable for any reason whatsoever by a court of competent jurisdiction, the finding, order, or decree of which becomes final, none of the remaining terms, provisions, covenants, and conditions of this Agreement shall be affected thereby, and each provision of this Agreement shall be valid and enforceable to the fullest extent permitted by law.

Section 14.7 Governing Law

This Agreement shall be construed in accordance with, and governed by, the laws of the State of California, excluding its choice of law rules, and both parties agree that venue for any dispute arising under this Agreement shall be in Oxnard, California.

Section 14.8 Waiver

In no event shall any action by either party to this Agreement constitute or be construed to be a waiver or any breach of covenants or conditions of this Agreement or of any default which may then exist on the part of the other party, and the taking of any action while any breach or default exists, shall in no way impair or prejudice any right or remedy available to the non-breaching party with respect to such breach or default. The waiver by any party of one breach by any other party of any of the provisions of this Agreement shall not constitute a continuing waiver or a waiver of any subsequent breach either of the same or of another provision of this

Agreement.

Section 14.9 Headings

The headings of the sections of this Agreement are merely for the convenience of the parties. 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.

Section 14.10 Counterparts

This Agreement may be signed in counterparts, each of which shall be deemed an original but all of which together shall constitute one and the same Agreement.

Section 14.11 Successors and Assigns

This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective heirs, legal representatives, successors, and assigns.

Section 14.12 Surrender of the Premises

The voluntary or other surrender of the Premises by F5VC, or a mutual cancellation of this Agreement, shall, at the option of the District, terminate all or any existing subleases, or operate as an assignment to the District of any or all such subleases.

Section 14.13 Fingerprinting and Personnel Disclosure

Prior to entering or permitting entry by its employees, volunteers, agents, and contractors onto the School Site for the purposes specified in this Agreement, F5VC shall ensure compliance with all applicable fingerprinting and criminal background investigation requirements described in California Education Code Sections 45125.1 and 45125.2, which may be met under the fingerprinting provisions of Title 22 of the California Code of Regulations and applicable provisions of the California Health & Safety Code relevant to facility licensing (Health & Safety Code Sections 1500, *et seq.*) F5VC shall make available to District no later than July 31, 2026, a current list of all personnel providing services under this Agreement, and a personnel list every year during the term of this Agreement. Changes to this list shall be immediately provided to the District in writing. The list shall include: (1) all full or part-time staff positions by title, including volunteer positions, whose direct services are required to provide the services described herein, (2) a brief description of the functions of each such position, (3) the professional degree, if applicable, and experience required for each position, and (4) the name of the person responsible for fulfilling the terms of this Agreement.

Section 14.14 Non-Discrimination

F5VC and the District shall not restrict the use, occupancy, tenure, or enjoyment of the Premises, or any portion thereof, on the basis of sexual orientation, gender, marital status, race,

color, religion, creed, national origin, or ancestry of any person.

Section 14.15 Cooperation with Other Occupants of Property

It is understood and recognized by F5VC that the School Site, of which the Premises is a part, will be used by other parties, including the District, and F5VC shall cooperate with the other parties in reaching amicable arrangements concerning such matters as use of the parking areas, policing of common areas, custodial services, and security issues.

Section 14.16 Attorneys' Fees

In case suit should be brought for recovery of the Premises, for any sum due hereunder, or because of any act which may arise out of the possession of the Premises, by either party, the prevailing party shall be entitled to all costs incurred in connection with such action, including reasonable attorneys' fees.

Section 14.17 Authority

Each person executing this Agreement on behalf of a party hereto represents and warrants that he/she is duly and validly authorized to do so on behalf of such party, with full right and authority to execute this Agreement and to bind such party with respect to all of its obligations hereunder.

Section 14.18 Licenses and Standards

F5VC shall conform with all federal, state, county, and local rules and regulations, including facility and professional licensing and certification laws, and shall keep in effect any and all licenses, permits, notices, and certificates as are required for the duration of this Agreement. F5VC shall further comply with all laws applicable to wages and hours of employment, occupational safety, fire safety, health, and sanitation. F5VC shall provide the District, no later than July 31, 2026, a copy of the Facility License issued by State of California Department of Social Services.

In the performance of this Agreement, F5VC shall comply with all applicable provisions of the California Welfare and Institutions Code, Title 45 of the Code of Federal Regulations, all applicable laws and regulations of the United States, State of California, and applicable county and city, and all administrative regulations, rules and policies adopted hereunder as each and all may now exist or be hereinafter amended or changed. In addition, F5VC shall comply with all rules and regulations set forth in Federal Office of Management and Budget (OMB) Super Circular as applicable to form of entity by which F5VC transacts its business.

IN WITNESS WHEREOF the parties hereto, intending to be legally bound thereby, have executed this Agreement effective as of the date first above written.

DISTRICT:
OXNARD SCHOOL DISTRICT

By: _____
Melissa Reyes
Director of Purchasing

Date: _____

F5VC:
CHILDREN AND FAMILIES FIRST COMMISSION OF VENTURA COUNTY

By: _____
Petra Puls
Executive Director

Date: _____

(Contingent on Board of Trustee Approval)

EXHIBIT A

INSURANCE

2.7 INSURANCE

2.7.1 F5VC, at its sole cost and expense, shall obtain and maintain in full force, during the term of this Agreement, the following types of insurance:

2.7.1.1 Commercial General Liability "occurrence" coverage in the minimum amount of $2,000,000 for bodily injury and property damage each occurrence and $4,000,000 annual aggregate, including personal injury and advertising injury liability, $1,000,000 aggregate, products/completed operations, and $100,000 fire legal liability, if applicable.

2.7.1.2 Commercial Automobile Liability coverage in the minimum amount of $1,000,000 combined single limit (CSL) bodily injury and property damage, including owned (if any, which requires symbol 1 coverage), non-owned and hired automobiles.

2.7.1.3 Workers' Compensation coverage, in full compliance with California statutory requirements, for all employees of F5VC and Employer's Liability in the minimum amount of $1,000,000, and a waiver of subrogation in favor of the District.

2.7.1.4 Professional Liability coverage in the minimum amount of $1,000,000 each claim and $2,000,000 annual aggregate with a maximum deductible of $2,500 per claim. Policy shall be maintained for one year after the end of the contract period.

2.7.1.5 Abuse and Molestation coverage of not less than three million dollars ($3,000,000) per occurrence and six million dollars ($6,000,000) aggregate.

2.7.1.6 All the insurance companies providing coverage under this Agreement must be A.M. Best rated A, with the exception of the workers compensation insurance if provided by State Compensation Insurance Fund. Insurance coverage must be provided by California licensed and admitted carriers, with the exception of Professional Liability.

2.7.2 All insurance required under this Agreement shall be primary coverage as respects the District, and any insurance or self-insurance maintained by the District shall be in excess of F5VC's insurance coverage and shall not contribute to F5VC's coverage. The District is to be notified immediately if any aggregate insurance limit is exceeded. Additional coverage must be purchased to meet requirements.

2.7.3 The Oxnard School District is to be named as **Additional Insured** as respects work done by F5VC under the terms of this Agreement on all insurance required by this Agreement.

However, this paragraph 2.7.3 shall not be construed to apply to Workers' Compensation coverage.

2.7.4 Policies shall not be canceled, non-renewed, or reduced in scope of coverage until after sixty (60) days written notice has been given to the District.

2.7.5 F5VC agrees to provide the District with the following insurance documents within 14 days after the execution of this Agreement:

2.7.5.1 Certificates of Insurance for coverage required under this Agreement
2.7.5.2 Additional insured endorsements; and
2.7.5.3 Thirty (30) days Notice Cancellation Clause endorsements.

EXHIBIT B

DEFINITION OF HAZARDOUS MATERIALS AND ENVIRONMENTAL LAWS

For purposes of this Agreement, the term **"Hazardous Materials"** shall mean any and all (a) substances, products, by-products, waste, or other materials of any nature or kind whatsoever which is or becomes listed, regulated, or addressed under any Environmental Laws (defined below), and (b) any materials, substances, products, by-products, waste, or other materials of any nature or kind whatsoever whose presence in and of itself or in combination with other materials, substances, products, by-products, or waste may give rise to liability under any Environmental Law or any statutory or common law theory based on negligence, trespass, international, nuisance, strict or absolute liability, or under any reported decisions of any state or federal court; and (c) any substance, product, by-product, waste, or any other material which may be hazardous or harmful to the air, water, soil, environment, or affect industrial hygiene, occupational, health, safety, and/or general welfare conditions, including without limitation, petroleum and/or asbestos materials, products, by-products, or waste.

For purposes of this Agreement, the term **"Environmental Laws"** shall mean and include all federal, state, and local laws, statutes, ordinances, regulations, resolutions, decrees, and/or rules now or hereinafter in effect, as may be amended from time to time, and all implementing regulations, directives, orders, guidelines, and federal or state court decisions, interpreting, relating to, regulating or imposing liability (including, but not limited to, response, removal, remediation and damage costs) or standards of conduct or performance relating to industrial hygiene, occupational, health and/or safety conditions, environmental conditions, or exposure to, contamination by, or clean-up of any and all Hazardous Materials, including, without limitation, all federal or state superfund statues or environmental clean-up statutes.

OSD BOARD AGENDA ITEM

Name of Contributor: Kristen Pifko **Date of Meeting:** June 17, 2026

Agenda Section: Section C: Facilities Agreement

Approval of Joint Use Agreement #26-67 with Child Development Resources of Ventura County, Inc. for Mary Crawford Head Start at Harrington Early Childhood Development Center (Pifko)

This Agreement is to establish the terms and conditions governing the use of a preschool classroom by the Oxnard School District (OSD) and Child Development Resources of Ventura County, Inc. (CDR) for the operation of the Mary Crawford Head Start Program at Harrington Elementary School.

Term of the Agreement: July 1, 2026 to June 30, 2029

FISCAL IMPACT:
$2,500.00 per year paid to Oxnard School District by Child Development Resources of Ventura County, Inc.

RECOMMENDATION:
It is the recommendation of the Assistant Superintendent, Business & Fiscal Services that the Board of Trustees approve Agreement#26-67 with Child Development Resources of Ventura County, Inc.

ADDITIONAL MATERIALS:

Attached: CDR - Joint Use Agreement #26-67, Mary Crawford Head Start (16 Pages)

OSD AGREEMENT # 26-67

OXNARD SCHOOL DISTRICT
and
CHILD DEVELOPMENT RESOURCES OF VENTURA COUNTY, INC.

JOINT USE AGREEMENT FOR OPERATION OF MARY CRAWFORD HEAD START PRESCHOOL

This Joint Use Agreement ("Agreement") is hereby made and entered into this 17th day of June 2026, by and between OXNARD SCHOOL DISTRICT ("District"), a California public school district in the County of Ventura, California, and CHILD DEVELOPMENT RESOURCES OF VENTURA COUNTY, INC. ("CDR").

RECITALS

WHEREAS, the District operates and maintains an elementary school site at Harrington Elementary School at 451 East Olive Street in the City of Oxnard, California ("School Site"); and

WHEREAS, CDR is in need of a space to operate its Mary Crawford Head Start Preschool ("Program") for the children and families within the District area; and

WHEREAS, the District has space appropriate for this need at the School Site; and

WHEREAS, the use of the facilities, grounds, and outside playground equipment authorized by this Agreement will not be inconsistent with the District's use of the balance of the School Site as an elementary school; and

WHEREAS, the District has determined that the joint use and occupancy authorized by this Agreement will not: (a) interfere with the educational program or activities of any school or class conducted at the School Site, (b) unduly disrupt the residents in the surrounding neighborhood, or (c) jeopardize the safety of the children of the School Site; and

WHEREAS, the parties do not intend for this Agreement to constitute a lease of real property pursuant to Education Code Section 17455, *et seq*.

NOW, THEREFORE, in consideration of the mutual covenants, representations, and conditions contained herein, the parties agree as follows:

Article I - Premises

Section 1.1 Premises

The District and CDR agree that CDR shall have access to and non-exclusive use of two (2) classrooms at the School Site and shared front office space for two (2) CDR staff in the

Administrative Building at the School Site ("Premises").

Section 1.2 Warranty of Title

The District warrants that it owns the Premises and that it will continue to own the Premises throughout the term of this Agreement.

Article II - Use of Premises

Section 2.1 Permissible Uses

CDR shall use the Premises to house and operate the Program and for no other purpose unless mutually agreed to by the parties. The Program will operate congruent to the District's school calendar. No later than July 31, 2026, and July 31 every year thereafter, CDR will provide the District with a copy of the Program instructional and staffing calendar for each Program year during the term of this Agreement, beginning with 2026-2027.

Section 2.2 Suitability

CDR acknowledges that neither the District nor any agent of the District has made any representation or warranty as to the suitability of the Premises for the conduct of CDR's Program.

Section 2.3 Shared Use of School Site Facilities

Subject to District need and scheduling, CDR shall have access to and non-exclusive use of the School Site playground and the restrooms in the Administration Building of the School Site. CDR understands and agrees that it will cooperate with other persons using the Premises and the School Site, and will reach amicable arrangements concerning such use. CDR and Program staff shall comply with all rules, regulations, ordinances, and requirements of the District and the School Site.

Section 2.4 Nuisance, Miscellaneous

CDR shall not do or permit anything to be done, without the prior written consent of the District, in or about the Premises nor bring or keep anything therein, that will in any way increase the existing rate of or affect any fire or other insurance upon the School Site, Premises, or their contents, or cause cancellation of any insurance policy covering the School Site or any part thereof or any of its contents, nor shall CDR sell or permit to be kept, used, or sold in or about the Premises any articles which may be prohibited by a standard form policy of fire insurance. CDR shall not use or allow the Premises to be used for any improper or objectionable purpose, nor shall CDR cause, maintain, or permit any nuisance in, on, or about the Premises. CDR shall not commit or suffer to be committed any waste in or upon the Premises. CDR shall be responsible for the repair or replacement of any property of the District that may be lost, damaged, or stolen.

Section 2.5 Compliance with Laws

CDR shall not use the Premises or permit anything to be done in or about the Premises that will in any way conflict with any applicable law, statute, ordinance, or governmental rule or regulation now in force or which may hereafter be enacted or promulgated. CDR shall promptly comply with all applicable laws, ordinances, regulations, and governmental rules now in force or which may hereafter be in force relating to or affecting the use or occupancy of the Premises. CDR shall not be responsible for any and all legal compliance or environmental conditions that existed prior to CDR's occupancy of the Premises. CDR shall assume responsibility for legal compliance to the extent that they are triggered by any modifications or improvements made by CDR. Nothing in this section is intended to obligate CDR to be responsible for or require CDR to regulate the actions of any third parties not under the control of CDR.

Section 2.6 Legal Restrictions

(a) No drugs, alcohol, tobacco products, e-cigarettes, or vape products are allowed on the Premises at any time.

(b) The carrying of weapons is not allowed on the Premises except by on-duty, sworn law enforcement personnel.

(c) No device with produces flames, sparks, smoke, or explosions is allowed on the Premises without prior written permission of the District, which may be withheld in the District's sole discretion, and appropriate safety measures and permits in place.

(d) The District reserves the right to remove any person or persons at any time from the Premises and School Site that the District deems, in its sole discretion, to be unruly or a threat to the safety, welfare, or security of the Premises, the School Site, or District students and personnel.

Section 2.7 Required Notice - Emergency

CDR shall immediately inform the District or its designees of any health and/or safety emergency affecting CDR that may affect the safety of the Premises, the School Site, other schools within the District, or any of the District's students, volunteers, employees, or teachers. CDR shall cooperate with, and participate in, any lockdowns or exigent security procedures required by the District.

Article III - Operation, Maintenance, Repair, and Utilities

Section 3.1 Operation

During the term of this Agreement, CDR shall not allow the Premises to fall into a state of disrepair or present a hazard to the occupants of the Premises or the School Site.

Section 3.2 Maintenance

CDR shall maintain the Premises in a safe condition in conformance with all laws, rules, and regulations applicable to the use of the Premises by CDR or the District, whichever standard is higher.

Section 3.3 Utilities

During the term of this Agreement, CDR shall provide, maintain, repair, and pay for all utilities serving the Premises, including, but not limited to, gas, water, electricity, sewer, telephone, and trash collection.

Section 3.4 Repair

The District shall provide repairs to and facility maintenance of the Premises while the Program is operational, including all plumbing, electrical, HVAC, and building structure repairs. The District will maintain fire prevention systems in accordance with local and state laws.

Section 3.5 Equipment

CDR shall be responsible for providing any personal property, including equipment, appliances, and furnishings required for the use and operation of the Premises. Any personal property provided by the District shall remain the property of the District.

Section 3.6 Custodial Services

CDR shall provide custodial services five (5) days per week while the Program is operational. CDR shall maintain the Premises in good condition suitable for the Program and to meet Community Care Licensing (CCL) standards.

Section 3.7 Alterations

CDR shall not make any material alterations or improvements to the Premises without the prior written consent of the District.

Article IV - Term and Fees

Section 4.1 Initial Term

The term of this Agreement shall be three (3) years commencing on July 1, 2026 ("Commencement Date") and ending June 30, 2029 ("Initial Term"), unless terminated sooner under any provision of this Agreement. CDR may have access to the Premises starting July 1, 2026.

Section 4.2 Extension

Upon the completion of the Initial Term of this Agreement, the parties may agree to an extension of the term for up to two (2) years ("Extended Term"). The parties agree to negotiate in good faith mutually agreeable terms and conditions for any Extended Term.

If prior to the expiration of the Initial Term, CDR notifies the District that it wishes to extend the term, the District may, in its sole discretion, elect to give CDR alternative and equivalent space at another school site within the District, provided that the District gives CDR not less than ninety days (90) prior written notice of its election to do so.

Section 4.3 Early Termination

Either party may terminate this Agreement for convenience upon one hundred twenty (120) days written notice. CDR may terminate this Agreement upon sixty (60) days written notice in the event that funding for the Program ceases.

Section 4.4 Annual Fee

During the term of this Agreement, CDR shall pay an annual fee in the amount of $2,500.00. The fee shall be due on or before the Commencement Date and annually thereafter on July 1st. The fee is inclusive of utilities and site maintenance.

Article V – Insurance

Section 5.1 Insurance

CDR, at its sole expense, shall obtain and keep in force during the term of this Agreement, the types and amounts of insurance shown on **EXHIBIT A** which is incorporated by reference herein and made a part of this Agreement. All insurance policies shall be subject to approval by the District as to form and content. CDR agrees to provide District with copies of required policies upon request.

Article VI - Indemnification

Section 6.1 Indemnification

CDR shall indemnify, protect, defend, and hold harmless the District and any and all of its officials, elected board members, employees, and agents ("Indemnified Parties") from and against any liability (including liability for claims, suits, actions, arbitration proceedings, administrative proceedings, regulatory proceedings, losses, expenses or costs of any kind, whether actual, alleged or threatened, including attorneys' fees and costs, court costs, interest, defense costs, and expert witness fees), arising out of or in any way attributable to the use, occupancy, operation, or maintenance of the Premises, the conduct of the Program, or any activity, work, or things done, permitted, or suffered by CDR, its agents, employees, or contractors in or about the Premises, and from and against any claims arising from a breach or default in the performance of any obligation of CDR under the terms of this Agreement or arising from any negligence of CDR, its employees, agents, or contractors, except to the extent caused by the negligence or willful misconduct of the District.

Article VII - Assignments

Section 7.1 Sublease or Assignment

CDR shall not subcontract, sublet, or assign any of its rights or duties hereunder, in whole or in part, without the prior written consent of the District.

Section 7.2 Third Party Use

CDR shall not allow any other person and/or entity to use the Premises without the prior written consent of the District.

Article VIII - Breach and Termination

Section 8.1 Breach and Termination

In the event of any material breach or default of this Agreement by either party, the other party may terminate this Agreement and have no further obligations hereunder (save those set forth in this Article) if such default or breach continues for a period of forty-five (45) days after the breaching party receives written notice of the default or breach; provided, however, that if the nature of the default or breach is such that more than forty-five (45) days are reasonably required for its cure, then the non-breaching party shall not have the right to terminate this Agreement if the breaching party commences such cure within the forty-five (45) day period and thereafter diligently prosecutes such cure to completion. Any written notice regarding a default or breach shall include a detailed explanation of the default or breach. The foregoing provisions are in addition to, and not a limitation of, any other rights or remedies available to the District and/or CDR.

Section 8.2 Termination for Cause

Either party may terminate this Agreement for cause. Cause shall include, without limitation, the following:

(a) CDR is adjudged bankrupt;

(b) CDR makes a general assignment for the benefit of its creditors;

(c) A receiver is appointed on account of CDR's insolvency;

(d) If CDR has made any material misrepresentation of any nature in or with respect to any information or data furnished to the District in connection with this Agreement;

(e) If the District has made any material misrepresentation of any nature in or with respect to any information or data furnished to CDR in connection with this

Agreement;

(f) If any Hazardous Material is discovered on the Premises, and CDR fails to take action as is required under this Agreement;

(g) If CDR ceases to use the Premises for the use specified herein for ninety (90) consecutive days or more.

Article IX - Inspection of Premises

Section 9.1 Inspection

CDR shall provide the District with a set of keys to the Premises. The District and its agents shall have the right to enter and/or pass through the Premises at any time and for any purpose, including but not limited to, inspecting the same, performing the District's maintenance and repair responsibilities, posting a notice of non-responsibility for alterations, additions, or repairs, and as required by law or emergency; provided, however, that except in the case of an emergency, the District shall provide CDR with reasonable prior notice.
.

Article X - Removal of Personal Property

Section 10.1 Removal of Personal Property

On or before the expiration of this Agreement, or within thirty (30) days after any earlier termination of this Agreement, CDR, at its sole expense, shall remove from the Premises any furniture, equipment, or other personal property ("CDR's Personal Property") that it placed on the Premises that is not affixed to the Premises.

Section 10.2 Repair

CDR shall repair any damage to the School Site and/or the Premises caused by removal of CDR's Personal Property and restore the School Site and the Premises to good condition, less reasonable wear and tear.

Article XI - Independent Contractor

Section 11.1 Independent Contractor

This Agreement is not intended and shall not be construed or deemed to create any relationship of agency, partnership, association, or joint venture between the parties. It is understood CDR is an independent actor, and neither party is responsible for employee benefits, workers' compensation, taxes, or other payments as compensation for the services of the other party and/or its employees.

Section 11.2 No Authority

Each party acknowledges and agrees that neither has nor will it give the appearance or impression of having any legal authority to bind or commit the other party in any way.

Article XII - Environmental Representations and Covenants

Section 12.1 Definitions

For purposes of this Agreement, the terms "Hazardous Materials" and "Environmental Laws" shall have the meanings provided in the attached **EXHIBIT B**.

Section 12.2 District's Representations

(a) To the best of the District's knowledge, both the School Site and the Premises are in compliance with all applicable Environmental Laws.

(b) Neither the District nor, to the District's knowledge, any predecessor in interest to the District has received any written notice of violation issued pursuant to any Environmental Laws with respect to the School Site or the Premises.

Section 12.3 Hazardous Materials

The District and CDR agree not to cause or permit any Hazardous Materials to be placed upon or in the School Site or Premises, except as permitted by law.

Article XIII – Dispute Resolution

Disputes between the parties regarding this Agreement shall be resolved using the dispute resolution process described herein.

Section 13.1 Notice of Dispute

The party initiating the dispute resolution process shall prepare and send to the other party a notice of dispute that shall include the following information: (1) the name, addresses, and phone numbers of designated representatives of the party; (2) a statement of the facts of the dispute, including information regarding the attempts to resolve the dispute; (3) the specific sections of the Agreement that are in dispute; and (4) the specific resolution sought by the party. Within five (5) business days from receipt of the notice of dispute, the parties shall meet in an informal setting to try to resolve the dispute.

Section 13.2 Mediation

If the informal meeting fails to resolve the dispute, the party initiating the dispute resolution process shall notify the other party in writing, and the parties shall agree on a mediator within seven (7) business days. The nonbinding mediation shall be entirely informal in nature; however, the parties may submit mediation briefs regarding the dispute at the request of the

mediator. The rules of evidence shall not apply, and no record of the proceedings will be made. If an agreement is reached, the agreement shall be reduced to writing and shall be signed by the parties. The parties shall share equally the cost of the mediation.

Section 13.3 Amendments

Either party may seek equitable or injunctive relief prior to the mediation to preserve the status quo or prevent irreparable injury pending the completion of that process.

Article XIV - Miscellaneous

Section 14.1 Amendments

No waiver, alteration or modification of any of the provisions of this Agreement shall be binding upon either the District or CDR unless the same shall be in writing and signed by both the District and CDR.

Section 14.2 Time of Essence

Time is of the essence in this Agreement and each and all of its provisions.

Section 14.3 Notices

Any notices or filings required to be given or made under this Agreement shall be served, given, or made in writing upon the District or CDR, as the case may be, by personal delivery, registered mail, or overnight delivery service (with a copy sent via fax or regular mail) to the respective addresses given below or at such other address as such party may provide in accordance with the provisions herein. Any change in the addresses noted herein shall not be binding upon the other party unless preceded by no less than thirty (30) days prior written notice.

If to CDR:

Child Development Resources of Ventura County, Inc.
221 E. Ventura Blvd.
Oxnard, CA 93036
Attn: Jack Hinojosa, Chief Executive Officer

If to the District:

Oxnard School District
Business & Fiscal Services
1051 S. “A” Street
Oxnard, CA 93030-7492
Attn: Melissa Reyes, Director of Purchasing

Any notice given by certified or registered mail shall be effective five (5) days after

deposit in the United States mail. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice personally given shall be effective upon receipt.

Section 14.4 Force Majeure

If any party shall be delayed or prevented from the performance of any act required by this Agreement by reason of acts of God, strikes, lockouts, labor troubles, or the inability to procure materials, without fault and beyond the reasonable control of the party obligated (financial inability excepted), performance of such act shall be excused for the period of the delay and the period for the performance of any such act shall be extended for a period equivalent to the period of such delay.

Section 14.5 Entire Agreement

This Agreement, including any exhibits hereto, constitutes the entire agreement between the parties with respect to the use of the Premises by CDR and correctly sets forth the obligations of the District and CDR to each other as of the Commencement Date. Any agreements not expressly set forth in this Agreement shall be null and void.

Section 14.6 Severability

If any one or more of the terms, covenants or conditions of this Agreement shall to any extent be declared invalid, unenforceable, void, or voidable for any reason whatsoever by a court of competent jurisdiction, the finding, order, or decree of which becomes final, none of the remaining terms, provisions, covenants, and conditions of this Agreement shall be affected thereby, and each provision of this Agreement shall be valid and enforceable to the fullest extent permitted by law.

Section 14.7 Governing Law

This Agreement shall be construed in accordance with, and governed by, the laws of the State of California, excluding its choice of law rules, and both parties agree that venue for any dispute arising under this Agreement shall be in Oxnard, California.

Section 14.8 Waiver

In no event shall any action by either party to this Agreement constitute or be construed to be a waiver or any breach of covenants or conditions of this Agreement or of any default which may then exist on the part of the other party, and the taking of any action while any breach or default exists, shall in no way impair or prejudice any right or remedy available to the non-breaching party with respect to such breach or default. The waiver by any party of one breach by any other party of any of the provisions of this Agreement shall not constitute a continuing waiver or a waiver of any subsequent breach either of the same or of another provision of this Agreement.

Section 14.9 Headings

The headings of the sections of this Agreement are merely for the convenience of the parties. 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.

Section 14.10 Counterparts

This Agreement may be signed in counterparts, each of which shall be deemed an original but all of which together shall constitute one and the same Agreement.

Section 14.11 Successors and Assigns

This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective heirs, legal representatives, successors, and assigns.

Section 14.12 Surrender of the Premises

The voluntary or other surrender of the Premises by CDR, or a mutual cancellation of this Agreement, shall, at the option of the District, terminate all or any existing subleases, or operate as an assignment to the District of any or all such subleases.

Section 14.13 Fingerprinting and Personnel Disclosure

Prior to entering or permitting entry by its employees, volunteers, agents, and contractors onto the School Site for the purposes specified in this Agreement, CDR shall ensure compliance with all applicable fingerprinting and criminal background investigation requirements described in California Education Code Sections 45125.1 and 45125.2, which may be met under the fingerprinting provisions of Title 22 of the California Code of Regulations and applicable provisions of the California Health & Safety Code relevant to facility licensing (Health & Safety Code Sections 1500, *et seq.*) CDR shall make available to District no later than July 31, 2026, a current list of all personnel providing services under this Agreement, and a personnel list every year during the term of this Agreement. Changes to this list shall be immediately provided to the District in writing. The list shall include: (1) all full or part-time staff positions by title, including volunteer positions, whose direct services are required to provide the services described herein, (2) a brief description of the functions of each such position, (3) the professional degree, if applicable, and experience required for each position, and (4) the name of the person responsible for fulfilling the terms of this Agreement.

Section 14.14 Non-Discrimination

CDR and the District shall not restrict the use, occupancy, tenure, or enjoyment of the Premises, or any portion thereof, on the basis of sexual orientation, gender, marital status, race, color, religion, creed, national origin, or ancestry of any person.

Section 14.15 Cooperation with Other Occupants of Property

It is understood and recognized by CDR that the School Site, of which the Premises is a part, will be used by other parties, including the District, and CDR shall cooperate with the other parties in reaching amicable arrangements concerning such matters as use of the parking areas, policing of common areas, custodial services, and security issues.

Section 14.16 Attorneys' Fees

In case suit should be brought for recovery of the Premises, for any sum due hereunder, or because of any act which may arise out of the possession of the Premises, by either party, the prevailing party shall be entitled to all costs incurred in connection with such action, including reasonable attorneys' fees.

Section 14.17 Authority

Each person executing this Agreement on behalf of a party hereto represents and warrants that he/she is duly and validly authorized to do so on behalf of such party, with full right and authority to execute this Agreement and to bind such party with respect to all of its obligations hereunder.

Section 14.18 Licenses and Standards

CDR shall conform with all federal, state, county, and local rules and regulations, including facility and professional licensing and certification laws, and shall keep in effect any and all licenses, permits, notices, and certificates as are required for the duration of this Agreement. CDR shall further comply with all laws applicable to wages and hours of employment, occupational safety, fire safety, health, and sanitation. CDR shall provide the District, no later than July 31, 2026, a copy of the Facility License issued by State of California Department of Social Services.

In the performance of this Agreement, CDR shall comply with all applicable provisions of the California Welfare and Institutions Code, Title 45 of the Code of Federal Regulations, all applicable laws and regulations of the United States, State of California, and applicable county and city, and all administrative regulations, rules and policies adopted hereunder as each and all may now exist or be hereinafter amended or changed. In addition, CDR shall comply with all rules and regulations set forth in Federal Office of Management and Budget (OMB) Super Circular as applicable to form of entity by which CDR transacts its business.

IN WITNESS WHEREOF the parties hereto, intending to be legally bound thereby, have executed this Agreement effective as of the date first above written.

DISTRICT:
OXNARD SCHOOL DISTRICT

By: _____
Melissa Reyes
Director of Purchasing

Date: _____

CDR:
CHILD DEVELOPMENT RESOURCES OF VENTURA COUNTY, INC.

By: _____
Jack Hinojosa
Chief Executive Officer

Date: _____

(Contingent on Board of Trustee Approval)

EXHIBIT A

INSURANCE

2.7 INSURANCE

2.7.1 CDR, at its sole cost and expense, shall obtain and maintain in full force, during the term of this Agreement, the following types of insurance:

2.7.1.1 Commercial General Liability "occurrence" coverage in the minimum amount of $2,000,000 for bodily injury and property damage each occurrence and $4,000,000 annual aggregate, including personal injury and advertising injury liability, $1,000,000 aggregate, products/completed operations, and $100,000 fire legal liability, if applicable.

2.7.1.2 Commercial Automobile Liability coverage in the minimum amount of $1,000,000 combined single limit (CSL) bodily injury and property damage, including owned (if any, which requires symbol 1 coverage), non-owned and hired automobiles.

2.7.1.3 Workers' Compensation coverage, in full compliance with California statutory requirements, for all employees of CDR and Employer's Liability in the minimum amount of $1,000,000, and a waiver of subrogation in favor of the District.

2.7.1.4 Professional Liability coverage in the minimum amount of $1,000,000 each claim and $2,000,000 annual aggregate with a maximum deductible of $2,500 per claim. Policy shall be maintained for one year after the end of the contract period.

2.7.1.5 Abuse and Molestation coverage of not less than three million dollar ($3,000,000) per occurrence and six million dollars ($6,000,000) aggregate.

2.7.1.6 All the insurance companies providing coverage under this Agreement must be A.M. Best rated A, with the exception of the workers compensation insurance if provided by State Compensation Insurance Fund. Insurance coverage must be provided by California licensed and admitted carriers, with the exception of Professional Liability.

2.7.2 All insurance required under this Agreement shall be primary coverage as respects the District, and any insurance or self-insurance maintained by the District shall be in excess of CDR's insurance coverage and shall not contribute to CDR's coverage. The District is to be notified immediately if any aggregate insurance limit is exceeded. Additional coverage must be purchased to meet requirements.

2.7.3 The Oxnard School District is to be named as **Additional Insured** as respects work done by CDR under the terms of this Agreement on all insurance required by this Agreement. However, this paragraph 2.7.3 shall not be construed to apply to Workers' Compensation

coverage.

2.7.4 Policies shall not be canceled, non-renewed, or reduced in scope of coverage until after sixty (60) days written notice has been given to the District.

2.7.5 CDR agrees to provide the District with the following insurance documents within 14 days after the execution of this Agreement:

2.7.5.1 Certificates of Insurance for coverage required under this Agreement
2.7.5.2 Additional insured endorsements; and
2.7.5.3 Thirty (30) days Notice Cancellation Clause endorsements.

EXHIBIT B

DEFINITION OF HAZARDOUS MATERIALS AND ENVIRONMENTAL LAWS

For purposes of this Agreement, the term **"Hazardous Materials"** shall mean any and all (a) substances, products, by-products, waste, or other materials of any nature or kind whatsoever which is or becomes listed, regulated, or addressed under any Environmental Laws (defined below), and (b) any materials, substances, products, by-products, waste, or other materials of any nature or kind whatsoever whose presence in and of itself or in combination with other materials, substances, products, by-products, or waste may give rise to liability under any Environmental Law or any statutory or common law theory based on negligence, trespass, international, nuisance, strict or absolute liability, or under any reported decisions of any state or federal court; and (c) any substance, product, by-product, waste, or any other material which may be hazardous or harmful to the air, water, soil, environment, or affect industrial hygiene, occupational, health, safety, and/or general welfare conditions, including without limitation, petroleum and/or asbestos materials, products, by-products, or waste.

For purposes of this Agreement, the term **"Environmental Laws"** shall mean and include all federal, state, and local laws, statutes, ordinances, regulations, resolutions, decrees, and/or rules now or hereinafter in effect, as may be amended from time to time, and all implementing regulations, directives, orders, guidelines, and federal or state court decisions, interpreting, relating to, regulating or imposing liability (including, but not limited to, response, removal, remediation and damage costs) or standards of conduct or performance relating to industrial hygiene, occupational, health and/or safety conditions, environmental conditions, or exposure to, contamination by, or clean-up of any and all Hazardous Materials, including, without limitation, all federal or state superfund statues or environmental clean-up statutes.

OSD BOARD AGENDA ITEM

Name of Contributor: Kristen Pifko **Date of Meeting:** June 17, 2026

Agenda Section: Section C: Facilities Agreement

Approval of Joint Use Agreement #26-68 with Child Development Resources of Ventura County, Inc. for Marina West Head Start Preschool at Marina West School (Pifko)

This Agreement is to establish the terms and conditions governing the use of preschool classrooms by the Oxnard School District (OSD) and Child Development Resources of Ventura County, Inc. (CDR) for the operation of the Marina West Head Start Program at Marina West School.

Term of the Agreement: July 1, 2026 to June 30, 2029

FISCAL IMPACT:
$2,500.00 per year paid to Oxnard School District by Child Development Resources of Ventura County, Inc.

RECOMMENDATION:
It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, that the Board of Trustees approve Agreement #26-68 with Child Development Resources of Ventura County, Inc.

ADDITIONAL MATERIALS:

Attached: CDR - Joint Use Agreement #26-68, Marina West Preschool (16 Pages)

OSD AGREEMENT # 26-68

OXNARD SCHOOL DISTRICT
and
CHILD DEVELOPMENT RESOURCES OF VENTURA COUNTY, INC.

JOINT USE AGREEMENT FOR OPERATION OF MARINA WEST HEAD START PRESCHOOL

This Joint Use Agreement ("Agreement") is hereby made and entered into this 17th day of June 2026, by and between OXNARD SCHOOL DISTRICT ("District"), a California public school district in the County of Ventura, California, and CHILD DEVELOPMENT RESOURCES OF VENTURA COUNTY, INC. ("CDR").

RECITALS

WHEREAS, the District operates and maintains an elementary school site at Marina West Elementary School at 2501 Carob Street in the City of Oxnard, California ("School Site"); and

WHEREAS, CDR is in need of a space to operate its Marina West Head Start Preschool ("Program") for the children and families within the District area; and

WHEREAS, the District has space appropriate for this need at the School Site; and

WHEREAS, the use of the facilities, grounds, and outside playground equipment authorized by this Agreement will not be inconsistent with the District's use of the balance of the School Site as an elementary school; and

WHEREAS, the District has determined that the joint use and occupancy authorized by this Agreement will not: (a) interfere with the educational program or activities of any school or class conducted at the School Site, (b) unduly disrupt the residents in the surrounding neighborhood, or (c) jeopardize the safety of the children of the School Site; and

WHEREAS, the parties do not intend for this Agreement to constitute a lease of real property pursuant to Education Code Section 17455, *et seq*.

NOW, THEREFORE, in consideration of the mutual covenants, representations, and conditions contained herein, the parties agree as follows:

Article I - Premises

Section 1.1 Premises

The District and CDR agree that CDR shall have access to and non-exclusive use of one (1) portable classroom at the School Site ("Premises").

Section 1.2 Warranty of Title

The District warrants that it owns the Premises and that it will continue to own the Premises throughout the term of this Agreement.

Article II - Use of Premises

Section 2.1 Permissible Uses

CDR shall use the Premises to house and operate the Program and for no other purpose unless mutually agreed to by the parties. No later than July 31, 2026, and July 31 every year thereafter, CDR will provide the District with a copy of the Program instructional and staffing calendar for each Program year during the term of this Agreement, beginning with 2026-2027.

Section 2.2 Suitability

CDR acknowledges that neither the District nor any agent of the District has made any representation or warranty as to the suitability of the Premises for the conduct of CDR's Program.

Section 2.3 Shared Use of School Site Facilities

CDR shall have access to and non-exclusive use of the restrooms in the Administration Building and/or Preschool Buildings at the School Site. CDR understands and agrees that it will cooperate with other persons using the Premises and the School Site, and will reach amicable arrangements concerning such use. CDR and Program staff shall comply with all rules, regulations, ordinances, and requirements of the District and the School Site.

Section 2.4 Nuisance, Miscellaneous

CDR shall not do or permit anything to be done, without the prior written consent of the District, in or about the Premises nor bring or keep anything therein, that will in any way increase the existing rate of or affect any fire or other insurance upon the School Site, Premises, or their contents, or cause cancellation of any insurance policy covering the School Site or any part thereof or any of its contents, nor shall CDR sell or permit to be kept, used, or sold in or about the Premises any articles which may be prohibited by a standard form policy of fire insurance. CDR shall not use or allow the Premises to be used for any improper or objectionable purpose, nor shall CDR cause, maintain, or permit any nuisance in, on, or about the Premises. CDR shall not commit or suffer to be committed any waste in or upon the Premises. CDR shall be responsible for the repair or replacement of any property of the District that may be lost, damaged, or stolen.

Section 2.5 Compliance with Laws

CDR shall not use the Premises or permit anything to be done in or about the Premises that will in any way conflict with any applicable law, statute, ordinance, or governmental rule or regulation now in force or which may hereafter be enacted or promulgated. CDR shall promptly comply with all applicable laws, ordinances, regulations, and governmental rules now in force or which may hereafter be in force relating to or affecting the use or occupancy of the Premises. CDR shall not be responsible for any and all legal compliance or environmental conditions that existed prior to CDR's occupancy of the Premises. CDR shall assume responsibility for legal compliance to the extent that they are triggered by any modifications or improvements made by CDR. Nothing in this section is intended to obligate CDR to be responsible for or require CDR to regulate the actions of any third parties not under the control of CDR.

Section 2.6 Legal Restrictions

(a) No drugs, alcohol, tobacco products, e-cigarettes, or vape products are allowed on the Premises at any time.

(b) The carrying of weapons is not allowed on the Premises except by on-duty, sworn law enforcement personnel.

(c) No device with produces flames, sparks, smoke, or explosions is allowed on the Premises without prior written permission of the District, which may be withheld in the District's sole discretion, and appropriate safety measures and permits in place.

(d) The District reserves the right to remove any person or persons at any time from the Premises and School Site that the District deems, in its sole discretion, to be unruly or a threat to the safety, welfare, or security of the Premises, the School Site, or District students and personnel.

Section 2.7 Required Notice - Emergency

CDR shall immediately inform the District or its designees of any health and/or safety emergency affecting CDR that may affect the safety of the Premises, the School Site, other schools within the District, or any of the District's students, volunteers, employees, or teachers. CDR shall cooperate with, and participate in, any lockdowns or exigent security procedures required by the District.

Article III - Operation, Maintenance, Repair, and Utilities

Section 3.1 Operation

During the term of this Agreement, CDR shall not allow the Premises to fall into a state of disrepair or present a hazard to the occupants of the Premises or the School Site.

Section 3.2 Maintenance

CDR shall maintain the Premises in a safe condition in conformance with all laws, rules, and regulations applicable to the use of the Premises by CDR or the District, whichever standard is higher.

Section 3.3 Utilities

During the term of this Agreement, CDR shall provide, maintain, repair, and pay for all utilities serving the Premises, including, but not limited to, gas, water, electricity, sewer, telephone, and trash collection.

CDR shall pay for the utilities and janitorial services of the Premises.

Section 3.4 Repair

The District shall provide repairs to and facility maintenance of the Premises while the Program is operational, including all plumbing, electrical, HVAC, and building structure repairs. The District will maintain fire prevention systems in accordance with local and state laws.

Section 3.5 Equipment

CDR shall be responsible for providing any personal property, including equipment, appliances, and furnishings required for the use and operation of the Premises. Any personal property provided by the District shall remain the property of the District.

Section 3.6 Custodial Services

CDR shall provide custodial services five (5) days per week while the Program is operational. CDR shall maintain the Premises in good condition suitable for the Program and to meet Community Care Licensing (CCL) standards.

Section 3.7 Alterations

CDR shall not make any material alterations or improvements to the Premises without the prior written consent of the District.

Article IV - Term and Fees

Section 4.1 Initial Term

The term of this Agreement shall be three (3) years commencing on July 1, 2026 ("Commencement Date") and ending June 30, 2029 ("Initial Term"), unless terminated sooner under any provision of this Agreement. CDR may have access to the Premises starting July 1, 2026.

Section 4.2 Extension

Upon the completion of the Initial Term of this Agreement, the parties may agree to an extension of the term for up to two (2) years ("Extended Term"). The parties agree to negotiate in good faith mutually agreeable terms and conditions for any Extended Term.

If prior to the expiration of the Initial Term, CDR notifies the District that it wishes to extend the term, the District may, in its sole discretion, elect to give CDR alternative and equivalent space at another school site within the District, provided that the District gives CDR not less than ninety days (90) prior written notice of its election to do so.

Section 4.3 Early Termination

Either party may terminate this Agreement for convenience upon one hundred twenty (120) days written notice. CDR may terminate this Agreement upon sixty (60) days written notice in the event that funding for the Program ceases.

Section 4.4 Annual Fee

During the term of this Agreement, CDR shall pay an annual fee in the amount of $2,500.00. The fee shall be due on or before the Commencement Date and annually thereafter on July 1st.

Article V – Insurance

Section 5.1 Insurance

CDR, at its sole expense, shall obtain and keep in force during the term of this Agreement, the types and amounts of insurance shown on **EXHIBIT A** which is incorporated by reference herein and made a part of this Agreement. All insurance policies shall be subject to approval by the District as to form and content. CDR agrees to provide District with copies of required policies upon request.

Article VI - Indemnification

Section 6.1 Indemnification

CDR shall indemnify, protect, defend, and hold harmless the District and any and all of its officials, elected board members, employees, and agents ("Indemnified Parties") from and against any liability (including liability for claims, suits, actions, arbitration proceedings, administrative proceedings, regulatory proceedings, losses, expenses or costs of any kind, whether actual, alleged or threatened, including attorneys' fees and costs, court costs, interest, defense costs, and expert witness fees), arising out of or in any way attributable to the use, occupancy, operation, or maintenance of the Premises, the conduct of the Program, or any activity, work, or things done, permitted, or suffered by CDR, its agents, employees, or contractors in or about the Premises, and from and against any claims arising from a breach or default in the performance of any obligation of CDR under the terms of this Agreement or

arising from any negligence of CDR, its employees, agents, or contractors, except to the extent caused by the negligence or willful misconduct of the District.

Article VII - Assignments

Section 7.1 Sublease or Assignment

CDR shall not subcontract, sublet, or assign any of its rights or duties hereunder, in whole or in part, without the prior written consent of the District.

Section 7.2 Third Party Use

CDR shall not allow any other person and/or entity to use the Premises without the prior written consent of the District.

Article VIII - Breach and Termination

Section 8.1 Breach and Termination

In the event of any material breach or default of this Agreement by either party, the other party may terminate this Agreement and have no further obligations hereunder (save those set forth in this Article) if such default or breach continues for a period of forty-five (45) days after the breaching party receives written notice of the default or breach; provided, however, that if the nature of the default or breach is such that more than forty-five (45) days are reasonably required for its cure, then the non-breaching party shall not have the right to terminate this Agreement if the breaching party commences such cure within the forty-five (45) day period and thereafter diligently prosecutes such cure to completion. Any written notice regarding a default or breach shall include a detailed explanation of the default or breach. The foregoing provisions are in addition to, and not a limitation of, any other rights or remedies available to the District and/or CDR.

Section 8.2 Termination for Cause

Either party may terminate this Agreement for cause. Cause shall include, without limitation, the following:

(a) CDR is adjudged bankrupt;

(b) CDR makes a general assignment for the benefit of its creditors;

(c) A receiver is appointed on account of CDR's insolvency;

(d) If CDR has made any material misrepresentation of any nature in or with respect to any information or data furnished to the District in connection with this Agreement;

(e) If the District has made any material misrepresentation of any nature in or with respect to any information or data furnished to CDR in connection with this Agreement;

(f) If any Hazardous Material is discovered on the Premises, and CDR fails to take action as is required under this Agreement;

(g) If CDR ceases to use the Premises for the use specified herein for ninety (90) consecutive days or more.

Article IX - Inspection of Premises

Section 9.1 Inspection

CDR shall provide the District with a set of keys to the Premises. The District and its agents shall have the right to enter and/or pass through the Premises at any time and for any purpose, including but not limited to, inspecting the same, performing the District's maintenance and repair responsibilities, posting a notice of non-responsibility for alterations, additions, or repairs, and as required by law or emergency; provided, however, that except in the case of an emergency, the District shall provide CDR with reasonable prior notice.

Article X - Removal of Personal Property

Section 10.1 Removal of Personal Property

On or before the expiration of this Agreement, or within thirty (30) days after any earlier termination of this Agreement, CDR, at its sole expense, shall remove from the Premises any furniture, equipment, or other personal property ("CDR's Personal Property") that it placed on the Premises that is not affixed to the Premises.

Section 10.2 Repair

CDR shall repair any damage to the School Site and/or the Premises caused by removal of CDR's Personal Property and restore the School Site and the Premises to good condition, less reasonable wear and tear.

Article XI - Independent Contractor

Section 11.1 Independent Contractor

This Agreement is not intended and shall not be construed or deemed to create any relationship of agency, partnership, association, or joint venture between the parties. It is understood CDR is an independent actor, and neither party is responsible for employee benefits, workers' compensation, taxes, or other payments as compensation for the services of the other party and/or its employees.

Section 11.2 No Authority

Each party acknowledges and agrees that neither has nor will it give the appearance or impression of having any legal authority to bind or commit the other party in any way.

Article XII - Environmental Representations and Covenants

Section 12.1 Definitions

For purposes of this Agreement, the terms "Hazardous Materials" and "Environmental Laws" shall have the meanings provided in the attached **EXHIBIT B**.

Section 12.2 District's Representations

(a) To the best of the District's knowledge, both the School Site and the Premises are in compliance with all applicable Environmental Laws.

(b) Neither the District nor, to the District's knowledge, any predecessor in interest to the District has received any written notice of violation issued pursuant to any Environmental Laws with respect to the School Site or the Premises.

Section 12.3 Hazardous Materials

The District and CDR agree not to cause or permit any Hazardous Materials to be placed upon or in the School Site or Premises, except as permitted by law.

Article XIII – Dispute Resolution

Disputes between the parties regarding this Agreement shall be resolved using the dispute resolution process described herein.

Section 13.1 Notice of Dispute

The party initiating the dispute resolution process shall prepare and send to the other party a notice of dispute that shall include the following information: (1) the name, addresses, and phone numbers of designated representatives of the party; (2) a statement of the facts of the dispute, including information regarding the attempts to resolve the dispute; (3) the specific sections of the Agreement that are in dispute; and (4) the specific resolution sought by the party. Within five (5) business days from receipt of the notice of dispute, the parties shall meet in an informal setting to try to resolve the dispute.

Section 13.2 Mediation

If the informal meeting fails to resolve the dispute, the party initiating the dispute resolution process shall notify the other party in writing, and the parties shall agree on a mediator within seven (7) business days. The nonbinding mediation shall be entirely informal in nature;

however, the parties may submit mediation briefs regarding the dispute at the request of the mediator. The rules of evidence shall not apply, and no record of the proceedings will be made. If an agreement is reached, the agreement shall be reduced to writing and shall be signed by the parties. The parties shall share equally the cost of the mediation.

Section 13.3 Amendments

Either party may seek equitable or injunctive relief prior to the mediation to preserve the status quo or prevent irreparable injury pending the completion of that process.

Article XIV - Miscellaneous

Section 14.1 Amendments

No waiver, alteration or modification of any of the provisions of this Agreement shall be binding upon either the District or CDR unless the same shall be in writing and signed by both the District and CDR.

Section 14.2 Time of Essence

Time is of the essence in this Agreement and each and all of its provisions.

Section 14.3 Notices

Any notices or filings required to be given or made under this Agreement shall be served, given, or made in writing upon the District or CDR, as the case may be, by personal delivery, registered mail, or overnight delivery service (with a copy sent via fax or regular mail) to the respective addresses given below or at such other address as such party may provide in accordance with the provisions herein. Any change in the addresses noted herein shall not be binding upon the other party unless preceded by no less than thirty (30) days prior written notice.

If to CDR:

Child Development Resources of Ventura County, Inc.
221 E. Ventura Blvd.
Oxnard, CA 93036
Attn: Jack Hinojosa, Chief Executive Officer

If to the District:

Oxnard School District
Business & Fiscal Services
1051 S. “A” Street
Oxnard, CA 93030-7492
Attn: Melissa Reyes, Director of Purchasing

Any notice given by certified or registered mail shall be effective five (5) days after deposit in the United States mail. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice personally given shall be effective upon receipt.

Section 14.4 Force Majeure

If any party shall be delayed or prevented from the performance of any act required by this Agreement by reason of acts of God, strikes, lockouts, labor troubles, or the inability to procure materials, without fault and beyond the reasonable control of the party obligated (financial inability excepted), performance of such act shall be excused for the period of the delay and the period for the performance of any such act shall be extended for a period equivalent to the period of such delay.

Section 14.5 Entire Agreement

This Agreement, including any exhibits hereto, constitutes the entire agreement between the parties with respect to the use of the Premises by CDR and correctly sets forth the obligations of the District and CDR to each other as of the Commencement Date. Any agreements not expressly set forth in this Agreement shall be null and void.

Section 14.6 Severability

If any one or more of the terms, covenants or conditions of this Agreement shall to any extent be declared invalid, unenforceable, void, or voidable for any reason whatsoever by a court of competent jurisdiction, the finding, order, or decree of which becomes final, none of the remaining terms, provisions, covenants, and conditions of this Agreement shall be affected thereby, and each provision of this Agreement shall be valid and enforceable to the fullest extent permitted by law.

Section 14.7 Governing Law

This Agreement shall be construed in accordance with, and governed by, the laws of the State of California, excluding its choice of law rules, and both parties agree that venue for any dispute arising under this Agreement shall be in Oxnard, California.

Section 14.8 Waiver

In no event shall any action by either party to this Agreement constitute or be construed to be a waiver or any breach of covenants or conditions of this Agreement or of any default which may then exist on the part of the other party, and the taking of any action while any breach or default exists, shall in no way impair or prejudice any right or remedy available to the non-breaching party with respect to such breach or default. The waiver by any party of one breach by any other party of any of the provisions of this Agreement shall not constitute a continuing waiver or a waiver of any subsequent breach either of the same or of another provision of this Agreement.

Section 14.9 Headings

The headings of the sections of this Agreement are merely for the convenience of the parties. 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.

Section 14.10 Counterparts

This Agreement may be signed in counterparts, each of which shall be deemed an original but all of which together shall constitute one and the same Agreement.

Section 14.11 Successors and Assigns

This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective heirs, legal representatives, successors, and assigns.

Section 14.12 Surrender of the Premises

The voluntary or other surrender of the Premises by CDR, or a mutual cancellation of this Agreement, shall, at the option of the District, terminate all or any existing subleases, or operate as an assignment to the District of any or all such subleases.

Section 14.13 Fingerprinting and Personnel Disclosure

Prior to entering or permitting entry by its employees, volunteers, agents, and contractors onto the School Site for the purposes specified in this Agreement, CDR shall ensure compliance with all applicable fingerprinting and criminal background investigation requirements described in California Education Code Sections 45125.1 and 45125.2, which may be met under the fingerprinting provisions of Title 22 of the California Code of Regulations and applicable provisions of the California Health & Safety Code relevant to facility licensing (Health & Safety Code Sections 1500, *et seq.*) CDR shall make available to District no later than July 31, 2026, a current list of all personnel providing services under this Agreement, and a personnel list every year during the term of this Agreement. Changes to this list shall be immediately provided to the District in writing. The list shall include: (1) all full or part-time staff positions by title, including volunteer positions, whose direct services are required to provide the services described herein, (2) a brief description of the functions of each such position, (3) the professional degree, if applicable, and experience required for each position, and (4) the name of the person responsible for fulfilling the terms of this Agreement.

Section 14.14 Non-Discrimination

CDR and the District shall not restrict the use, occupancy, tenure, or enjoyment of the Premises, or any portion thereof, on the basis of sexual orientation, gender, marital status, race, color, religion, creed, national origin, or ancestry of any person.

Section 14.15 Cooperation with Other Occupants of Property

It is understood and recognized by CDR that the School Site, of which the Premises is a part, will be used by other parties, including the District, and CDR shall cooperate with the other parties in reaching amicable arrangements concerning such matters as use of the parking areas, policing of common areas, custodial services, and security issues.

Section 14.16 Attorneys' Fees

In case suit should be brought for recovery of the Premises, for any sum due hereunder, or because of any act which may arise out of the possession of the Premises, by either party, the prevailing party shall be entitled to all costs incurred in connection with such action, including reasonable attorneys' fees.

Section 14.17 Authority

Each person executing this Agreement on behalf of a party hereto represents and warrants that he/she is duly and validly authorized to do so on behalf of such party, with full right and authority to execute this Agreement and to bind such party with respect to all of its obligations hereunder.

Section 14.18 Licenses and Standards

CDR shall conform with all federal, state, county, and local rules and regulations, including facility and professional licensing and certification laws, and shall keep in effect any and all licenses, permits, notices, and certificates as are required for the duration of this Agreement. CDR shall further comply with all laws applicable to wages and hours of employment, occupational safety, fire safety, health, and sanitation. CDR shall provide the District, no later than July 31, 2026, a copy of the Facility License issued by State of California Department of Social Services.

In the performance of this Agreement, CDR shall comply with all applicable provisions of the California Welfare and Institutions Code, Title 45 of the Code of Federal Regulations, all applicable laws and regulations of the United States, State of California, and applicable county and city, and all administrative regulations, rules and policies adopted hereunder as each and all may now exist or be hereinafter amended or changed. In addition, CDR shall comply with all rules and regulations set forth in Federal Office of Management and Budget (OMB) Super Circular as applicable to form of entity by which CDR transacts its business.

IN WITNESS WHEREOF the parties hereto, intending to be legally bound thereby, have executed this Agreement effective as of the date first above written.

DISTRICT:
OXNARD SCHOOL DISTRICT

By: _____
Melissa Reyes
Director of Purchasing

Date: _____

CDR:
CHILD DEVELOPMENT RESOURCES OF VENTURA COUNTY, INC.

By: _____
Jack Hinojosa
Chief Executive Officer

Date: _____

(Contingent on Board of Trustee Approval)

EXHIBIT A

INSURANCE

2.7 INSURANCE

2.7.1 CDR, at its sole cost and expense, shall obtain and maintain in full force, during the term of this Agreement, the following types of insurance:

2.7.1.1 Commercial General Liability "occurrence" coverage in the minimum amount of $2,000,000 for bodily injury and property damage each occurrence and $4,000,000 annual aggregate, including personal injury and advertising injury liability, $1,000,000 aggregate, products/completed operations, and $100,000 fire legal liability, if applicable.

2.7.1.2 Commercial Automobile Liability coverage in the minimum amount of $1,000,000 combined single limit (CSL) bodily injury and property damage, including owned (if any, which requires symbol 1 coverage), non-owned and hired automobiles.

2.7.1.3 Workers' Compensation coverage, in full compliance with California statutory requirements, for all employees of CDR and Employer's Liability in the minimum amount of $1,000,000, and a waiver of subrogation in favor of the District.

2.7.1.4 Professional Liability coverage in the minimum amount of $1,000,000 each claim and $2,000,000 annual aggregate with a maximum deductible of $2,500 per claim. Policy shall be maintained for one year after the end of the contract period.

2.7.1.5 Abuse and Molestation coverage of not less than three million dollars ($3,000,000) per occurrence and six million dollars ($6,000,000) aggregate.

2.7.1.6 All the insurance companies providing coverage under this Agreement must be A.M. Best rated A, with the exception of the workers compensation insurance if provided by State Compensation Insurance Fund. Insurance coverage must be provided by California licensed and admitted carriers, with the exception of Professional Liability.

2.7.2 All insurance required under this Agreement shall be primary coverage as respects the District, and any insurance or self-insurance maintained by the District shall be in excess of CDR's insurance coverage and shall not contribute to CDR's coverage. The District is to be notified immediately if any aggregate insurance limit is exceeded. Additional coverage must be purchased to meet requirements.

2.7.3 The Oxnard School District is to be named as **Additional Insured** as respects work done by CDR under the terms of this Agreement on all insurance required by this Agreement. However, this paragraph 2.7.3 shall not be construed to apply to Workers' Compensation

coverage.

2.7.4 Policies shall not be canceled, non-renewed, or reduced in scope of coverage until after sixty (60) days written notice has been given to the District.

2.7.5 CDR agrees to provide the District with the following insurance documents within 14 days after the execution of this Agreement:

2.7.5.1 Certificates of Insurance for coverage required under this Agreement
2.7.5.2 Additional insured endorsements; and
2.7.5.3 Thirty (30) days Notice Cancellation Clause endorsements.

EXHIBIT B

DEFINITION OF HAZARDOUS MATERIALS AND ENVIRONMENTAL LAWS

For purposes of this Agreement, the term **"Hazardous Materials"** shall mean any and all (a) substances, products, by-products, waste, or other materials of any nature or kind whatsoever which is or becomes listed, regulated, or addressed under any Environmental Laws (defined below), and (b) any materials, substances, products, by-products, waste, or other materials of any nature or kind whatsoever whose presence in and of itself or in combination with other materials, substances, products, by-products, or waste may give rise to liability under any Environmental Law or any statutory or common law theory based on negligence, trespass, international, nuisance, strict or absolute liability, or under any reported decisions of any state or federal court; and (c) any substance, product, by-product, waste, or any other material which may be hazardous or harmful to the air, water, soil, environment, or affect industrial hygiene, occupational, health, safety, and/or general welfare conditions, including without limitation, petroleum and/or asbestos materials, products, by-products, or waste.

For purposes of this Agreement, the term **"Environmental Laws"** shall mean and include all federal, state, and local laws, statutes, ordinances, regulations, resolutions, decrees, and/or rules now or hereinafter in effect, as may be amended from time to time, and all implementing regulations, directives, orders, guidelines, and federal or state court decisions, interpreting, relating to, regulating or imposing liability (including, but not limited to, response, removal, remediation and damage costs) or standards of conduct or performance relating to industrial hygiene, occupational, health and/or safety conditions, environmental conditions, or exposure to, contamination by, or clean-up of any and all Hazardous Materials, including, without limitation, all federal or state superfund statues or environmental clean-up statutes.

OSD BOARD AGENDA ITEM

Name of Contributor: Kristen Pifko **Date of Meeting:** June 17, 2026

Agenda Section: Section C: Facilities Agreement

Approval of Joint Use Agreement #26-69 with Child Development Resources of Ventura County, Inc. for Sierra Linda Head Start Preschool at Sierra Linda Elementary School (Pifko)

This Agreement is to establish the terms and conditions governing the use of preschool classrooms by the Oxnard School District (OSD) and Child Development Resources of Ventura County, Inc. (CDR) for the operation of the Sierra Linda Head Start Program at Sierra Linda School.

Term of the Agreement: July 1, 2026 to June 30, 2029

FISCAL IMPACT:
$2,500.00 per year paid to Oxnard School District by Child Development Resources of Ventura County, Inc.

RECOMMENDATION:
It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, that the Board of Trustees approve Agreement #26-69 with Child Development Resources of Ventura County, Inc.

ADDITIONAL MATERIALS:

Attached: CDR - Joint Use Agreement #26-69, Sierra Linda Head Start (16 Pages)

OSD AGREEMENT # 26-69

OXNARD SCHOOL DISTRICT
and
CHILD DEVELOPMENT RESOURCES OF VENTURA COUNTY, INC.

JOINT USE AGREEMENT FOR OPERATION OF SIERRA LINDA HEAD START PROGRAM

This Joint Use Agreement ("Agreement") is hereby made and entered into this 17th day of June 2026, by and between OXNARD SCHOOL DISTRICT ("District"), a California public school district in the County of Ventura, California, and CHILD DEVELOPMENT RESOURCES OF VENTURA COUNTY, INC. ("CDR").

RECITALS

WHEREAS, the District operates and maintains an elementary school site at Sierra Linda Elementary School at 2201 Jasmine Street in the City of Oxnard, California ("School Site"); and

WHEREAS, CDR is in need of a space to operate its Sierra Linda Head Start Program ("Program") for the children and families within the District area; and

WHEREAS, the District has space appropriate for this need at the School Site; and

WHEREAS, the use of the facilities, grounds, and outside playground equipment authorized by this Agreement will not be inconsistent with the District's use of the balance of the School Site as an elementary school; and

WHEREAS, the District has determined that the joint use and occupancy authorized by this Agreement will not: (a) interfere with the educational program or activities of any school or class conducted at the School Site, (b) unduly disrupt the residents in the surrounding neighborhood, or (c) jeopardize the safety of the children of the School Site; and

WHEREAS, the parties do not intend for this Agreement to constitute a lease of real property pursuant to Education Code Section 17455, *et seq*.

NOW, THEREFORE, in consideration of the mutual covenants, representations, and conditions contained herein, the parties agree as follows:

Article I - Premises

Section 1.1 Premises

The District and CDR agree that CDR shall have access to and non-exclusive use of two (2) portable classrooms at the School Site ("Premises").

Section 1.2 Warranty of Title

The District warrants that it owns the Premises and that it will continue to own the Premises throughout the term of this Agreement.

Article II - Use of Premises

Section 2.1 Permissible Uses

CDR shall use the Premises to house and operate the Program and for no other purpose unless mutually agreed to by the parties. The Program will operate congruent to the District's school calendar. No later than July 31, 2026, and July 31 every year thereafter, CDR will provide the District with a copy of the Program instructional and staffing calendar for each Program year during the term of this Agreement, beginning with 2026-2027.

Section 2.2 Suitability

CDR acknowledges that neither the District nor any agent of the District has made any representation or warranty as to the suitability of the Premises for the conduct of CDR's Program.

Section 2.3 Shared Use of School Site Facilities

Subject to District need and scheduling, CDR shall have access to and non-exclusive use of the School Site playground and restrooms. CDR understands and agrees that it will cooperate with other persons using the Premises and the School Site, and will reach amicable arrangements concerning such use. CDR and Program staff shall comply with all rules, regulations, ordinances, and requirements of the District and the School Site.

Section 2.4 Nuisance, Miscellaneous

CDR shall not do or permit anything to be done, without the prior written consent of the District, in or about the Premises nor bring or keep anything therein, that will in any way increase the existing rate of or affect any fire or other insurance upon the School Site, Premises, or their contents, or cause cancellation of any insurance policy covering the School Site or any part thereof or any of its contents, nor shall CDR sell or permit to be kept, used, or sold in or about the Premises any articles which may be prohibited by a standard form policy of fire insurance. CDR shall not use or allow the Premises to be used for any improper or objectionable purpose, nor shall CDR cause, maintain, or permit any nuisance in, on, or about the Premises. CDR shall not commit or suffer to be committed any waste in or upon the Premises. CDR shall be responsible for the repair or replacement of any property of the District that may be lost, damaged, or stolen.

Section 2.5 Compliance with Laws

CDR shall not use the Premises or permit anything to be done in or about the Premises that will in any way conflict with any applicable law, statute, ordinance, or governmental rule or regulation now in force or which may hereafter be enacted or promulgated. CDR shall promptly comply with all applicable laws, ordinances, regulations, and governmental rules now in force or which may hereafter be in force relating to or affecting the use or occupancy of the Premises. CDR shall not be responsible for any and all legal compliance or environmental conditions that existed prior to CDR's occupancy of the Premises. CDR shall assume responsibility for legal compliance to the extent that they are triggered by any modifications or improvements made by CDR. Nothing in this section is intended to obligate CDR to be responsible for or require CDR to regulate the actions of any third parties not under the control of CDR.

Section 2.6 Legal Restrictions

(a) No drugs, alcohol, tobacco products, e-cigarettes, or vape products are allowed on the Premises at any time.

(b) The carrying of weapons is not allowed on the Premises except by on-duty, sworn law enforcement personnel.

(c) No device with produces flames, sparks, smoke, or explosions is allowed on the Premises without prior written permission of the District, which may be withheld in the District's sole discretion, and appropriate safety measures and permits in place.

(d) The District reserves the right to remove any person or persons at any time from the Premises and School Site that the District deems, in its sole discretion, to be unruly or a threat to the safety, welfare, or security of the Premises, the School Site, or District students and personnel.

Section 2.7 Required Notice - Emergency

CDR shall immediately inform the District or its designees of any health and/or safety emergency affecting CDR that may affect the safety of the Premises, the School Site, other schools within the District, or any of the District's students, volunteers, employees, or teachers. CDR shall cooperate with, and participate in, any lockdowns or exigent security procedures required by the District.

Article III - Operation, Maintenance, Repair, and Utilities

Section 3.1 Operation

During the term of this Agreement, CDR shall not allow the Premises to fall into a state of disrepair or present a hazard to the occupants of the Premises or the School Site.

Section 3.2 Maintenance

CDR shall maintain the Premises in a safe condition in conformance with all laws, rules, and regulations applicable to the use of the Premises by CDR or the District, whichever standard is higher.

Section 3.3 Utilities

During the term of this Agreement, CDR shall provide, maintain, repair, and pay for all utilities serving the Premises, including, but not limited to, gas, water, electricity, sewer, telephone, and trash collection.

CDR shall pay for the utilities and janitorial services of the Premises.

Section 3.4 Repair

The District shall provide repairs to and facility maintenance of the Premises while the Program is operational, including all plumbing, electrical, HVAC, and building structure repairs. The District will maintain fire prevention systems in accordance with local and state laws.

Section 3.5 Equipment

CDR shall be responsible for providing any personal property, including equipment, appliances, and furnishings required for the use and operation of the Premises. Any personal property provided by the District shall remain the property of the District.

Section 3.6 Custodial Services

CDR shall provide custodial services five (5) days per week while the Program is operational. CDR shall maintain the Premises in good condition suitable for the Program and to meet Community Care Licensing (CCL) standards.

Section 3.7 Alterations

CDR shall not make any material alterations or improvements to the Premises without the prior written consent of the District.

Article IV - Term and Fees

Section 4.1 Initial Term

The term of this Agreement shall be three (3) years commencing on July 1, 2026 ("Commencement Date") and ending June 30, 2029 ("Initial Term"), unless terminated sooner under any provision of this Agreement. CDR may have access to the Premises starting July 1, 2026.

Section 4.2 Extension

Upon the completion of the Initial Term of this Agreement, the parties may agree to an extension of the term for up to two (2) years ("Extended Term"). The parties agree to negotiate in good faith mutually agreeable terms and conditions for any Extended Term.

If prior to the expiration of the Initial Term, CDR notifies the District that it wishes to extend the term, the District may, in its sole discretion, elect to give CDR alternative and equivalent space at another school site within the District, provided that the District gives CDR not less than ninety days (90) prior written notice of its election to do so.

Section 4.3 Early Termination

Either party may terminate this Agreement for convenience upon one hundred twenty (120) days written notice. CDR may terminate this Agreement upon sixty (60) days written notice in the event that funding for the Program ceases.

Section 4.4 Annual Fee

During the term of this Agreement, CDR shall pay an annual fee in the amount of $2,500.00. The fee shall be due on or before the Commencement Date and annually thereafter on July 1st.

Article V – Insurance

Section 5.1 Insurance

CDR, at its sole expense, shall obtain and keep in force during the term of this Agreement, the types and amounts of insurance shown on **EXHIBIT A** which is incorporated by reference herein and made a part of this Agreement. All insurance policies shall be subject to approval by the District as to form and content. CDR agrees to provide District with copies of required policies upon request.

Article VI - Indemnification

Section 6.1 Indemnification

CDR shall indemnify, protect, defend, and hold harmless the District and any and all of its officials, elected board members, employees, and agents ("Indemnified Parties") from and against any liability (including liability for claims, suits, actions, arbitration proceedings, administrative proceedings, regulatory proceedings, losses, expenses or costs of any kind, whether actual, alleged or threatened, including attorneys' fees and costs, court costs, interest, defense costs, and expert witness fees), arising out of or in any way attributable to the use, occupancy, operation, or maintenance of the Premises, the conduct of the Program, or any activity, work, or things done, permitted, or suffered by CDR, its agents, employees, or contractors in or about the Premises, and from and against any claims arising from a breach or default in the performance of any obligation of CDR under the terms of this Agreement or

arising from any negligence of CDR, its employees, agents, or contractors, except to the extent caused by the negligence or willful misconduct of the District.

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Article VII - Assignments

Section 7.1 Sublease or Assignment

CDR shall not subcontract, sublet, or assign any of its rights or duties hereunder, in whole or in part, without the prior written consent of the District.

Section 7.2 Third Party Use

CDR shall not allow any other person and/or entity to use the Premises without the prior written consent of the District.

Article VIII - Breach and Termination

Section 8.1 Breach and Termination

In the event of any material breach or default of this Agreement by either party, the other party may terminate this Agreement and have no further obligations hereunder (save those set forth in this Article) if such default or breach continues for a period of forty-five (45) days after the breaching party receives written notice of the default or breach; provided, however, that if the nature of the default or breach is such that more than forty-five (45) days are reasonably required for its cure, then the non-breaching party shall not have the right to terminate this Agreement if the breaching party commences such cure within the forty-five (45) day period and thereafter diligently prosecutes such cure to completion. Any written notice regarding a default or breach shall include a detailed explanation of the default or breach. The foregoing provisions are in addition to, and not a limitation of, any other rights or remedies available to the District and/or CDR.

Section 8.2 Termination for Cause

Either party may terminate this Agreement for cause. Cause shall include, without limitation, the following:

(a) CDR is adjudged bankrupt;

(b) CDR makes a general assignment for the benefit of its creditors;

(c) A receiver is appointed on account of CDR's insolvency;

(d) If CDR has made any material misrepresentation of any nature in or with respect to any information or data furnished to the District in connection with this Agreement;

(e) If the District has made any material misrepresentation of any nature in or with respect to any information or data furnished to CDR in connection with this Agreement;

(f) If any Hazardous Material is discovered on the Premises, and CDR fails to take action as is required under this Agreement;

(g) If CDR ceases to use the Premises for the use specified herein for ninety (90) consecutive days or more.

Article IX - Inspection of Premises

Section 9.1 Inspection

CDR shall provide the District with a set of keys to the Premises. The District and its agents shall have the right to enter and/or pass through the Premises at any time and for any purpose, including but not limited to, inspecting the same, performing the District's maintenance and repair responsibilities, posting a notice of non-responsibility for alterations, additions, or repairs, and as required by law or emergency; provided, however, that except in the case of an emergency, the District shall provide CDR with reasonable prior notice..

Article X - Removal of Personal Property

Section 10.1 Removal of Personal Property

On or before the expiration of this Agreement, or within thirty (30) days after any earlier termination of this Agreement, CDR, at its sole expense, shall remove from the Premises any furniture, equipment, or other personal property ("CDR's Personal Property") that it placed on the Premises that is not affixed to the Premises.

Section 10.2 Repair

CDR shall repair any damage to the School Site and/or the Premises caused by removal of CDR's Personal Property and restore the School Site and the Premises to good condition, less reasonable wear and tear.

Article XI - Independent Contractor

Section 11.1 Independent Contractor

This Agreement is not intended and shall not be construed or deemed to create any relationship of agency, partnership, association, or joint venture between the parties. It is understood CDR is an independent actor, and neither party is responsible for employee benefits, workers' compensation, taxes, or other payments as compensation for the services of the other party and/or its employees.

Section 11.2 No Authority

Each party acknowledges and agrees that neither has nor will it give the appearance or impression of having any legal authority to bind or commit the other party in any way.

Article XII - Environmental Representations and Covenants

Section 12.1 Definitions

For purposes of this Agreement, the terms "Hazardous Materials" and "Environmental Laws" shall have the meanings provided in the attached **EXHIBIT B**.

Section 12.2 District's Representations

(a) To the best of the District's knowledge, both the School Site and the Premises are in compliance with all applicable Environmental Laws.

(b) Neither the District nor, to the District's knowledge, any predecessor in interest to the District has received any written notice of violation issued pursuant to any Environmental Laws with respect to the School Site or the Premises.

Section 12.3 Hazardous Materials

The District and CDR agree not to cause or permit any Hazardous Materials to be placed upon or in the School Site or Premises, except as permitted by law.

Article XIII – Dispute Resolution

Disputes between the parties regarding this Agreement shall be resolved using the dispute resolution process described herein.

Section 13.1 Notice of Dispute

The party initiating the dispute resolution process shall prepare and send to the other party a notice of dispute that shall include the following information: (1) the name, addresses, and phone numbers of designated representatives of the party; (2) a statement of the facts of the dispute, including information regarding the attempts to resolve the dispute; (3) the specific sections of the Agreement that are in dispute; and (4) the specific resolution sought by the party. Within five (5) business days from receipt of the notice of dispute, the parties shall meet in an informal setting to try to resolve the dispute.

Section 13.2 Mediation

If the informal meeting fails to resolve the dispute, the party initiating the dispute resolution process shall notify the other party in writing, and the parties shall agree on a mediator within seven (7) business days. The nonbinding mediation shall be entirely informal in nature;

however, the parties may submit mediation briefs regarding the dispute at the request of the mediator. The rules of evidence shall not apply, and no record of the proceedings will be made. If an agreement is reached, the agreement shall be reduced to writing and shall be signed by the parties. The parties shall share equally the cost of the mediation.

Section 13.3 Amendments

Either party may seek equitable or injunctive relief prior to the mediation to preserve the status quo or prevent irreparable injury pending the completion of that process.

Article XIV - Miscellaneous

Section 14.1 Amendments

No waiver, alteration or modification of any of the provisions of this Agreement shall be binding upon either the District or CDR unless the same shall be in writing and signed by both the District and CDR.

Section 14.2 Time of Essence

Time is of the essence in this Agreement and each and all of its provisions.

Section 14.3 Notices

Any notices or filings required to be given or made under this Agreement shall be served, given, or made in writing upon the District or CDR, as the case may be, by personal delivery, registered mail, or overnight delivery service (with a copy sent via fax or regular mail) to the respective addresses given below or at such other address as such party may provide in accordance with the provisions herein. Any change in the addresses noted herein shall not be binding upon the other party unless preceded by no less than thirty (30) days prior written notice.

If to CDR:

Child Development Resources of Ventura County, Inc.
221 E. Ventura Blvd.
Oxnard, CA 93036
Attn: Jack Hinojosa, Chief Executive Officer

If to the District:

Oxnard School District
Business & Fiscal Services 1051 S. “A” Street
Oxnard, CA 93030-7492
Attn: Melissa Reyes, Director of Purchasing

Any notice given by certified or registered mail shall be effective five (5) days after

deposit in the United States mail. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice personally given shall be effective upon receipt.

Section 14.4 Force Majeure

If any party shall be delayed or prevented from the performance of any act required by this Agreement by reason of acts of God, strikes, lockouts, labor troubles, or the inability to procure materials, without fault and beyond the reasonable control of the party obligated (financial inability excepted), performance of such act shall be excused for the period of the delay and the period for the performance of any such act shall be extended for a period equivalent to the period of such delay.

Section 14.5 Entire Agreement

This Agreement, including any exhibits hereto, constitutes the entire agreement between the parties with respect to the use of the Premises by CDR and correctly sets forth the obligations of the District and CDR to each other as of the Commencement Date. Any agreements not expressly set forth in this Agreement shall be null and void.

Section 14.6 Severability

If any one or more of the terms, covenants or conditions of this Agreement shall to any extent be declared invalid, unenforceable, void, or voidable for any reason whatsoever by a court of competent jurisdiction, the finding, order, or decree of which becomes final, none of the remaining terms, provisions, covenants, and conditions of this Agreement shall be affected thereby, and each provision of this Agreement shall be valid and enforceable to the fullest extent permitted by law.

Section 14.7 Governing Law

This Agreement shall be construed in accordance with, and governed by, the laws of the State of California, excluding its choice of law rules, and both parties agree that venue for any dispute arising under this Agreement shall be in Oxnard, California.

Section 14.8 Waiver

In no event shall any action by either party to this Agreement constitute or be construed to be a waiver or any breach of covenants or conditions of this Agreement or of any default which may then exist on the part of the other party, and the taking of any action while any breach or default exists, shall in no way impair or prejudice any right or remedy available to the non-breaching party with respect to such breach or default. The waiver by any party of one breach by any other party of any of the provisions of this Agreement shall not constitute a continuing waiver or a waiver of any subsequent breach either of the same or of another provision of this Agreement.

Section 14.9 Headings

The headings of the sections of this Agreement are merely for the convenience of the parties. 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.

Section 14.10 Counterparts

This Agreement may be signed in counterparts, each of which shall be deemed an original but all of which together shall constitute one and the same Agreement.

Section 14.11 Successors and Assigns

This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective heirs, legal representatives, successors, and assigns.

Section 14.12 Surrender of the Premises

The voluntary or other surrender of the Premises by CDR, or a mutual cancellation of this Agreement, shall, at the option of the District, terminate all or any existing subleases, or operate as an assignment to the District of any or all such subleases.

Section 14.13 Fingerprinting and Personnel Disclosure

Prior to entering or permitting entry by its employees, volunteers, agents, and contractors onto the School Site for the purposes specified in this Agreement, CDR shall ensure compliance with all applicable fingerprinting and criminal background investigation requirements described in California Education Code Sections 45125.1 and 45125.2, which may be met under the fingerprinting provisions of Title 22 of the California Code of Regulations and applicable provisions of the California Health & Safety Code relevant to facility licensing (Health & Safety Code Sections 1500, *et seq.*) CDR shall make available to District no later than July 31, 2026, a current list of all personnel providing services under this Agreement, and a personnel list every year during the term of this Agreement. Changes to this list shall be immediately provided to the District in writing. The list shall include: (1) all full or part-time staff positions by title, including volunteer positions, whose direct services are required to provide the services described herein, (2) a brief description of the functions of each such position, (3) the professional degree, if applicable, and experience required for each position, and (4) the name of the person responsible for fulfilling the terms of this Agreement.

Section 14.14 Non-Discrimination

CDR and the District shall not restrict the use, occupancy, tenure, or enjoyment of the Premises, or any portion thereof, on the basis of sexual orientation, gender, marital status, race, color, religion, creed, national origin, or ancestry of any person.

Section 14.15 Cooperation with Other Occupants of Property

It is understood and recognized by CDR that the School Site, of which the Premises is a part, will be used by other parties, including the District, and CDR shall cooperate with the other parties in reaching amicable arrangements concerning such matters as use of the parking areas, policing of common areas, custodial services, and security issues.

Section 14.16 Attorneys' Fees

In case suit should be brought for recovery of the Premises, for any sum due hereunder, or because of any act which may arise out of the possession of the Premises, by either party, the prevailing party shall be entitled to all costs incurred in connection with such action, including reasonable attorneys' fees.

Section 14.17 Authority

Each person executing this Agreement on behalf of a party hereto represents and warrants that he/she is duly and validly authorized to do so on behalf of such party, with full right and authority to execute this Agreement and to bind such party with respect to all of its obligations hereunder.

Section 14.18 Licenses and Standards

CDR shall conform with all federal, state, county, and local rules and regulations, including facility and professional licensing and certification laws, and shall keep in effect any and all licenses, permits, notices, and certificates as are required for the duration of this Agreement. CDR shall further comply with all laws applicable to wages and hours of employment, occupational safety, fire safety, health, and sanitation. CDR shall provide the District, no later than July 31, 2026, a copy of the Facility License issued by State of California Department of Social Services.

In the performance of this Agreement, CDR shall comply with all applicable provisions of the California Welfare and Institutions Code, Title 45 of the Code of Federal Regulations, all applicable laws and regulations of the United States, State of California, and applicable county and city, and all administrative regulations, rules and policies adopted hereunder as each and all may now exist or be hereinafter amended or changed. In addition, CDR shall comply with all rules and regulations set forth in Federal Office of Management and Budget (OMB) Super Circular as applicable to form of entity by which CDR transacts its business.

IN WITNESS WHEREOF the parties hereto, intending to be legally bound thereby, have executed this Agreement effective as of the date first above written.

DISTRICT:
OXNARD SCHOOL DISTRICT

By: _____
Melissa Reyes
Director of Purchasing

Date: _____

CDR:
CHILD DEVELOPMENT RESOURCES OF VENTURA COUNTY, INC.

By: _____
Jack Hinojosa
Chief Executive Officer

Date: _____

(Contingent on Board of Trustee Approval)

EXHIBIT A

INSURANCE

2.7 INSURANCE

2.7.1 CDR, at its sole cost and expense, shall obtain and maintain in full force, during the term of this Agreement, the following types of insurance:

2.7.1.1 Commercial General Liability "occurrence" coverage in the minimum amount of $2,000,000 for bodily injury and property damage each occurrence and $4,000,000 annual aggregate, including personal injury and advertising injury liability, $1,000,000 aggregate, products/completed operations, and $100,000 fire legal liability, if applicable.

2.7.1.2 Commercial Automobile Liability coverage in the minimum amount of $1,000,000 combined single limit (CSL) bodily injury and property damage, including owned (if any, which requires symbol 1 coverage), non-owned and hired automobiles.

2.7.1.3 Workers' Compensation coverage, in full compliance with California statutory requirements, for all employees of CDR and Employer's Liability in the minimum amount of $1,000,000, and a waiver of subrogation in favor of the District.

2.7.1.4 Professional Liability coverage in the minimum amount of $1,000,000 each claim and $2,000,000 annual aggregate with a maximum deductible of $2,500 per claim. Policy shall be maintained for one year after the end of the contract period.

2.7.1.5 Abuse and Molestation coverage of not less than three million dollars ($3,000,000) per occurrence and six million dollars ($6,000,000) aggregate.

2.7.1.6 All the insurance companies providing coverage under this Agreement must be

A.M. Best rated A, with the exception of the workers compensation insurance if provided by State Compensation Insurance Fund. Insurance coverage must be provided by California licensed and admitted carriers, with the exception of Professional Liability.

2.7.2 All insurance required under this Agreement shall be primary coverage as respects the District, and any insurance or self-insurance maintained by the District shall be in excess of CDR's insurance coverage and shall not contribute to CDR's coverage. The District is to be notified immediately if any aggregate insurance limit is exceeded. Additional coverage must be purchased to meet requirements.

2.7.3 The Oxnard School District is to be named as **Additional Insured** as respects work done by CDR under the terms of this Agreement on all insurance required by this Agreement. However, this paragraph 2.7.3 shall not be construed to apply to Workers' Compensation

coverage.

2.7.4 Policies shall not be canceled, non-renewed, or reduced in scope of coverage until after sixty (60) days written notice has been given to the District.

2.7.5 CDR agrees to provide the District with the following insurance documents within 14 days after the execution of this Agreement:

2.7.5.1 Certificates of Insurance for coverage required under this Agreement
2.7.5.2 Additional insured endorsements; and
2.7.5.3 Thirty (30) days Notice Cancellation Clause endorsements.

EXHIBIT B

DEFINITION OF HAZARDOUS MATERIALS AND ENVIRONMENTAL LAWS

For purposes of this Agreement, the term **"Hazardous Materials"** shall mean any and all (a) substances, products, by-products, waste, or other materials of any nature or kind whatsoever which is or becomes listed, regulated, or addressed under any Environmental Laws (defined below), and (b) any materials, substances, products, by-products, waste, or other materials of any nature or kind whatsoever whose presence in and of itself or in combination with other materials, substances, products, by-products, or waste may give rise to liability under any Environmental Law or any statutory or common law theory based on negligence, trespass, international, nuisance, strict or absolute liability, or under any reported decisions of any state or federal court; and (c) any substance, product, by-product, waste, or any other material which may be hazardous or harmful to the air, water, soil, environment, or affect industrial hygiene, occupational, health, safety, and/or general welfare conditions, including without limitation, petroleum and/or asbestos materials, products, by-products, or waste.

For purposes of this Agreement, the term **"Environmental Laws"** shall mean and include all federal, state, and local laws, statutes, ordinances, regulations, resolutions, decrees, and/or rules now or hereinafter in effect, as may be amended from time to time, and all implementing regulations, directives, orders, guidelines, and federal or state court decisions, interpreting, relating to, regulating or imposing liability (including, but not limited to, response, removal, remediation and damage costs) or standards of conduct or performance relating to industrial hygiene, occupational, health and/or safety conditions, environmental conditions, or exposure to, contamination by, or clean-up of any and all Hazardous Materials, including, without limitation, all federal or state superfund statues or environmental clean-up statutes.

OSD BOARD AGENDA ITEM

Name of Contributor: Kristen Pifko **Date of Meeting:** June 17, 2026

Agenda Section: Section C: Facilities Agreement

Approval of Joint Use Agreement #26-70 with Child Development Resources of Ventura County, Inc. for Jeff Davis Head Start at Lopez Academy (Pifko)

This Agreement is to establish the terms and conditions between the Oxnard School District (OSD) and Child Development Resources of Ventura County, Inc. (CDR) for the operation of the Jeff Davis Head Start Program at Lopez Academy.

Term of the Agreement: July 1, 2026 to June 30, 2029

FISCAL IMPACT:
$2,500.00 per year paid to Oxnard School District by Child Development Resources of Ventura County, Inc.

RECOMMENDATION:
It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, that the Board of Trustees approve Agreement #26-70 with Child Development Resources of Ventura County, Inc.

ADDITIONAL MATERIALS:

Attached: CDR - Joint Use Agreement #26-70, Jeff Davis Head Start (18 Pages)

OSD AGREEMENT # 26-70

OXNARD SCHOOL DISTRICT
and
CHILD DEVELOPMENT RESOURCES OF VENTURA COUNTY, INC.

JOINT USE AGREEMENT FOR OPERATION OF JEFF DAVIS HEAD START PROGRAM

This Joint Use Agreement ("Agreement") is hereby made and entered into this 17th day of June 2026, by and between OXNARD SCHOOL DISTRICT ("District"), a California public school district in the County of Ventura, California, and CHILD DEVELOPMENT RESOURCES OF VENTURA COUNTY, INC. ("CDR").

RECITALS

WHEREAS, the District operates and maintains an intermediate school site at Dr. Manuel M. Lopez Academy at 647 West Hill Street in the City of Oxnard, California ("School Site"); and

WHEREAS, CDR is in need of a space to operate its Jeff Davis Head Start Program ("Program") for the children and families within the District area; and

WHEREAS, the District has space appropriate for this need at the School Site; and

WHEREAS, the use of the facilities, grounds, and outside playground equipment authorized by this Agreement will not be inconsistent with the District's use of the balance of the School Site as an intermediate school; and

WHEREAS, the District has determined that the joint use and occupancy authorized by this Agreement will not: (a) interfere with the educational program or activities of any school or class conducted at the School Site, (b) unduly disrupt the residents in the surrounding neighborhood, or (c) jeopardize the safety of the children of the School Site; and

WHEREAS, the parties do not intend for this Agreement to constitute a lease of real property pursuant to Education Code Section 17455, *et seq*.

NOW, THEREFORE, in consideration of the mutual covenants, representations, and conditions contained herein, the parties agree as follows:

Article I - Premises

Section 1.1 Premises

The District and CDR agree that CDR shall have access to and exclusive use of approximately 13,200 square feet of area at the School Site as described and identified in

EXHIBIT A ("Premises").

Section 1.2 Warranty of Title

The District warrants that it owns the Premises and that it will continue to own the Premises throughout the term of this Agreement.

Article II - Use of Premises

Section 2.1 Permissible Uses

CDR shall use the Premises to house and operate the Program and for no other purpose unless mutually agreed to by the parties. No later than July 31, 2026, and July 31 every year thereafter, CDR will provide the District with a copy of the Program instructional and staffing calendar for each Program year during the term of this Agreement, beginning with 2026-2027.

CDR, at its sole expense, shall be entitled to install and maintain a portable classroom ("Facility") on the Premises. CDR shall provide the District at least ninety (90) days written notice before relocating the Facility off the Premises. Any relocation of the Facility shall be done at CDR's sole expense and in a manner acceptable to the District so as to minimize disruption to the operations of the School Site.

Section 2.2 Suitability

CDR acknowledges that neither the District nor any agent of the District has made any representation or warranty as to the suitability of the Premises for the conduct of CDR's Program.

Section 2.3 Shared Use of School Site Facilities and Parking

CDR shall use the restrooms on the Premises. There are no parking spaces assigned to or reserved for CDR or Program staff. CDR shall not use the common playground that measures 7,040 square feet.

Section 2.4 Nuisance, Miscellaneous

CDR shall not do or permit anything to be done, without the prior written consent of the District, in or about the Premises nor bring or keep anything therein, that will in any way increase the existing rate of or affect any fire or other insurance upon the School Site, Premises, or their contents, or cause cancellation of any insurance policy covering the School Site or any part thereof or any of its contents, nor shall CDR sell or permit to be kept, used, or sold in or about the Premises any articles which may be prohibited by a standard form policy of fire insurance. CDR shall not use or allow the Premises to be used for any improper or objectionable purpose, nor shall CDR cause, maintain, or permit any nuisance in, on, or about the Premises. CDR shall not commit or suffer to be committed any waste in or upon the Premises. CDR shall be responsible for the repair or replacement of any property of the District that may be lost,

damaged, or stolen.

Section 2.5 Compliance with Laws

CDR shall not use the Premises or permit anything to be done in or about the Premises that will in any way conflict with any applicable law, statute, ordinance, or governmental rule or regulation now in force or which may hereafter be enacted or promulgated. CDR shall promptly comply with all applicable laws, ordinances, regulations, and governmental rules now in force or which may hereafter be in force relating to or affecting the use or occupancy of the Premises. CDR shall not be responsible for any and all legal compliance or environmental conditions that existed prior to CDR's occupancy of the Premises. CDR shall assume responsibility for legal compliance to the extent that they are triggered by any modifications or improvements made by CDR. Nothing in this section is intended to obligate CDR to be responsible for or require CDR to regulate the actions of any third parties not under the control of CDR.

Section 2.6 Legal Restrictions

(a) No drugs, alcohol, tobacco products, e-cigarettes, or vape products are allowed on the Premises at any time.

(b) The carrying of weapons is not allowed on the Premises except by on-duty, sworn law enforcement personnel.

(c) No device with produces flames, sparks, smoke, or explosions is allowed on the Premises without prior written permission of the District, which may be withheld in the District's sole discretion, and appropriate safety measures and permits in place.

(d) The District reserves the right to remove any person or persons at any time from the Premises and School Site that the District deems, in its sole discretion, to be unruly or a threat to the safety, welfare, or security of the Premises, the School Site, or District students and personnel.

Section 2.7 Required Notice - Emergency

CDR shall immediately inform the District or its designees of any health and/or safety emergency affecting CDR that may affect the safety of the Premises, the School Site, other schools within the District, or any of the District's students, volunteers, employees, or teachers. CDR shall cooperate with, and participate in, any lockdowns or exigent security procedures required by the District.

Article III - Operation, Maintenance, Repair, and Utilities

Section 3.1 Operation

During the term of this Agreement, CDR shall not allow the Premises to fall into a state of disrepair or present a hazard to the occupants of the Premises or the School Site.

Section 3.2 Maintenance

CDR shall maintain the Premises in a safe condition in conformance with all laws, rules, and regulations applicable to the use of the Premises by CDR or the District, whichever standard is higher.

Section 3.3 Utilities

During the term of this Agreement, CDR shall provide, maintain, repair, and pay for all utilities serving the Premises, including, but not limited to, gas, water, electricity, sewer, telephone, and trash collection.

CDR shall pay for the utilities and janitorial services of the Premises.

Section 3.4 Repair

CDR shall be responsible for all repairs to and maintenance of the Premises (e.g., repairing heating and ventilation systems, maintaining the Premises' equipment).

CDR shall provide weed abatement inside the fenced area around the Premises. CDR shall also provide sand for the sandbox.

Section 3.5 Equipment

CDR shall be responsible for providing any personal property, including equipment, appliances, and furnishings required for the use and operation of the Premises. Any personal property provided by the District shall remain the property of the District.

Section 3.6 District Non-Responsibility

The District shall have no obligation whatsoever for costs incurred in the operation, maintenance, and repair of the Facility or the Premises.

Section 3.7 Alterations

CDR shall not make any material alterations or improvements to the Premises without the prior written consent of the District.

Article IV - Term and Fees

Section 4.1 Initial Term

The term of this Agreement shall be three (3) years commencing on July 1, 2026 ("Commencement Date") and ending June 30, 2029 ("Initial Term"), unless terminated sooner under any provision of this Agreement. CDR may have access to the Premises starting July 1,

2026.

Section 4.2 Extension

Upon the completion of the Initial Term of this Agreement, the parties may agree to an extension of the term for up to two (2) years ("Extended Term"). The parties agree to negotiate in good faith mutually agreeable terms and conditions for any Extended Term.

If prior to the expiration of the Initial Term, CDR notifies the District that it wishes to extend the term, the District may, in its sole discretion, elect to give CDR alternative and equivalent space at another school site within the District, provided that the District gives CDR not less than ninety days (90) prior written notice of its election to do so.

Section 4.3 Early Termination

Either party may terminate this Agreement for convenience upon one hundred twenty (120) days written notice. CDR may terminate this Agreement upon sixty (60) days written notice in the event that funding for the Program ceases.

Section 4.4 Annual Fee

During the term of this Agreement, CDR shall pay an annual fee in the amount of $2,500.00. The fee shall be due on or before the Commencement Date and annually thereafter on July 1st.

Article V – Insurance

Section 5.1 Insurance

CDR, at its sole expense, shall obtain and keep in force during the term of this Agreement, the types and amounts of insurance shown on **EXHIBIT B** which is incorporated by reference herein and made a part of this Agreement. All insurance policies shall be subject to approval by the District as to form and content. CDR agrees to provide District with copies of required policies upon request.

Article VI - Indemnification

Section 6.1 Indemnification

CDR shall indemnify, protect, defend, and hold harmless the District and any and all of its officials, elected board members, employees, and agents ("Indemnified Parties") from and against any liability (including liability for claims, suits, actions, arbitration proceedings, administrative proceedings, regulatory proceedings, losses, expenses or costs of any kind, whether actual, alleged or threatened, including attorneys' fees and costs, court costs, interest, defense costs, and expert witness fees), arising out of or in any way attributable to the use, occupancy, operation, or maintenance of the Premises, the conduct of the Program, or any activity, work, or things done, permitted, or suffered by CDR, its agents, employees, or

contractors in or about the Premises, and from and against any claims arising from a breach or default in the performance of any obligation of CDR under the terms of this Agreement or arising from any negligence of CDR, its employees, agents, or contractors, except to the extent caused by the negligence or willful misconduct of the District.

Article VII - Assignments

Section 7.1 Sublease or Assignment

CDR shall not subcontract, sublet, or assign any of its rights or duties hereunder, in whole or in part, without the prior written consent of the District.

Section 7.2 Third Party Use

CDR shall not allow any other person and/or entity to use the Premises without the prior written consent of the District.

Article VIII - Breach and Termination

Section 8.1 Breach and Termination

In the event of any material breach or default of this Agreement by either party, the other party may terminate this Agreement and have no further obligations hereunder (save those set forth in this Article) if such default or breach continues for a period of forty-five (45) days after the breaching party receives written notice of the default or breach; provided, however, that if the nature of the default or breach is such that more than forty-five (45) days are reasonably required for its cure, then the non-breaching party shall not have the right to terminate this Agreement if the breaching party commences such cure within the forty-five (45) day period and thereafter diligently prosecutes such cure to completion. Any written notice regarding a default or breach shall include a detailed explanation of the default or breach. The foregoing provisions are in addition to, and not a limitation of, any other rights or remedies available to the District and/or CDR.

Section 8.2 Termination for Cause

Either party may terminate this Agreement for cause. Cause shall include, without limitation, the following:

(a) CDR is adjudged bankrupt;

(b) CDR makes a general assignment for the benefit of its creditors;

(c) A receiver is appointed on account of CDR's insolvency;

(d) If CDR has made any material misrepresentation of any nature in or with respect to any information or data furnished to the District in connection with this

Agreement;

(e) If the District has made any material misrepresentation of any nature in or with respect to any information or data furnished to CDR in connection with this Agreement;

(f) If any Hazardous Material is discovered on the Premises, and CDR fails to take action as is required under this Agreement;

(g) If CDR ceases to use the Premises for the use specified herein for ninety (90) consecutive days or more.

Article IX - Inspection of Premises

Section 9.1 Inspection

CDR shall provide the District with a set of keys to the Facility and Premises. The District and its agents shall have the right to enter and/or pass through the Facility and Premises at any time and for any purpose, including but not limited to, inspecting the same, performing the District's maintenance and repair responsibilities, posting a notice of non-responsibility for alterations, additions, or repairs, and as required by law or emergency; provided, however, that except in the case of an emergency, the District shall provide CDR with reasonable prior notice.

Article X - Removal of Personal Property

Section 10.1 Removal of the Facility

On or before the expiration of this Agreement, or within thirty (30) days after any earlier termination of this Agreement, CDR, at its sole expense, shall remove from the Premises the Facility in accordance with the provisions of Section 2.1.

Section 10.2 Removal of Personal Property

On or before the expiration of this Agreement, or within thirty (30) days after any earlier termination of this Agreement, CDR, at its sole expense, shall remove from the Premises any furniture, equipment, or other personal property ("CDR's Personal Property") that it placed on the Premises that is not affixed to the Premises.

Section 10.3 Repair

CDR shall repair any damage to the School Site and/or the Premises caused by removal of the Facility and/or CDR's Personal Property and restore the School Site and the Premises to good condition, less reasonable wear and tear.

Article XI - Independent Contractor

Section 11.1 Independent Contractor

This Agreement is not intended and shall not be construed or deemed to create any relationship of agency, partnership, association, or joint venture between the parties. It is understood CDR is an independent actor, and neither party is responsible for employee benefits, workers' compensation, taxes, or other payments as compensation for the services of the other party and/or its employees.

Section 11.2 No Authority

Each party acknowledges and agrees that neither has nor will it give the appearance or impression of having any legal authority to bind or commit the other party in any way.

Article XII - Environmental Representations and Covenants

Section 12.1 Definitions

For purposes of this Agreement, the terms "Hazardous Materials" and "Environmental Laws" shall have the meanings provided in the attached **EXHIBIT C**.

Section 12.2 District's Representations

(a) To the best of the District's knowledge, both the School Site and the Premises are in compliance with all applicable Environmental Laws.

(b) Neither the District nor, to the District's knowledge, any predecessor in interest to the District has received any written notice of violation issued pursuant to any Environmental Laws with respect to the School Site or the Premises.

Section 12.3 Hazardous Materials

The District and CDR agree not to cause or permit any Hazardous Materials to be placed upon or in the School Site or Premises, except as permitted by law.

Article XIII – Dispute Resolution

Disputes between the parties regarding this Agreement shall be resolved using the dispute resolution process described herein.

Section 13.1 Notice of Dispute

The party initiating the dispute resolution process shall prepare and send to the other party a notice of dispute that shall include the following information: (1) the name, addresses, and phone numbers of designated representatives of the party; (2) a statement of the facts of the

dispute, including information regarding the attempts to resolve the dispute; (3) the specific sections of the Agreement that are in dispute; and (4) the specific resolution sought by the party. Within five (5) business days from receipt of the notice of dispute, the parties shall meet in an informal setting to try to resolve the dispute.

Section 13.2 Mediation

If the informal meeting fails to resolve the dispute, the party initiating the dispute resolution process shall notify the other party in writing, and the parties shall agree on a mediator within seven (7) business days. The nonbinding mediation shall be entirely informal in nature; however, the parties may submit mediation briefs regarding the dispute at the request of the mediator. The rules of evidence shall not apply, and no record of the proceedings will be made. If an agreement is reached, the agreement shall be reduced to writing and shall be signed by the parties. The parties shall share equally the cost of the mediation.

Section 13.3 Amendments

Either party may seek equitable or injunctive relief prior to the mediation to preserve the status quo or prevent irreparable injury pending the completion of that process.

Article XIV - Miscellaneous

Section 14.1 Amendments

No waiver, alteration or modification of any of the provisions of this Agreement shall be binding upon either the District or CDR unless the same shall be in writing and signed by both the District and CDR.

Section 14.2 Time of Essence

Time is of the essence in this Agreement and each and all of its provisions.

Section 14.3 Notices

Any notices or filings required to be given or made under this Agreement shall be served, given, or made in writing upon the District or CDR, as the case may be, by personal delivery, registered mail, or overnight delivery service (with a copy sent via fax or regular mail) to the respective addresses given below or at such other address as such party may provide in accordance with the provisions herein. Any change in the addresses noted herein shall not be binding upon the other party unless preceded by no less than thirty (30) days prior written notice.

If to CDR:

Child Development Resources of Ventura County, Inc.
221 E. Ventura Blvd.
Oxnard, CA 93036

Attn: Jack Hinojosa, Chief Executive Officer

If to the District:

Oxnard School District
Business & Fiscal Services
1051 S. "A" Street
Oxnard, CA 93030-7492
Attn: Melissa Reyes, Director of Purchasing

Any notice given by certified or registered mail shall be effective five (5) days after deposit in the United States mail. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice personally given shall be effective upon receipt.

Section 14.4 Force Majeure

If any party shall be delayed or prevented from the performance of any act required by this Agreement by reason of acts of God, strikes, lockouts, labor troubles, or the inability to procure materials, without fault and beyond the reasonable control of the party obligated (financial inability excepted), performance of such act shall be excused for the period of the delay and the period for the performance of any such act shall be extended for a period equivalent to the period of such delay.

Section 14.5 Entire Agreement

This Agreement, including any exhibits hereto, constitutes the entire agreement between the parties with respect to the use of the Premises by CDR and correctly sets forth the obligations of the District and CDR to each other as of the Commencement Date. Any agreements not expressly set forth in this Agreement shall be null and void.

Section 14.6 Severability

If any one or more of the terms, covenants or conditions of this Agreement shall to any extent be declared invalid, unenforceable, void, or voidable for any reason whatsoever by a court of competent jurisdiction, the finding, order, or decree of which becomes final, none of the remaining terms, provisions, covenants, and conditions of this Agreement shall be affected thereby, and each provision of this Agreement shall be valid and enforceable to the fullest extent permitted by law.

Section 14.7 Governing Law

This Agreement shall be construed in accordance with, and governed by, the laws of the State of California, excluding its choice of law rules, and both parties agree that venue for any dispute arising under this Agreement shall be in Oxnard, California.

Section 14.8 Waiver

In no event shall any action by either party to this Agreement constitute or be construed to be a waiver or any breach of covenants or conditions of this Agreement or of any default which may then exist on the part of the other party, and the taking of any action while any breach or default exists, shall in no way impair or prejudice any right or remedy available to the non-breaching party with respect to such breach or default. The waiver by any party of one breach by any other party of any of the provisions of this Agreement shall not constitute a continuing waiver or a waiver of any subsequent breach either of the same or of another provision of this Agreement.

Section 14.9 Headings

The headings of the sections of this Agreement are merely for the convenience of the parties. 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.

Section 14.10 Counterparts

This Agreement may be signed in counterparts, each of which shall be deemed an original but all of which together shall constitute one and the same Agreement.

Section 14.11 Successors and Assigns

This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective heirs, legal representatives, successors, and assigns.

Section 14.12 Surrender of the Premises

The voluntary or other surrender of the Premises by CDR, or a mutual cancellation of this Agreement, shall, at the option of the District, terminate all or any existing subleases, or operate as an assignment to the District of any or all such subleases.

Section 14.13 Fingerprinting and Personnel Disclosure

Prior to entering or permitting entry by its employees, volunteers, agents, and contractors onto the School Site for the purposes specified in this Agreement, CDR shall ensure compliance with all applicable fingerprinting and criminal background investigation requirements described in California Education Code Sections 45125.1 and 45125.2, which may be met under the fingerprinting provisions of Title 22 of the California Code of Regulations and applicable provisions of the California Health & Safety Code relevant to facility licensing (Health & Safety Code Sections 1500, *et seq.*) CDR shall make available to District no later than July 31, 2026, a current list of all personnel providing services under this Agreement, and a personnel list every year during the term of this Agreement. Changes to this list shall be immediately provided to the District in writing. The list shall include: (1) all full or part-time

staff positions by title, including volunteer positions, whose direct services are required to provide the services described herein, (2) a brief description of the functions of each such position, (3) the professional degree, if applicable, and experience required for each position, and (4) the name of the person responsible for fulfilling the terms of this Agreement.

Section 14.14 Non-Discrimination

CDR and the District shall not restrict the use, occupancy, tenure, or enjoyment of the Premises, or any portion thereof, on the basis of sexual orientation, gender, marital status, race, color, religion, creed, national origin, or ancestry of any person.

Section 14.15 Cooperation with Other Occupants of Property

It is understood and recognized by CDR that the School Site, of which the Premises is a part, will be used by other parties, including the District, and CDR shall cooperate with the other parties in reaching amicable arrangements concerning such matters as use of the parking areas, policing of common areas, custodial services, and security issues.

Section 14.16 Attorneys' Fees

In case suit should be brought for recovery of the Premises, for any sum due hereunder, or because of any act which may arise out of the possession of the Premises, by either party, the prevailing party shall be entitled to all costs incurred in connection with such action, including reasonable attorneys' fees.

Section 14.17 Authority

Each person executing this Agreement on behalf of a party hereto represents and warrants that he/she is duly and validly authorized to do so on behalf of such party, with full right and authority to execute this Agreement and to bind such party with respect to all of its obligations hereunder.

Section 14.18 Licenses and Standards

CDR shall conform with all federal, state, county, and local rules and regulations, including facility and professional licensing and certification laws, and shall keep in effect any and all licenses, permits, notices, and certificates as are required for the duration of this Agreement. CDR shall further comply with all laws applicable to wages and hours of employment, occupational safety, fire safety, health, and sanitation. CDR shall provide the District, no later than July 31, 2026, a copy of the Facility License issued by State of California Department of Social Services.

In the performance of this Agreement, CDR shall comply with all applicable provisions of the California Welfare and Institutions Code, Title 45 of the Code of Federal Regulations, all applicable laws and regulations of the United States, State of California, and applicable county and city, and all administrative regulations, rules and policies adopted hereunder as each and all

may now exist or be hereinafter amended or changed. In addition, CDR shall comply with all rules and regulations set forth in Federal Office of Management and Budget (OMB) Super Circular as applicable to form of entity by which CDR transacts its business.

IN WITNESS WHEREOF the parties hereto, intending to be legally bound thereby, have executed this Agreement effective as of the date first above written.

DISTRICT:
OXNARD SCHOOL DISTRICT

By: _____
Melissa Reyes
Director of Purchasing

Date: _____

CDR:
CHILD DEVELOPMENT RESOURCES OF VENTURA COUNTY, INC.

By: _____
Jack Hinojosa
Chief Executive Officer

Date: _____

(Contingent on Board of Trustee Approval)

EXHIBIT A

Parcel 1

That portion of Subdivision 30 of the Rancho El Rio de Santa Clara o' La Colonia, in the City of Oxnard, County of Ventura, State of California, as shown on partition map of said Rancho on file in the office of the County Clerk of said County, described as follows:

Beginning at a point in the North line of Hill Street at the Southwest corner of Lot 6, Block 4 of the Wolff, Hill Laubacher Subdivision as per map thereof recorded in book 5, page 16 ½ of Maps; thence, along the North line of said Hill Street,

1st: - North 89° 53' West, 706.40 feet to the East of the Wooley Road Subdivision, as per map thereof recorded in book 13, page 79 of Maps; thence along said East line,

2nd: - North 0° 06' West 878.88 feet to the South line of the land conveyed to Carrie F. Jaqua by deed recorded March 19, 1913 in book 135, page 271 of Deeds; thence along the Sough line of said land of Carrie F. Jaqua and its Easterly prolongation.

3rd: - South 89° 51' East, 154.00 feet; thence,

4th: - South 89° 53' 45" East, 373.93 feet to a line which Is parallel with and 60.00 feet Westerly, measured along the Southerly line of Wooley Road 40.00 feet wide, from the West line of the land conveyed to Anastia Revolon by deed recorded March 20, 1903 in book 87, page 336 of Deeds; thence along said parallel line,

5th: - North 277.87 feet to the Southerly line of said Wooley Road; thence along the Southerly line of said Wooley Road,

6th: - South 89° 53' East 60.00 feet to the Northwest corner of said land of Anastia Revolon; thence along the Westerly line of said land of Anastia Revolon,

7th: - South 363.00 feet to the Southwest corner of said last mentioned land; thence along the South line thereof,

8th: - South 89° 53' East, 120.00 feet to a point in the West line of said Wolff Hill Laubacher Subdivision at the Southeast corner of said land of Anastia Revolon; thence along the West line of said Wolff Hill Laubacher Subdivision,

9th: - South 793.30 feet to the point of beginning.

EXCEPTING the interest in said land as conveyed to the City of Oxnard, a municipal corporation, by deed recorded May 29, 1953 as Document No. 12812.

Parcel 2

That portion of Subdivision 30 of the Rancho El Rio de Santa Clara o' La Colonia, in the City of Oxnard, County of Ventura, State of California, as shown on partition map of said Rancho on file in the office of the County Clerk of said County, described as follows:

Beginning at a point in the West line of the land conveyed to Anastia Revolon by deed recorded March 20, 1903 in book 87, page 336 of Deeds distant along said West line South 277.87 feet from the Southerly line of Wooley Road, said West line South 277.87 feet from the Southerly line of Wooley Road, 40.00 feet wide; thence along the West line of said land of Anastia Revolon,

1st: - South 85.13 feet to the Southwest corner thereof; thence along the South line of said last mentioned land,

2nd: - South 89° 53' East 120.00 feet to a point in the West line of the Wolff Hill Laubacher Subdivision, as per map thereof recorded in book 5, page 16 ½ of Maps at the Southeast corner of said land of Anastia Revolon; thence along the West line of said Wolff Hill Laubacher Subdivision,

3rd: - North 85.13 feet more or less, to a line which bears South 89° 53' East from the point of beginning; thence along said line,

4th: - North 89° 53' West, 120.00 feet to the point of beginning.

SUBJECT TO:

1. General and special taxes for the fiscal year 1953-54, a lien not yet payable.

2. Covenants, conditions, restrictions, easements and rights of way of record.

EXHIBIT B

INSURANCE

2.7 INSURANCE

2.7.1 CDR, at its sole cost and expense, shall obtain and maintain in full force, during the term of this Agreement, the following types of insurance:

2.7.1.1 Commercial General Liability "occurrence" coverage in the minimum amount of $2,000,000 for bodily injury and property damage each occurrence and $4,000,000 annual aggregate, including personal injury and advertising injury liability, $1,000,000 aggregate, products/completed operations, and $100,000 fire legal liability, if applicable.

2.7.1.2 Commercial Automobile Liability coverage in the minimum amount of $1,000,000 combined single limit (CSL) bodily injury and property damage, including owned (if any, which requires symbol 1 coverage), non-owned and hired automobiles.

2.7.1.3 Workers' Compensation coverage, in full compliance with California statutory requirements, for all employees of CDR and Employer's Liability in the minimum amount of $1,000,000, and a waiver of subrogation in favor of the District.

2.7.1.4 Professional Liability coverage in the minimum amount of $1,000,000 each claim and $2,000,000 annual aggregate with a maximum deductible of $2,500 per claim. Policy shall be maintained for one year after the end of the contract period.

2.7.1.5 Abuse and Molestation coverage of not less than three million dollars ($3,000,000) per occurrence and six million dollars ($6,000,000) aggregate.

2.7.1.6 All the insurance companies providing coverage under this Agreement must be

A.M. Best rated A, with the exception of the workers compensation insurance if provided by State Compensation Insurance Fund. Insurance coverage must be provided by California licensed and admitted carriers, with the exception of Professional Liability.

2.7.2 All insurance required under this Agreement shall be primary coverage as respects the District, and any insurance or self-insurance maintained by the District shall be in excess of CDR's insurance coverage and shall not contribute to CDR's coverage. The District is to be notified immediately if any aggregate insurance limit is exceeded. Additional coverage must be purchased to meet requirements.

2.7.3 The Oxnard School District is to be named as **Additional Insured** as respects work done by CDR under the terms of this Agreement on all insurance required by this Agreement. However, this paragraph 2.7.3 shall not be construed to apply to Workers' Compensation

coverage.

2.7.4 Policies shall not be canceled, non-renewed, or reduced in scope of coverage until after sixty (60) days written notice has been given to the District.

2.7.5 CDR agrees to provide the District with the following insurance documents within 14 days after the execution of this Agreement:

2.7.5.1 Certificates of Insurance for coverage required under this Agreement
2.7.5.2 Additional insured endorsements; and
2.7.5.3 Thirty (30) days Notice Cancellation Clause endorsements.

EXHIBIT C

DEFINITION OF HAZARDOUS MATERIALS AND ENVIRONMENTAL LAWS

For purposes of this Agreement, the term **"Hazardous Materials"** shall mean any and all (a) substances, products, by-products, waste, or other materials of any nature or kind whatsoever which is or becomes listed, regulated, or addressed under any Environmental Laws (defined below), and (b) any materials, substances, products, by-products, waste, or other materials of any nature or kind whatsoever whose presence in and of itself or in combination with other materials, substances, products, by-products, or waste may give rise to liability under any Environmental Law or any statutory or common law theory based on negligence, trespass, international, nuisance, strict or absolute liability, or under any reported decisions of any state or federal court; and (c) any substance, product, by-product, waste, or any other material which may be hazardous or harmful to the air, water, soil, environment, or affect industrial hygiene, occupational, health, safety, and/or general welfare conditions, including without limitation, petroleum and/or asbestos materials, products, by-products, or waste.

For purposes of this Agreement, the term **"Environmental Laws"** shall mean and include all federal, state, and local laws, statutes, ordinances, regulations, resolutions, decrees, and/or rules now or hereinafter in effect, as may be amended from time to time, and all implementing regulations, directives, orders, guidelines, and federal or state court decisions, interpreting, relating to, regulating or imposing liability (including, but not limited to, response, removal, remediation and damage costs) or standards of conduct or performance relating to industrial hygiene, occupational, health and/or safety conditions, environmental conditions, or exposure to, contamination by, or clean-up of any and all Hazardous Materials, including, without limitation, all federal or state superfund statues or environmental clean-up statutes.

OSD BOARD AGENDA ITEM

Name of Contributor: Kristen Pifko **Date of Meeting:** June 17, 2026

Agenda Section: Section C: Facilities Agreement

Award of Bid #25-07 and Approval of Agreement #26-72 – Best Contracting Services, Inc. – Roofing Improvement Project at Lopez Academy (Pifko/Bennett)

Bids were solicited for Bid #25-07, Roofing Improvement Project at Lopez Academy, in accordance with the California Public Contract Code section 20110. Seven (7) Bids were received and publicly opened at 1:00 p.m. on Tuesday, June 2, 2026.

Following a review of the bids received, Best Contracting Services, Inc. was determined to be the lowest responsive and responsible bidder and is recommended for award of the contract.

Term of Agreement: June 19, 2026 through August 18, 2026

FISCAL IMPACT:
$171,620.00 – Deferred Maintenance Funds

RECOMMENDATION:
It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, and the Director of Facilities that the Board of Trustees award Bid #25-07, Roofing Improvement Project at Lopez Academy and enter into Agreement #26-72 with Best Contracting Services, Inc.

ADDITIONAL MATERIALS:

Attached: Agreement #26-72, Best Contracting Services, Inc. (Lopez) (14 Pages)
Bid Summary (1 Page)

AGREEMENT FOR CONSTRUCTION SERVICES

(SMALL PROJECTS)

CONTRACT NUMBER: 26-72

This Contract ("Contract") is made and entered into on June 17, 2026 by and between Best Contracting Services, Inc. "Contractor") and Oxnard School District ("Local Educational Agency" or "LEA").

The Contractor shall furnish to the Oxnard School District for a total price of $ 171,620.00 Dollars ("Contract Price"), the following services ("Services" or "Work") on the Project:

Bid # 25-07

Project Name: Roofing Improvement Project at Lopez Academy

1. Work shall be completed within Sixty (60) consecutive calendar days ("Contract Time") from the date specified in the Oxnard School District's Notice to Proceed.

2. Contractor agrees that if the Work is not completed within the Contract Time and/or pursuant to the completion schedule, construction schedule, or project milestones developed pursuant to the Contract provisions, it is understood, acknowledged, covenanted, and agreed that the Oxnard School District will suffer damage that is not capable of being reasonably calculated. Pursuant to Government Code section 53069.85, Contractor shall pay to the Oxnard School District, as fixed and liquidated damages for these incalculable damages, the sum of $500 Dollars per day for each and every calendar day of delay beyond the Contract Time or beyond any completion schedule, construction schedule, or project milestones established pursuant to the Contract.

3. The Contract Documents include the following documents, as indicated:

____Notice to Bidders
____Instructions to Bidders
____Bid Form and Proposal
____Bid Bond
____Designated Subcontractors List
____Notice to Proceed
____ Agreement/Contract
____Contract Terms and Conditions
____ Non-Collusion Affidavit
____Prevailing Wage Certification
____PWC-100 DIR Registration
____Workers' Compensation Certification
____Criminal Background/ Fingerprinting
____Drug-Free Workplace Certification
____Tobacco-Free Environment Certification
____Statement of Bidder's Qualifications
____Insurance Certificates and Endorsements
____Performance Bond
____Payment Bond
____Guarantee
____General and Special Conditions
____Specifications/ Plans
____DVBE

4. Contractor shall not commence the Work under this Contract until the Contractor has submitted and the Oxnard School District has approved the performance bond, payment (labor and material) bond, the certificate(s) and affidavit(s), and the endorsement(s) of insurance required under the Terms and Conditions and the Oxnard School District has issued a Notice to Proceed.
5. The term of this Agreement shall commence on June 19, 2026, and terminate on August 18, 2026. All work and services contracted for under the terms of this Agreement shall be undertaken and completed in such sequence as to assure their full completion in accordance with the terms and conditions set forth in this Agreement.
6. Payment for the Work shall be made in accordance with the Terms and Conditions.
7. The architect for the Project is N/A ("Architect"), the project manager on the Project is Marcos Lopez ("Project Manager"), and the project inspector on the Project is N/A ("Project Inspector"). Contractor hereby acknowledges that the Architect, the Project Manager, the Project Inspector, and the Division of the State Architect have authority to approve and/or stop Work if the Contractor's Work does not comply with the requirements of the Contract Documents, Title 24 of the California Code of Regulations, and all applicable laws. No work shall be carried on except with the knowledge and under the inspection of said Project Inspector. Project Inspector shall have free access to any or all parts of work at any time. Contractor shall furnish Project Inspector reasonable opportunities for obtaining such information as may be necessary to keep Project Inspector fully informed respecting progress, manner of work, and character of materials. The Contractor shall be liable for any delay caused by its non-compliant Work or its failure to provide proper notification for inspection.
8. Any notice required or permitted to be given under this Contract shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, facsimile transmission, or electronic ("e-mail") transmission, addressed as follows:

Oxnard School District

ATTN: Melissa Reyes
Address: 1051 S A Street
City/ST/Zip: Oxnard, CA 93030
Email: mvreyes@oxnardsd.org
Fax Number: 805/385-1507

Contractor

Name: Best Contracting Services, Inc.
ATTN:
Adress:
City/ST/Zip:
Email:
Fax Number:

Any notice personally given or sent by e-mail or facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery to the overnight delivery service. Any notice given by mail shall be effective five (5) days after deposit in the United States mail.

9. Contractor shall guarantee all labor and material used in the performance of this Contract for a period of one year from the date of the Oxnard School District's written approval of the completion of all Work.

10. This Contract incorporates by this reference the Terms and Conditions attached hereto. Contractor, by executing this Contract, agrees to comply with all the Terms and Conditions.

11. Each party has the full power and authority to enter into and perform this Contract, and the person signing this Contract on each party's behalf has been properly authorized and empowered to enter into this Contract.

12. By signing this Agreement, Contractor certifies, under penalty of perjury, that all the information provided in the Contract Documents is true, complete, and correct.

ACCEPTED AND AGREED on the date indicated below:

Dated: _____, 20 26

Oxnard School District

Signature: _____

Print Name: Melissa Reyes

Print Title: Director, Purchasing

Address: 1051 S A Street, Oxnard, CA 93030

Telephone: 805/385-1501 x. 2410

Facsimile: 805/385-1507

E-Mail: mvreyes@oxnardsd.org

Dated: _____, 20 26

Contractor: Best Contracting Services, Inc.

Signature: _____

Print Name: _____

Print Title: _____

License No.: _____

Address: _____

Telephone: _____

Facsimile: _____

E-Mail: _____

Employer Identification and/or Social Security Number: _____

NOTE: Section 6041 of the Internal Revenue Code (26 U.S.C. 6041) and Section 1.6041-1 of Title 26 of the Code of Federal Regulations (26 C.F.R. 1.6041-1) requires the recipients of $600.00 or more to furnish their taxpayer information to the payer. In order to comply with these requirements, the LEA requires the Contractor to furnish the information requested in this section.

CONTRACT TERMS AND CONDITIONS

1. **NOTICE TO PROCEED:** LEA shall provide a Notice to Proceed to Contractor pursuant to the Contract at which time Contractor shall proceed with the Work.

2. **STANDARD OF CARE:** Contractor shall perform, diligently prosecute, and complete the Work in a good and workmanlike manner within the Contract Time, and in strict conformity with all Contract Documents.

3. **SITE EXAMINATION:** Contractor has examined the Site and certifies that it accepts all measurements, specifications and conditions affecting the Work to be performed at the Site. By submitting its quote, Contractor warrants that it has made all Site examination(s) that it deems necessary as to the Site's condition, its accessibility for materials, workers and utilities, and Contractor's ability to protect existing surface and subsurface improvements. No claim for allowance of time or money will be allowed as to any other undiscovered condition on the Site.

4. **PERMITS. LICENSES AND REGISTRATION:** Contractor and all of its employees, agents, and subcontractors shall secure and maintain in force, at Contractor's sole cost and expense, all licenses, registration and permits as are legally required, in connection with the furnishing of the Work, Services, Scope of Work, materials, or supplies listed herein.

5. **PROJECT INSPECTION CARD:** Contractor shall verify that forms DSA 152 Project Inspection Card (or current version) are issued for the Project prior to commencement of construction.

6. **NOTIFICATION:** Contractor shall notify the Architect and Project Inspector, in writing, of the commencement and completion of construction of each and every aspect of the work at least 48 hours in advance by submitting form DSA 156 (or the most current version) to the Project Inspector. Forms are available on the DSA's website at: http://www.dgs.ca.gov/dsa/Forms.aspx.

7. **EQUIPMENT AND LABOR:** Contractor shall furnish all tools, equipment, apparatus, facilities, transportation, labor, and material necessary to furnish the Work herein described, the Services to be performed at such times and places as directed by and subject to the LEA's authorized representative's approval indicated in the Work specifications attached hereto.

8. **SUBSTITUTIONS:** No substitutions of material from those specified in the Work Specifications shall be made without the LEA's prior written approval. Contractor shall be responsible for any re-design costs occasioned by LEA's acceptance and/or approval of any substitute, as well as any costs that the LEA incurs for professional services, including DSA fees. LEA may deduct those costs from any amounts owing to Contractor for the review of the request for substitution, even if the request for substitution is not approved. Contractor shall, in the event that a substitute is less costly than that specified, credit the LEA with one-hundred percent (100%) of the net difference between the substitute and the originally specified material.

9. **INDEPENDENT CONTRACTOR STATUS:** While engaged in carrying out the Services of this Contract, the Contractor is an independent contractor, and not an officer, employee, agent, partner, or joint venture of the LEA. Contractor shall be solely responsible for its own Worker's Compensation insurance, taxes, and other similar charges or obligations. Contractor shall control the means and methods of its Work, and that of any agents, employees, subcontractors, or suppliers, and be liable for its own actions, including its negligence or gross negligence, and shall be liable for the acts, omissions, or errors of its agents, employees, subcontractors, or suppliers.

10. **CONTRACTOR SUPERVISION:** Contractor shall provide competent supervision of personnel employed on the Site, use of equipment, quality control, quality assurance, and overall quality of workmanship.

11. **WORKERS:** Contractor shall at all times enforce strict discipline and good order among its employees and its subcontractor's or suppliers' employees and shall not employ or work any unfit person or anyone not skilled in work assigned to him or her. Any person in the Contractor's employ or a subcontractor or supplier whom the LEA may deem incompetent or unfit shall be dismissed from the Site and shall not again be employed at Site without the LEA's prior written consent.

12. **SUBCONTRACTORS:** Subcontractors or suppliers, if any, Contractor engages for any Service or Work under this Contract shall be subject to the LEA's prior written approval. Contractor agrees to bind every subcontractor or supplier by the terms of the Contract as far as such terms are applicable to subcontractor's or suppliers' work, including, without limitation, all indemnification, insurance, bond, and warranty requirements. If Contractor shall subcontract any part of this Contract, Contractor shall be fully responsible to the LEA for acts and omissions of its subcontractor or suppliers and of persons either directly or indirectly employed by the Contractor. Nothing contained in the Contract Documents shall create any contractual relations between any subcontractor or supplier and the LEA.

13. **SAFETY AND SECURITY:** Contractor is responsible for maintaining safety in the performance of this Contract. Contractor shall be responsible to ascertain from the LEA the rules and regulations pertaining to safety, security, and driving on school grounds, particularly when children are present.

14. **FINGERPRINTING OF EMPLOYEES**: Contractor shall comply with the provisions of Education Code section 45125.1 regarding the submission of employee fingerprints to the California Department of Justice and the completion of criminal background investigations of its employees. Contractor shall not permit any employee to have any contact with LEA pupils until such time as the Contractor has verified in writing to the governing board of the LEA that the employee has not been convicted of a felony, as defined in Education Code section 45122.1. Contractor's responsibility shall extend to all employees, subcontractors or suppliers, agents, and employees or agents of subcontractors or suppliers regardless of whether those individuals are paid or unpaid, concurrently employed by the LEA, or acting as independent contractors of the Contractor. Unless the LEA determines that the Contractor will have limited contact with students, verification of compliance with this section and the Criminal Background Investigation Certification required with this Contract shall be provided to the LEA prior to Contractor performing any portion of the Work.

15. **TRENCH SHORING:** If this Contract is in excess of $25,000 and is for the excavation of any trench deeper than five (5) feet, Contractor must submit and obtain LEA acceptance, in advance of excavation, of a detailed plan showing the design of shoring, bracing, sloping, or other provisions to be made for worker protection from the hazard of caving ground during the excavation of such trench or trenches. If the plan varies from the shoring system standards, the plan shall be prepared by a registered civil or structural engineer.

16. **EXCAVATIONS OVER FOUR FEET**: If this Contract includes excavations over four (4) feet, Contractor shall promptly, and before the following conditions are disturbed, notify the LEA, in writing, of any: (1) Material that the Contractor believes may be material that is hazardous waste, as defined in Section 25117 of the Health and Safety Code, that is required to be removed to a Class I, Class II, or Class III disposal site in accordance with provisions of existing law; (2) Subsurface or latent physical conditions at the site differing from those indicated; or (3) Unknown physical conditions at the site of any unusual nature, different materially from those ordinarily encountered and generally recognized as inherent in work of the character provided for in the Contract. The LEA shall promptly investigate the conditions, and if it finds that the conditions do materially so differ, or do involve hazardous waste, and cause a decrease or increase in the Contractor's cost of, or the time required for, performance of any part of the Work shall issue a change order under the procedures described in the Contract. In the event that a dispute arises between the LEA and the Contractor whether the conditions materially differ, or involve hazardous waste, or cause a decrease or increase in the Contractor's cost of, or time required for, performance of any part of the Work, the Contractor shall not be excused from any scheduled Contract completion date, but shall proceed with all Work to be performed under the Contract. The Contractor shall retain any and all rights provided either by Contract or by law which pertain to the resolution of disputes and protests between the contracting parties.

17. **LEAD-BASED PAINT:** Pursuant to the Lead-Safe Schools Protection Act (Education Code Section 32240 et seq.) and other applicable law, no lead-based paint, lead plumbing and solders, or other potential sources of lead contamination shall be utilized on this Project, and only trained and state-certified contractors, inspectors and workers shall undertake any action to abate existing risk factors for lead. Pursuant to the Renovation, Repair and Painting Rule (title 40 of the Code of Federal Regulations part 745 (40 CFR 745)), all contractors who disturb lead-based paint in a six- square-foot area or greater indoors or a 20-square-foot area outdoors must be trained by an EPA- accredited provider and certified by the EPA. Contractor must execute the Lead-Based Paint Certification, if applicable.

18. **CLEAN UP:** Debris shall be removed from the Premises. The Site shall be in order at all times when work is not actually being performed and shall be maintained in a reasonably clean condition.

19. **PROTECTION OF WORK AND PROPERTY:** Contractor shall erect and properly maintain at all times, as required by conditions and progress of the Work, all necessary safeguards, signs, barriers, lights, and security persons for protection of workers and the public and shall post danger signs warning against hazards created by the Work. In an emergency affecting life and safety of life or of Work or of adjoining property,

Contractor, without special instruction or authorization from LEA, is permitted to act at his discretion to prevent such threatened loss or injury.

20. **FORCE MAJEURE:** The Contractor shall be excused from performance hereunder during the time and to the extent that it is prevented from obtaining delivery, or performing by act of God, fire, strike, global, or shortage of transportation facilities, lock-out, commandeering of materials, product, plant, or facilities by the government, when satisfactory evidence thereof is presented to the LEA, provided that it is satisfactorily established that the non-performance is not due to the Contractor's acts, omissions, fault or neglect.

21. **CORRECTION OF ERRORS:** Contractor shall perform, at its own cost and expense and without reimbursement from the LEA, any work necessary to correct errors or omissions which are caused by the Contractor's failure to comply with the standard of care required herein or the Contract Documents.

22. **ACCESS TO WORK:** LEA representatives, Architect, and Project Inspector shall at all times have access to the Work wherever it is in preparation or in progress. Contractor shall provide safe and proper facilities for such access.

23. **OCCUPANCY:** LEA reserves the right to occupy buildings at any time before formal Contract completion and such occupancy shall not constitute final acceptance or approval of any part of the Work covered by this Contract, nor shall such occupancy extend the date specified for completion of the Work.

24. **PAYMENT:** On a monthly basis, Contractor shall submit an application for payment based upon the estimated value for materials delivered or services performed under the Contract as of the date of submission ("Application for Payment"). Within thirty (30) days after LEA's approval of the Application for Payment, Contractor shall be paid a sum equal to ninety-five percent (95%) of the value of the Work properly performed (as verified by Architect and Inspector and certified by Contractor) up to the last day of the previous month, less the aggregate of previous payments and amount to be withheld. The LEA may withhold or deduct from any payment an amount necessary to protect the LEA from loss because of: (1) liquidated damages that have accrued as of the date of the Application for Payment; (2) any sums the LEA expended performing any of Contractor's Contract obligations that Contractor has failed to perform or has performed inadequately or deficiently; (3) defective Work not remedied; (4) stop payment notices as allowed by state law; (5) reasonable doubt that the Work can be completed for the unpaid balance of the Total Contract price or by the scheduled completion date; (6) Contractor's unsatisfactory prosecution of the Work; (7) unauthorized Contract deviations; (8) Contractor's failure to maintain or submit on a timely basis proper and sufficient documentation as required by the Contract or LEA during the prosecution of the Work; (9) erroneous or false estimates by the Contractor of the value of the Work performed; (10) any sums representing expenses, losses, or damages, as the LEA's determines, which the LEA incurs for which Contractor is liable under the Contract; and (11) any other sums that the LEA is entitled to recover from Contractor under the Contract's terms or pursuant to state law or regulation, including section 1727 of the California Labor Code. The failure by the LEA to deduct any of these sums from a progress payment shall not constitute a waiver of the LEA's right to such sums. The LEA shall retain five percent (5%) from all amounts owing as retention. Retention shall be paid pursuant to Public Contract Code sections 7107, 7200

and 7201.

25. **CHANGE IN SCOPE OF WORK:** Any change in the scope of the Work, method of performance, nature of materials or price thereof, or any other matter materially affecting the performance or nature of the Work shall not be paid for or accepted unless such change, addition, or deletion is approved in advance and in writing by a valid change order executed by the LEA. Contractor specifically understands, covenants, acknowledges, and agrees that the LEA shall have the right to request any alterations, deviations, reductions, or additions to the Project or Work, and the cost thereof shall be added to or deducted from the amount of the Contract Price by fair and reasonable valuations. Contractor also agrees to provide the LEA with all information requested to substantiate the cost of the change order and to inform the LEA whether the Work will be done by the Contractor or a subcontractor. In addition to any other information requested, Contractor shall submit, prior to approval of the change order, its request for a time extension (if any), as well as all information necessary to substantiate its belief that such change will delay the completion of the Work. If Contractor fails to submit its request for a time extension or the necessary supporting information, it shall be deemed to have waived its right to request such extension.

26. INDEMNIFICATION: To the fullest extent permitted by law, Provider agrees to defend, indemnify, and hold harmless LEA, 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 LEA, or loss or theft of such property, or damage to the Property done or caused by such persons. LEA assumes no responsibility whatsoever for any property placed on LEA 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 LEA. The provisions of this Indemnification do not apply to any damage or losses caused solely by the intentional acts of the LEA or any of its governing board, officers, agents, employees and/or volunteers.

27. **CONTRACTOR'S INSURANCE:** Contractor, at its own cost and expense, shall procure and maintain during the term of this Contract, policies of insurance for the following types of coverage:

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

	Each Occurrence	Aggregate
Moderate risk projects	$ 2,000,000.00	$ 4,000,000.00
Severe risk projects	$ 5,000,000.00	$ 10,000,000.00

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

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

b. Automobile Liability. Contractor shall procure and maintain, during the full term of this Agreement, Automobile Liability Insurance, including non-owned and hired automobiles, as applicable with the following coverage limits: [delete those not applicable]

Personal vehicles:	$500,000.00 combined single limit or
	$100,000.00 per person / $300,000.00 per accident
Commercial vehicles	$1,000,000.00 per accident

c. Workers' Compensation Insurance. Contractor 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. Contractor shall procure and maintain Employers' Liability insurance coverage of $1,000,000.

In the case of any such work which is subcontracted, Contractor 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 Contractor's Workers' Compensation Insurance.

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

d. Builder's Risk. LEA shall procure and maintain, during the term of this Contract, Builders' Risk coverage.

e. Other Coverage as Dictated by the LEA. Contractor shall procure and maintain, during the term of this Agreement, the following other Insurance coverage:

	Each Occurrence	Aggregate
Pollution Liability	$ 1,000,000.00	$ 2,000,000.00

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

g. Contractor's and any and all subcontractor's insurance is primary and will not seek contribution from any other insurance available to the LEA.

h. Certificates of Insurance. Contractor and any and all subcontractors working for Contractor shall provide certificates of insurance to the LEA as evidence of the insurance coverage required herein, not less than Fifteen (15) days prior to commencing work for the LEA, and at any other time upon the request of the LEA. Certificates of insurance will be deemed invalid if proper endorsements are not attached. Certificates

of such insurance shall be filed with the LEA on or before commencement of the services under this Agreement.

i. Endorsements. Contractor's and any and all Contractor subcontractor's Commercial General Liability insurance; Commercial Automobile Insurance; Liability Excess, Umbrella and/or Reinsurance; and Abuse and Molestation coverage shall name the LEA, 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 LEA.

1) General Liability
   - ■ Construction: CG 20 10 10 01 and CG 20 37 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. Contractor's and any and all Contractor 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 LEA. Contractor shall be responsible to pay that deductible or self-insured retention and the LEA shall not be responsible to pay these costs. In the event that Contractor's deductibles or self-insured retentions collectively total more than $50,000.00, LEA reserves the right to request proof of Contractor's financial solvency in relation to remittance thereof or require Contractor 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 LEA.

m. Insurance written on a "claims made" basis is to be renewed by the Contractor and all Contractor 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 contractor for all claims made.

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

28. **PAYMENT BOND AND PERFORMANCE BOND:** Contractor shall not commence the Work until it has provided to the LEA, in a form acceptable to the LEA, a Payment (Labor and Material) Bond and a Performance Bond, each in an amount equivalent to one hundred percent (100%) of the Contract Price issued by a surety admitted to issue bonds in the State of California and otherwise acceptable to the LEA.

29. **WARRANTY/QUALITY:** Unless a longer warranty is called for elsewhere in the Contract Documents, the Contractor, manufacturer, or their assigned agents shall

guarantee the workmanship, product or service performed against defective workmanship, defects or failures of materials for a minimum period of one (1) year from filing the Notice of Completion with the county in which the Site is located. All workmanship and merchandise must be warranted to be in compliance with applicable California energy, conservation, environmental, and educational standards.

30. **CONFIDENTIALITY:** The Contractor shall maintain the confidentiality of all information, documents, programs, procedures, and all other items that Contractor encounters while performing the Contractor's Services to the extent allowed by law. This requirement shall be ongoing and shall survive the expiration or termination of this Contract and specifically includes all student, parent, and disciplinary information.

31. **COMPLIANCE WITH LAWS:** Contractor shall give all notices and comply with all laws, ordinance, rules and regulations bearing on conduct of the Work as indicated or specified. If Contractor observes that any of the Work required by this Contract is at variance with any such laws, ordinance, rules or regulations, Contractor shall notify the LEA, in writing, and, at the sole option of the LEA, any necessary changes to the scope of the Work shall be made and this Contract shall be appropriately amended in writing, or this Contract shall be terminated effective upon Contractor's receipt of a written termination notice from the LEA. If Contractor performs any work that is in violation of any laws, ordinances, rules or regulations, without first notifying the LEA of the violation, Contractor shall bear all costs arising therefrom.

32. **HEALTH AND SAFETY REQUIREMENTS:** In the furnishing the Work under this Agreement, Contractor agrees to comply with and observe all provisions of the California Education Code, California Code of Regulations, Federal Code of Regulations and all other applicable laws, rules, regulations, and public health orders as prescribed by the United States Government and the State Department of Public Health, Ventura County Public Health Department, Governor or other state and local agencies related to schools, and operations of Contractor in providing the Work, including school reopening plans adopted by the LEA. Provider will, without additional cost to the LEA, review, follow and implement safety and health measures as part of school reopening or operations planning, including, but not limited to, face coverings, employee COVID-19 testing, and sanitization of tools, equipment, facilities, and vehicles.

33. **LABOR CODE REQUIREMENTS**: The Contractor shall comply with all applicable provisions of the California Labor Code, Division 3, Part 7, Chapter 1, Articles 1 – 5, including, without limitation, the payment of the general prevailing per diem wage rates for public work projects of more than one thousand dollars ($1,000). Copies of the prevailing rate of per diem wages are on file with the LEA. In addition, the Contractor and each subcontractor shall comply with Chapter 1 of Division 2, Part 7 of the California Labor Code, beginning with Section 1720, and including Section 1735, 1777.5 and 1777.6, forbidding discrimination, and Sections 1776, 1777.5 and 1777.6 concerning the employment of apprentices by Contractor or subcontractors. Willful failure to comply may result in penalties, including loss of the right to bid on or receive public works contracts.

    a. **State Labor Compliance**: Contractor shall perform the Work of the Project while complying with all the applicable regulations, including section 16000, et seq., of Title 8 of the California Code of Regulations and is subject to State labor compliance

monitoring and enforcement by the Compliance Monitoring Unit of the Department of Industrial Relations.

b. **Certified Payroll Records**: Contractor and its subcontractor(s) shall keep accurate certified payroll records of employees and shall electronically submit certified payroll records directly to the Labor Commissioner weekly and within ten (10) days of any request by the LEA or the Labor Commissioner in accordance with section 16461 of Title 8 of the California Code of Regulations.

34. **ANTI-DISCRIMINATION:** It is the policy of the LEA that in connection with all work performed under contracts there be no discrimination against any employee engaged in the work because of race, color, ancestry, national origin, religious creed, physical disability, medical condition, marital status, sexual orientation, gender, or age and therefore the Contractor agrees to comply with applicable Federal and California laws including, but not limited to the California Fair Employment Practice Act beginning with Government Code Section 12900 and Labor Code Section 1735. In addition, the Contractor agrees to require like compliance by all its subcontractor(s).

35. **DISABLED VETERAN BUSINESS ENTERPRISES (IF APPLICABLE):** Section 17076.11 of the Education Code requires school LEAs using funds allocated pursuant to the State of California School Facility Program for the construction or modernization of a school building (SFP Funds) to have a participation of at least three percent (3%), per year, of the overall dollar amount expended each year by the school LEA, for disabled veteran business enterprises (DVBE). If this Contract uses SFP Funds, Contractor must submit, with its executed Contract, appropriate documentation to the LEA identifying the steps Contractor has taken to solicit DVBE participation in conjunction with this Contract.

36. **ANTI-TRUST CLAIM**: Contractor and its subcontractor(s) or suppliers agree to assign to the LEA all rights, title, and interest in and to all causes of action they may have under Section 4 of the Clayton Act (15 U.S.C. Sec. 15) or under the Cartwright Act (Chapter 2 (commencing with Section 16700) of Part 2 of Division 7 of the Business and Professions Code), arising from purchases of goods, services, or materials pursuant to the Contract or a subcontract. This assignment shall be made and become effective at the time the LEA tenders final payment to the Contractor, without further acknowledgment by the parties.

37. **DISPUTES**: In the event of a dispute between the parties as to performance of the Work, the interpretation of this Contract, or payment or nonpayment for work performed or not performed, the parties shall attempt to resolve the dispute by those procedures set forth in Public Contract Code section 20104, et seq., if applicable. Pending resolution of the dispute, Contractor agrees it will neither rescind the Contract nor stop the progress of the Work but will allow determination by the court of the State of California, in the county in which the LEA's administration office is located, having competent jurisdiction of the dispute. All claims of over $375,000, which are outside the scope of Public Contract Code section 20104, et seq., may be determined by mediation if mutually agreeable, otherwise by litigation. Notice of the demand for mediation of a dispute shall be filed in writing with the other party to the Contract. The demand for mediation of any claim of over $375,000 shall be made within a reasonable time after written notice of the dispute has been provided to the other party, but in no case longer than ninety (90) days after initial written notice, and the demand shall not be made later than the time of Contractor submission of the request for final payment. If a claim, or any portion thereof, remains in dispute upon

satisfaction of all applicable dispute resolution requirements, the Design-Builder shall comply with all claims presentation requirements as provided in Chapter 1 (commencing with section 900) and Chapter 2 (commencing with section 910) of Part 3 of Division 3.6 of Title 1 of Government Code as a condition precedent to the Contractor's right to bring a civil action against the LEA. For purposes of those provisions, the running of the time within which a claim must be presented to the LEA shall be tolled from the time the claimant submits its written claim until the time the claim is denied, including any time utilized by any applicable meet and confer process.

38. **ATTORNEY FEES/COSTS:** Should litigation be necessary to enforce any terms or provisions of this Agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs, expert/consultant fees, and attorney's fees. This provision does not apply to Contractor's obligation to indemnify the LEA as provided in this Contact.

39. **TERMINATION:** If Contractor fails to perform the Services and Contractor's duties to the satisfaction of the LEA, or if Contractor fails to fulfill in a timely and professional manner Contractor's obligations under this Contract, or if Contractor violates any of the terms or provisions of this Contract, or if Contractor violates any law or regulation (including, without limitation, failure to properly pay prevailing wage, maintain certified payroll reports, or violate any labor law), LEA shall have the right to terminate this Contract effective immediately upon the LEA giving written notice thereof to the Contractor. The Contractor and its performance bond surety, if any, shall be liable for all damages caused to the LEA by reason of the Contractor's failure to perform and complete the Contract. LEA shall also have the right in its sole discretion to terminate the Contract for its own convenience upon LEA giving three (3) days written notice thereof to the Contractor. In case of a termination for convenience, Contractor shall be paid for the actual cost for labor, materials, and services performed that is unpaid and can be documented through timesheets, invoices, receipts, or otherwise, and five percent (5%) of the total cost of Work performed as of the date of termination, or five percent (5%) of the value of the Work yet to be performed, whichever is less. This five percent (5%) shall be full compensation for all of Contractor's and its subcontractor(s)' mobilization and/or demobilization costs and any anticipated loss profits or other claims resulting from termination of the Contractor for convenience. Termination shall have no effect upon any of the rights and obligations of the parties arising out of any transaction occurring prior to the effective date of termination.

40. **ASSIGNMENT OF CONTRACT:** Contractor shall not assign or transfer in any way any or all of its rights, burdens, duties, or obligations under this Contract without the LEA's prior written consent.

41. **TIME IS OF THE ESSENCE:** Time is of the essence in the performance of and compliance with each of the provisions and conditions of this Contract.

42. **CALCULATION OF TIME:** For the purposes of this Contract, "days" refers to calendar days unless otherwise specified.

43. **GOVERNING LAW AND VENUE:** Contractor hereby acknowledges and agrees that LEA is a public entity, which is subject to certain requirements and limitations. This Contract and the LEA's obligations 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 Contract 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 Contract, the action shall be brought in state or federal court situated in the County of Ventura, State of California, or other mutually agreed location. Contractor hereby waives and expressly agrees not to assert, claim, or allege, in any way, that it is not subject to the personal jurisdiction of the courts named above. Contractor further agrees 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.

44. **BINDING CONTRACT:** This Contract shall be binding upon the parties hereto and upon their successors and assigns and shall inure to the benefit of said parties and their successors and assigns.

45. **LOCAL EDUCATIONAL AGENCY WAIVER:** LEA's waiver of any term, condition, covenant, or waiver of a breach of any term, condition or covenant shall not constitute the waiver of any other term, condition or covenant or the waiver of a breach of any other term, condition, or covenant.

46. **CAPTIONS AND INTERPRETATIONS:** Paragraph headings in this Contract are used solely for convenience and shall be wholly disregarded in the construction of this Contract. No provision of this Contract shall be interpreted for or against a party because that party or its legal representative drafted such provision, and this Contract shall be construed as if jointly prepared by the parties.

47. **INVALID TERM:** If any provision of this Contract is declared or determined by any court of competent jurisdiction to be illegal, invalid, or unenforceable, the legality, validity or enforceability of the remaining parts, terms and provisions shall not be affected thereby, and said illegal, unenforceable or invalid part, term or provision will be deemed not to be a part of this Contract.

48. **PROVISIONS REQUIRED BY LAW DEEMED INSERTED:** Each and every provision of law and clause required by law to be inserted in this Contract shall be deemed to be inserted herein and this Contract shall be read and enforced as though it were included therein.

49. **ENTIRE CONTRACT:** This Contract sets forth the entire Contract between the parties hereto and fully supersedes any and all prior agreements, understanding, written or oral, between the parties hereto pertaining to the subject matter thereof. This Contract may be modified only by a writing signed by all parties.

School/Dept: Lopez Academy	Project Description: Roofing Improvement Project
OSD BID NO. 25-07	Bid Opening: June 2, 2026 - 1:00 pm

BIDDERS	TOTAL BASE BID	Bid Proposal	List of Subs	Non-Collus.	DIR Reg.	Bidder Qual	Bid Security	Job Walk	DVBE	CARB Comp.	Iran Act	Russia Sanc.	Attach. A
Courtney WRCR	$194,579.00	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Channel Islands Roof.	$243,565.00	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Estate Design and Const	$288,700.00	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Letner Roofing	$275,000.00	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Derricks Roofing	$400,000.00	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Craig Roof Co.	$269,000.00	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Best Contracting Serv.	$171,620.00	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

OSD BOARD AGENDA ITEM

Name of Contributor: Kristen Pifko **Date of Meeting:** June 17, 2026

Agenda Section: Section C: Facilities Agreement

Award of Bid #25-08 and Approval of Agreement #26-73 – Best Contracting Services, Inc. – Roofing Improvement Project at McAuliffe Elementary School (Pifko/Bennett)

Bids were solicited for Bid #25-08, Roofing Improvement Project at McAuliffe Elementary School, in accordance with the California Public Contract Code section 20110. Seven (7) Bids were received and publicly opened at 1:30 p.m. on Tuesday, June 2, 2026.

Following a review of the bids received, Best Contracting Services, Inc. was determined to be the lowest responsive and responsible bidder and is recommended for award of the contract.

Term of Agreement: June 19, 2026 through August 18, 2026

FISCAL IMPACT:
$356,325.00 – Deferred Maintenance Funds

RECOMMENDATION:
It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, and the Director of Facilities, that the Board of Trustees award Bid #25-08, Roofing Improvement Project at McAuliffe Elementary School and enter into Agreement #26-73 with Best Contracting Services, Inc.

ADDITIONAL MATERIALS:

Attached: Agreement #26-73, Best Contracting Services, Inc. (McAuliffe) (14 Pages)
Bid Summary Form (1 Page)

AGREEMENT FOR CONSTRUCTION SERVICES

(SMALL PROJECTS)

CONTRACT NUMBER: 26-73

This Contract ("Contract") is made and entered into on June 17, 2026 by and between Best Contracting Services, Inc. "Contractor") and Oxnard School District ("Local Educational Agency" or "LEA").

The Contractor shall furnish to the Oxnard School District for a total price of $ 356,325.00 Dollars ("Contract Price"), the following services ("Services" or "Work") on the Project:

Bid # 25-08

Project Name: Roofing Improvement Project at McAuliffe School

1. Work shall be completed within Sixty (60) consecutive calendar days ("Contract Time") from the date specified in the Oxnard School District's Notice to Proceed.

2. Contractor agrees that if the Work is not completed within the Contract Time and/or pursuant to the completion schedule, construction schedule, or project milestones developed pursuant to the Contract provisions, it is understood, acknowledged, covenanted, and agreed that the Oxnard School District will suffer damage that is not capable of being reasonably calculated. Pursuant to Government Code section 53069.85, Contractor shall pay to the Oxnard School District, as fixed and liquidated damages for these incalculable damages, the sum of $500 Dollars per day for each and every calendar day of delay beyond the Contract Time or beyond any completion schedule, construction schedule, or project milestones established pursuant to the Contract.

3. The Contract Documents include the following documents, as indicated:

____Notice to Bidders
____Instructions to Bidders
____Bid Form and Proposal
____Bid Bond
____Designated Subcontractors List
____Notice to Proceed
____ Agreement/Contract
____Contract Terms and Conditions
____ Non-Collusion Affidavit
____Prevailing Wage Certification
____PWC-100 DIR Registration
____Workers' Compensation Certification
____Criminal Background/ Fingerprinting
____Drug-Free Workplace Certification
____Tobacco-Free Environment Certification
____Statement of Bidder's Qualifications
____Insurance Certificates and Endorsements
____Performance Bond
____Payment Bond
____Guarantee
____General and Special Conditions
____Specifications/ Plans
____DVBE

4. Contractor shall not commence the Work under this Contract until the Contractor has submitted and the Oxnard School District has approved the performance bond, payment (labor and material) bond, the certificate(s) and affidavit(s), and the endorsement(s) of insurance required under the Terms and Conditions and the Oxnard School District has issued a Notice to Proceed.
5. The term of this Agreement shall commence on June 19, 2026, and terminate on August 18, 2026. All work and services contracted for under the terms of this Agreement shall be undertaken and completed in such sequence as to assure their full completion in accordance with the terms and conditions set forth in this Agreement.
6. Payment for the Work shall be made in accordance with the Terms and Conditions.
7. The architect for the Project is N/A ("Architect"), the project manager on the Project is Marcos Lopez ("Project Manager"), and the project inspector on the Project is N/A ("Project Inspector"). Contractor hereby acknowledges that the Architect, the Project Manager, the Project Inspector, and the Division of the State Architect have authority to approve and/or stop Work if the Contractor's Work does not comply with the requirements of the Contract Documents, Title 24 of the California Code of Regulations, and all applicable laws. No work shall be carried on except with the knowledge and under the inspection of said Project Inspector. Project Inspector shall have free access to any or all parts of work at any time. Contractor shall furnish Project Inspector reasonable opportunities for obtaining such information as may be necessary to keep Project Inspector fully informed respecting progress, manner of work, and character of materials. The Contractor shall be liable for any delay caused by its non-compliant Work or its failure to provide proper notification for inspection.
8. Any notice required or permitted to be given under this Contract shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, facsimile transmission, or electronic ("e-mail") transmission, addressed as follows:

Oxnard School District

ATTN: Melissa Reyes
Address: 1051 S A Street
City/ST/Zip: Oxnard, CA 93030
Email: mvreyes@oxnardsd.org
Fax Number: 805/385-1507

Contractor

Name: Best Contracting Services, Inc.
ATTN:
Adress:
City/ST/Zip:
Email:
Fax Number:

Any notice personally given or sent by e-mail or facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery to the overnight delivery service. Any notice given by mail shall be effective five (5) days after deposit in the United States mail.

9. Contractor shall guarantee all labor and material used in the performance of this Contract for a period of one year from the date of the Oxnard School District's written approval of the completion of all Work.

10. This Contract incorporates by this reference the Terms and Conditions attached hereto. Contractor, by executing this Contract, agrees to comply with all the Terms and Conditions.

11. Each party has the full power and authority to enter into and perform this Contract, and the person signing this Contract on each party's behalf has been properly authorized and empowered to enter into this Contract.

12. By signing this Agreement, Contractor certifies, under penalty of perjury, that all the information provided in the Contract Documents is true, complete, and correct.

ACCEPTED AND AGREED on the date indicated below:

Dated: _____, 20 26

Oxnard School District

Signature: _____

Print Name: Melissa Reyes

Print Title: Director, Purchasing

Address: 1051 S A Street, Oxnard, CA 93030

Telephone: 805/385-1501 x. 2410

Facsimile: 805/385-1507

E-Mail: mvreyes@oxnardsd.org

Dated: _____, 20 26

Contractor: Best Contracting Services, Inc.

Signature: _____

Print Name: _____

Print Title: _____

License No.: _____

Address: _____

Telephone: _____

Facsimile: _____

E-Mail: _____

Employer Identification and/or Social Security Number: _____

NOTE: Section 6041 of the Internal Revenue Code (26 U.S.C. 6041) and Section 1.6041-1 of Title 26 of the Code of Federal Regulations (26 C.F.R. 1.6041-1) requires the recipients of $600.00 or more to furnish their taxpayer information to the payer. In order to comply with these requirements, the LEA requires the Contractor to furnish the information requested in this section.

CONTRACT TERMS AND CONDITIONS

1. **NOTICE TO PROCEED:** LEA shall provide a Notice to Proceed to Contractor pursuant to the Contract at which time Contractor shall proceed with the Work.

2. **STANDARD OF CARE:** Contractor shall perform, diligently prosecute, and complete the Work in a good and workmanlike manner within the Contract Time, and in strict conformity with all Contract Documents.

3. **SITE EXAMINATION:** Contractor has examined the Site and certifies that it accepts all measurements, specifications and conditions affecting the Work to be performed at the Site. By submitting its quote, Contractor warrants that it has made all Site examination(s) that it deems necessary as to the Site's condition, its accessibility for materials, workers and utilities, and Contractor's ability to protect existing surface and subsurface improvements. No claim for allowance of time or money will be allowed as to any other undiscovered condition on the Site.

4. **PERMITS. LICENSES AND REGISTRATION:** Contractor and all of its employees, agents, and subcontractors shall secure and maintain in force, at Contractor's sole cost and expense, all licenses, registration and permits as are legally required, in connection with the furnishing of the Work, Services, Scope of Work, materials, or supplies listed herein.

5. **PROJECT INSPECTION CARD:** Contractor shall verify that forms DSA 152 Project Inspection Card (or current version) are issued for the Project prior to commencement of construction.

6. **NOTIFICATION:** Contractor shall notify the Architect and Project Inspector, in writing, of the commencement and completion of construction of each and every aspect of the work at least 48 hours in advance by submitting form DSA 156 (or the most current version) to the Project Inspector. Forms are available on the DSA's website at: http://www.dgs.ca.gov/dsa/Forms.aspx.

7. **EQUIPMENT AND LABOR:** Contractor shall furnish all tools, equipment, apparatus, facilities, transportation, labor, and material necessary to furnish the Work herein described, the Services to be performed at such times and places as directed by and subject to the LEA's authorized representative's approval indicated in the Work specifications attached hereto.

8. **SUBSTITUTIONS:** No substitutions of material from those specified in the Work Specifications shall be made without the LEA's prior written approval. Contractor shall be responsible for any re-design costs occasioned by LEA's acceptance and/or approval of any substitute, as well as any costs that the LEA incurs for professional services, including DSA fees. LEA may deduct those costs from any amounts owing to Contractor for the review of the request for substitution, even if the request for substitution is not approved. Contractor shall, in the event that a substitute is less costly than that specified, credit the LEA with one-hundred percent (100%) of the net difference between the substitute and the originally specified material.

9. **INDEPENDENT CONTRACTOR STATUS:** While engaged in carrying out the Services of this Contract, the Contractor is an independent contractor, and not an officer, employee, agent, partner, or joint venture of the LEA. Contractor shall be solely responsible for its own Worker's Compensation insurance, taxes, and other similar charges or obligations. Contractor shall control the means and methods of its Work, and that of any agents, employees, subcontractors, or suppliers, and be liable for its own actions, including its negligence or gross negligence, and shall be liable for the acts, omissions, or errors of its agents, employees, subcontractors, or suppliers.

10. **CONTRACTOR SUPERVISION:** Contractor shall provide competent supervision of personnel employed on the Site, use of equipment, quality control, quality assurance, and overall quality of workmanship.

11. **WORKERS:** Contractor shall at all times enforce strict discipline and good order among its employees and its subcontractor's or suppliers' employees and shall not employ or work any unfit person or anyone not skilled in work assigned to him or her. Any person in the Contractor's employ or a subcontractor or supplier whom the LEA may deem incompetent or unfit shall be dismissed from the Site and shall not again be employed at Site without the LEA's prior written consent.

12. **SUBCONTRACTORS:** Subcontractors or suppliers, if any, Contractor engages for any Service or Work under this Contract shall be subject to the LEA's prior written approval. Contractor agrees to bind every subcontractor or supplier by the terms of the Contract as far as such terms are applicable to subcontractor's or suppliers' work, including, without limitation, all indemnification, insurance, bond, and warranty requirements. If Contractor shall subcontract any part of this Contract, Contractor shall be fully responsible to the LEA for acts and omissions of its subcontractor or suppliers and of persons either directly or indirectly employed by the Contractor. Nothing contained in the Contract Documents shall create any contractual relations between any subcontractor or supplier and the LEA.

13. **SAFETY AND SECURITY:** Contractor is responsible for maintaining safety in the performance of this Contract. Contractor shall be responsible to ascertain from the LEA the rules and regulations pertaining to safety, security, and driving on school grounds, particularly when children are present.

14. **FINGERPRINTING OF EMPLOYEES**: Contractor shall comply with the provisions of Education Code section 45125.1 regarding the submission of employee fingerprints to the California Department of Justice and the completion of criminal background investigations of its employees. Contractor shall not permit any employee to have any contact with LEA pupils until such time as the Contractor has verified in writing to the governing board of the LEA that the employee has not been convicted of a felony, as defined in Education Code section 45122.1. Contractor's responsibility shall extend to all employees, subcontractors or suppliers, agents, and employees or agents of subcontractors or suppliers regardless of whether those individuals are paid or unpaid, concurrently employed by the LEA, or acting as independent contractors of the Contractor. Unless the LEA determines that the Contractor will have limited contact with students, verification of compliance with this section and the Criminal Background Investigation Certification required with this Contract shall be provided to the LEA prior to Contractor performing any portion of the Work.

15. **TRENCH SHORING:** If this Contract is in excess of $25,000 and is for the excavation of any trench deeper than five (5) feet, Contractor must submit and obtain LEA acceptance, in advance of excavation, of a detailed plan showing the design of shoring, bracing, sloping, or other provisions to be made for worker protection from the hazard of caving ground during the excavation of such trench or trenches. If the plan varies from the shoring system standards, the plan shall be prepared by a registered civil or structural engineer.

16. **EXCAVATIONS OVER FOUR FEET**: If this Contract includes excavations over four (4) feet, Contractor shall promptly, and before the following conditions are disturbed, notify the LEA, in writing, of any: (1) Material that the Contractor believes may be material that is hazardous waste, as defined in Section 25117 of the Health and Safety Code, that is required to be removed to a Class I, Class II, or Class III disposal site in accordance with provisions of existing law; (2) Subsurface or latent physical conditions at the site differing from those indicated; or (3) Unknown physical conditions at the site of any unusual nature, different materially from those ordinarily encountered and generally recognized as inherent in work of the character provided for in the Contract. The LEA shall promptly investigate the conditions, and if it finds that the conditions do materially so differ, or do involve hazardous waste, and cause a decrease or increase in the Contractor's cost of, or the time required for, performance of any part of the Work shall issue a change order under the procedures described in the Contract. In the event that a dispute arises between the LEA and the Contractor whether the conditions materially differ, or involve hazardous waste, or cause a decrease or increase in the Contractor's cost of, or time required for, performance of any part of the Work, the Contractor shall not be excused from any scheduled Contract completion date, but shall proceed with all Work to be performed under the Contract. The Contractor shall retain any and all rights provided either by Contract or by law which pertain to the resolution of disputes and protests between the contracting parties.

17. **LEAD-BASED PAINT:** Pursuant to the Lead-Safe Schools Protection Act (Education Code Section 32240 et seq.) and other applicable law, no lead-based paint, lead plumbing and solders, or other potential sources of lead contamination shall be utilized on this Project, and only trained and state-certified contractors, inspectors and workers shall undertake any action to abate existing risk factors for lead. Pursuant to the Renovation, Repair and Painting Rule (title 40 of the Code of Federal Regulations part 745 (40 CFR 745)), all contractors who disturb lead-based paint in a six- square-foot area or greater indoors or a 20-square-foot area outdoors must be trained by an EPA- accredited provider and certified by the EPA. Contractor must execute the Lead-Based Paint Certification, if applicable.

18. **CLEAN UP:** Debris shall be removed from the Premises. The Site shall be in order at all times when work is not actually being performed and shall be maintained in a reasonably clean condition.

19. **PROTECTION OF WORK AND PROPERTY:** Contractor shall erect and properly maintain at all times, as required by conditions and progress of the Work, all necessary safeguards, signs, barriers, lights, and security persons for protection of workers and the public and shall post danger signs warning against hazards created by the Work. In an emergency affecting life and safety of life or of Work or of adjoining property,

Contractor, without special instruction or authorization from LEA, is permitted to act at his discretion to prevent such threatened loss or injury.

20. **FORCE MAJEURE:** The Contractor shall be excused from performance hereunder during the time and to the extent that it is prevented from obtaining delivery, or performing by act of God, fire, strike, global, or shortage of transportation facilities, lock-out, commandeering of materials, product, plant, or facilities by the government, when satisfactory evidence thereof is presented to the LEA, provided that it is satisfactorily established that the non-performance is not due to the Contractor's acts, omissions, fault or neglect.

21. **CORRECTION OF ERRORS:** Contractor shall perform, at its own cost and expense and without reimbursement from the LEA, any work necessary to correct errors or omissions which are caused by the Contractor's failure to comply with the standard of care required herein or the Contract Documents.

22. **ACCESS TO WORK:** LEA representatives, Architect, and Project Inspector shall at all times have access to the Work wherever it is in preparation or in progress. Contractor shall provide safe and proper facilities for such access.

23. **OCCUPANCY:** LEA reserves the right to occupy buildings at any time before formal Contract completion and such occupancy shall not constitute final acceptance or approval of any part of the Work covered by this Contract, nor shall such occupancy extend the date specified for completion of the Work.

24. **PAYMENT:** On a monthly basis, Contractor shall submit an application for payment based upon the estimated value for materials delivered or services performed under the Contract as of the date of submission ("Application for Payment"). Within thirty (30) days after LEA's approval of the Application for Payment, Contractor shall be paid a sum equal to ninety-five percent (95%) of the value of the Work properly performed (as verified by Architect and Inspector and certified by Contractor) up to the last day of the previous month, less the aggregate of previous payments and amount to be withheld. The LEA may withhold or deduct from any payment an amount necessary to protect the LEA from loss because of: (1) liquidated damages that have accrued as of the date of the Application for Payment; (2) any sums the LEA expended performing any of Contractor's Contract obligations that Contractor has failed to perform or has performed inadequately or deficiently; (3) defective Work not remedied; (4) stop payment notices as allowed by state law; (5) reasonable doubt that the Work can be completed for the unpaid balance of the Total Contract price or by the scheduled completion date; (6) Contractor's unsatisfactory prosecution of the Work; (7) unauthorized Contract deviations; (8) Contractor's failure to maintain or submit on a timely basis proper and sufficient documentation as required by the Contract or LEA during the prosecution of the Work; (9) erroneous or false estimates by the Contractor of the value of the Work performed; (10) any sums representing expenses, losses, or damages, as the LEA's determines, which the LEA incurs for which Contractor is liable under the Contract; and (11) any other sums that the LEA is entitled to recover from Contractor under the Contract's terms or pursuant to state law or regulation, including section 1727 of the California Labor Code. The failure by the LEA to deduct any of these sums from a progress payment shall not constitute a waiver of the LEA's right to such sums. The LEA shall retain five percent (5%) from all amounts owing as retention. Retention shall be paid pursuant to Public Contract Code sections 7107, 7200

and 7201.

25. **CHANGE IN SCOPE OF WORK:** Any change in the scope of the Work, method of performance, nature of materials or price thereof, or any other matter materially affecting the performance or nature of the Work shall not be paid for or accepted unless such change, addition, or deletion is approved in advance and in writing by a valid change order executed by the LEA. Contractor specifically understands, covenants, acknowledges, and agrees that the LEA shall have the right to request any alterations, deviations, reductions, or additions to the Project or Work, and the cost thereof shall be added to or deducted from the amount of the Contract Price by fair and reasonable valuations. Contractor also agrees to provide the LEA with all information requested to substantiate the cost of the change order and to inform the LEA whether the Work will be done by the Contractor or a subcontractor. In addition to any other information requested, Contractor shall submit, prior to approval of the change order, its request for a time extension (if any), as well as all information necessary to substantiate its belief that such change will delay the completion of the Work. If Contractor fails to submit its request for a time extension or the necessary supporting information, it shall be deemed to have waived its right to request such extension.

26. INDEMNIFICATION: To the fullest extent permitted by law, Provider agrees to defend, indemnify, and hold harmless LEA, 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 LEA, or loss or theft of such property, or damage to the Property done or caused by such persons. LEA assumes no responsibility whatsoever for any property placed on LEA 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 LEA. The provisions of this Indemnification do not apply to any damage or losses caused solely by the intentional acts of the LEA or any of its governing board, officers, agents, employees and/or volunteers.

27. **CONTRACTOR'S INSURANCE:** Contractor, at its own cost and expense, shall procure and maintain during the term of this Contract, policies of insurance for the following types of coverage:

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

	Each Occurrence	Aggregate
Moderate risk projects	$ 2,000,000.00	$ 4,000,000.00
Severe risk projects	$ 5,000,000.00	$ 10,000,000.00

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

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

b. Automobile Liability. Contractor shall procure and maintain, during the full term of this Agreement, Automobile Liability Insurance, including non-owned and hired automobiles, as applicable with the following coverage limits: [delete those not applicable]

Personal vehicles:	$500,000.00 combined single limit or
	$100,000.00 per person / $300,000.00 per accident
Commercial vehicles	$1,000,000.00 per accident

c. Workers' Compensation Insurance. Contractor 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. Contractor shall procure and maintain Employers' Liability insurance coverage of $1,000,000.

In the case of any such work which is subcontracted, Contractor 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 Contractor's Workers' Compensation Insurance.

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

d. Builder's Risk. LEA shall procure and maintain, during the term of this Contract, Builders' Risk coverage.

e. Other Coverage as Dictated by the LEA. Contractor shall procure and maintain, during the term of this Agreement, the following other Insurance coverage:

	Each Occurrence	Aggregate
Pollution Liability	$ 1,000,000.00	$ 2,000,000.00

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

g. Contractor's and any and all subcontractor's insurance is primary and will not seek contribution from any other insurance available to the LEA.

h. Certificates of Insurance. Contractor and any and all subcontractors working for Contractor shall provide certificates of insurance to the LEA as evidence of the insurance coverage required herein, not less than Fifteen (15) days prior to commencing work for the LEA, and at any other time upon the request of the LEA. Certificates of insurance will be deemed invalid if proper endorsements are not attached. Certificates

of such insurance shall be filed with the LEA on or before commencement of the services under this Agreement.

i. Endorsements. Contractor's and any and all Contractor subcontractor's Commercial General Liability insurance; Commercial Automobile Insurance; Liability Excess, Umbrella and/or Reinsurance; and Abuse and Molestation coverage shall name the LEA, 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 LEA.

1) General Liability
   - ■ Construction: CG 20 10 10 01 and CG 20 37 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. Contractor's and any and all Contractor 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 LEA. Contractor shall be responsible to pay that deductible or self-insured retention and the LEA shall not be responsible to pay these costs. In the event that Contractor's deductibles or self-insured retentions collectively total more than $50,000.00, LEA reserves the right to request proof of Contractor's financial solvency in relation to remittance thereof or require Contractor 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 LEA.

m. Insurance written on a "claims made" basis is to be renewed by the Contractor and all Contractor 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 contractor for all claims made.

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

28. **PAYMENT BOND AND PERFORMANCE BOND:** Contractor shall not commence the Work until it has provided to the LEA, in a form acceptable to the LEA, a Payment (Labor and Material) Bond and a Performance Bond, each in an amount equivalent to one hundred percent (100%) of the Contract Price issued by a surety admitted to issue bonds in the State of California and otherwise acceptable to the LEA.

29. **WARRANTY/QUALITY:** Unless a longer warranty is called for elsewhere in the Contract Documents, the Contractor, manufacturer, or their assigned agents shall

guarantee the workmanship, product or service performed against defective workmanship, defects or failures of materials for a minimum period of one (1) year from filing the Notice of Completion with the county in which the Site is located. All workmanship and merchandise must be warranted to be in compliance with applicable California energy, conservation, environmental, and educational standards.

30. **CONFIDENTIALITY:** The Contractor shall maintain the confidentiality of all information, documents, programs, procedures, and all other items that Contractor encounters while performing the Contractor's Services to the extent allowed by law. This requirement shall be ongoing and shall survive the expiration or termination of this Contract and specifically includes all student, parent, and disciplinary information.

31. **COMPLIANCE WITH LAWS:** Contractor shall give all notices and comply with all laws, ordinance, rules and regulations bearing on conduct of the Work as indicated or specified. If Contractor observes that any of the Work required by this Contract is at variance with any such laws, ordinance, rules or regulations, Contractor shall notify the LEA, in writing, and, at the sole option of the LEA, any necessary changes to the scope of the Work shall be made and this Contract shall be appropriately amended in writing, or this Contract shall be terminated effective upon Contractor's receipt of a written termination notice from the LEA. If Contractor performs any work that is in violation of any laws, ordinances, rules or regulations, without first notifying the LEA of the violation, Contractor shall bear all costs arising therefrom.

32. **HEALTH AND SAFETY REQUIREMENTS:** In the furnishing the Work under this Agreement, Contractor agrees to comply with and observe all provisions of the California Education Code, California Code of Regulations, Federal Code of Regulations and all other applicable laws, rules, regulations, and public health orders as prescribed by the United States Government and the State Department of Public Health, Ventura County Public Health Department, Governor or other state and local agencies related to schools, and operations of Contractor in providing the Work, including school reopening plans adopted by the LEA. Provider will, without additional cost to the LEA, review, follow and implement safety and health measures as part of school reopening or operations planning, including, but not limited to, face coverings, employee COVID-19 testing, and sanitization of tools, equipment, facilities, and vehicles.

33. **LABOR CODE REQUIREMENTS**: The Contractor shall comply with all applicable provisions of the California Labor Code, Division 3, Part 7, Chapter 1, Articles 1 – 5, including, without limitation, the payment of the general prevailing per diem wage rates for public work projects of more than one thousand dollars ($1,000). Copies of the prevailing rate of per diem wages are on file with the LEA. In addition, the Contractor and each subcontractor shall comply with Chapter 1 of Division 2, Part 7 of the California Labor Code, beginning with Section 1720, and including Section 1735, 1777.5 and 1777.6, forbidding discrimination, and Sections 1776, 1777.5 and 1777.6 concerning the employment of apprentices by Contractor or subcontractors. Willful failure to comply may result in penalties, including loss of the right to bid on or receive public works contracts.

    a. **State Labor Compliance**: Contractor shall perform the Work of the Project while complying with all the applicable regulations, including section 16000, et seq., of Title 8 of the California Code of Regulations and is subject to State labor compliance

monitoring and enforcement by the Compliance Monitoring Unit of the Department of Industrial Relations.

b. **Certified Payroll Records**: Contractor and its subcontractor(s) shall keep accurate certified payroll records of employees and shall electronically submit certified payroll records directly to the Labor Commissioner weekly and within ten (10) days of any request by the LEA or the Labor Commissioner in accordance with section 16461 of Title 8 of the California Code of Regulations.

34. **ANTI-DISCRIMINATION:** It is the policy of the LEA that in connection with all work performed under contracts there be no discrimination against any employee engaged in the work because of race, color, ancestry, national origin, religious creed, physical disability, medical condition, marital status, sexual orientation, gender, or age and therefore the Contractor agrees to comply with applicable Federal and California laws including, but not limited to the California Fair Employment Practice Act beginning with Government Code Section 12900 and Labor Code Section 1735. In addition, the Contractor agrees to require like compliance by all its subcontractor(s).

35. **DISABLED VETERAN BUSINESS ENTERPRISES (IF APPLICABLE):** Section 17076.11 of the Education Code requires school LEAs using funds allocated pursuant to the State of California School Facility Program for the construction or modernization of a school building (SFP Funds) to have a participation of at least three percent (3%), per year, of the overall dollar amount expended each year by the school LEA, for disabled veteran business enterprises (DVBE). If this Contract uses SFP Funds, Contractor must submit, with its executed Contract, appropriate documentation to the LEA identifying the steps Contractor has taken to solicit DVBE participation in conjunction with this Contract.

36. **ANTI-TRUST CLAIM**: Contractor and its subcontractor(s) or suppliers agree to assign to the LEA all rights, title, and interest in and to all causes of action they may have under Section 4 of the Clayton Act (15 U.S.C. Sec. 15) or under the Cartwright Act (Chapter 2 (commencing with Section 16700) of Part 2 of Division 7 of the Business and Professions Code), arising from purchases of goods, services, or materials pursuant to the Contract or a subcontract. This assignment shall be made and become effective at the time the LEA tenders final payment to the Contractor, without further acknowledgment by the parties.

37. **DISPUTES**: In the event of a dispute between the parties as to performance of the Work, the interpretation of this Contract, or payment or nonpayment for work performed or not performed, the parties shall attempt to resolve the dispute by those procedures set forth in Public Contract Code section 20104, et seq., if applicable. Pending resolution of the dispute, Contractor agrees it will neither rescind the Contract nor stop the progress of the Work but will allow determination by the court of the State of California, in the county in which the LEA's administration office is located, having competent jurisdiction of the dispute. All claims of over $375,000, which are outside the scope of Public Contract Code section 20104, et seq., may be determined by mediation if mutually agreeable, otherwise by litigation. Notice of the demand for mediation of a dispute shall be filed in writing with the other party to the Contract. The demand for mediation of any claim of over $375,000 shall be made within a reasonable time after written notice of the dispute has been provided to the other party, but in no case longer than ninety (90) days after initial written notice, and the demand shall not be made later than the time of Contractor submission of the request for final payment. If a claim, or any portion thereof, remains in dispute upon

satisfaction of all applicable dispute resolution requirements, the Design-Builder shall comply with all claims presentation requirements as provided in Chapter 1 (commencing with section 900) and Chapter 2 (commencing with section 910) of Part 3 of Division 3.6 of Title 1 of Government Code as a condition precedent to the Contractor's right to bring a civil action against the LEA. For purposes of those provisions, the running of the time within which a claim must be presented to the LEA shall be tolled from the time the claimant submits its written claim until the time the claim is denied, including any time utilized by any applicable meet and confer process.

38. **ATTORNEY FEES/COSTS:** Should litigation be necessary to enforce any terms or provisions of this Agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs, expert/consultant fees, and attorney's fees. This provision does not apply to Contractor's obligation to indemnify the LEA as provided in this Contact.

39. **TERMINATION:** If Contractor fails to perform the Services and Contractor's duties to the satisfaction of the LEA, or if Contractor fails to fulfill in a timely and professional manner Contractor's obligations under this Contract, or if Contractor violates any of the terms or provisions of this Contract, or if Contractor violates any law or regulation (including, without limitation, failure to properly pay prevailing wage, maintain certified payroll reports, or violate any labor law), LEA shall have the right to terminate this Contract effective immediately upon the LEA giving written notice thereof to the Contractor. The Contractor and its performance bond surety, if any, shall be liable for all damages caused to the LEA by reason of the Contractor's failure to perform and complete the Contract. LEA shall also have the right in its sole discretion to terminate the Contract for its own convenience upon LEA giving three (3) days written notice thereof to the Contractor. In case of a termination for convenience, Contractor shall be paid for the actual cost for labor, materials, and services performed that is unpaid and can be documented through timesheets, invoices, receipts, or otherwise, and five percent (5%) of the total cost of Work performed as of the date of termination, or five percent (5%) of the value of the Work yet to be performed, whichever is less. This five percent (5%) shall be full compensation for all of Contractor's and its subcontractor(s)' mobilization and/or demobilization costs and any anticipated loss profits or other claims resulting from termination of the Contractor for convenience. Termination shall have no effect upon any of the rights and obligations of the parties arising out of any transaction occurring prior to the effective date of termination.

40. **ASSIGNMENT OF CONTRACT:** Contractor shall not assign or transfer in any way any or all of its rights, burdens, duties, or obligations under this Contract without the LEA's prior written consent.

41. **TIME IS OF THE ESSENCE:** Time is of the essence in the performance of and compliance with each of the provisions and conditions of this Contract.

42. **CALCULATION OF TIME:** For the purposes of this Contract, "days" refers to calendar days unless otherwise specified.

43. **GOVERNING LAW AND VENUE:** Contractor hereby acknowledges and agrees that LEA is a public entity, which is subject to certain requirements and limitations. This Contract and the LEA's obligations 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 Contract 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 Contract, the action shall be brought in state or federal court situated in the County of Ventura, State of California, or other mutually agreed location. Contractor hereby waives and expressly agrees not to assert, claim, or allege, in any way, that it is not subject to the personal jurisdiction of the courts named above. Contractor further agrees 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.

44. **BINDING CONTRACT:** This Contract shall be binding upon the parties hereto and upon their successors and assigns and shall inure to the benefit of said parties and their successors and assigns.

45. **LOCAL EDUCATIONAL AGENCY WAIVER:** LEA's waiver of any term, condition, covenant, or waiver of a breach of any term, condition or covenant shall not constitute the waiver of any other term, condition or covenant or the waiver of a breach of any other term, condition, or covenant.

46. **CAPTIONS AND INTERPRETATIONS:** Paragraph headings in this Contract are used solely for convenience and shall be wholly disregarded in the construction of this Contract. No provision of this Contract shall be interpreted for or against a party because that party or its legal representative drafted such provision, and this Contract shall be construed as if jointly prepared by the parties.

47. **INVALID TERM:** If any provision of this Contract is declared or determined by any court of competent jurisdiction to be illegal, invalid, or unenforceable, the legality, validity or enforceability of the remaining parts, terms and provisions shall not be affected thereby, and said illegal, unenforceable or invalid part, term or provision will be deemed not to be a part of this Contract.

48. **PROVISIONS REQUIRED BY LAW DEEMED INSERTED:** Each and every provision of law and clause required by law to be inserted in this Contract shall be deemed to be inserted herein and this Contract shall be read and enforced as though it were included therein.

49. **ENTIRE CONTRACT:** This Contract sets forth the entire Contract between the parties hereto and fully supersedes any and all prior agreements, understanding, written or oral, between the parties hereto pertaining to the subject matter thereof. This Contract may be modified only by a writing signed by all parties.

School/Dept: McAuliffe Elementary School	Project Description: Roofing Improvement Project
OSD BID NO. 25-08	Bid Opening: June 2, 2026 - 1:30 pm

BIDDERS	TOTAL BASE BID	Bid Proposal	List of Subs	Non-Collus.	DIR Reg.	Bidder Qual	Bid Security	Job Walk	DVBE	CARB Comp.	Iran Act	Russia Sanc.	Attach. A	Addendum #1
Best Contracting Serv.	$356,325.00	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Craig Roof Company	$525,234.00	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
Derricks Roofing Inc.	$896,000.00	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Letner Roofing	$486,000.00	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Channel Islands Roofing	$381,660.00	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Pacific Builders								✓						
Courtney WRCR	$379,028.00	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

OSD BOARD AGENDA ITEM

Name of Contributor: Kristen Pifko **Date of Meeting:** June 17, 2026

Agenda Section: Section C: Facilities Agreement

Award of Bid #25-09 and Approval of Agreement #26-74 – Best Contracting Services, Inc. – Roofing Improvement Project at Ramona Elementary School (Pifko/Bennett)

Bids were solicited for Bid #25-09, Roofing Improvement Project at Ramona Elementary School, in accordance with the California Public Contract Code section 20110. Seven (7) Bids were received and publicly opened at 2:00 p.m. on Tuesday, June 2, 2026.

Following a review of the bids received, Best Contracting Services, Inc. was determined to be the lowest responsive and responsible bidder and is recommended for award of the contract.

Term of Agreement: June 19, 2026 through August 18, 2026

FISCAL IMPACT:
$776,450.00 – Deferred Maintenance Funds

RECOMMENDATION:
It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, and the Director of Facilities, that the Board of Trustees award Bid #25-09, Roofing Improvement Project at Ramona Elementary School and enter into Agreement #26-74 with Best Contracting Services, Inc.

ADDITIONAL MATERIALS:

Attached: Agreement #26-74, Best Contracting Services, Inc. (Ramona) (14 Pages)
Bid Summary Form (1 Page)

AGREEMENT FOR CONSTRUCTION SERVICES

(SMALL PROJECTS)

CONTRACT NUMBER: 26-74

This Contract ("Contract") is made and entered into on June 17, 2026 by and between Best Contracting Services, Inc. "Contractor") and Oxnard School District ("Local Educational Agency" or "LEA").

The Contractor shall furnish to the Oxnard School District for a total price of $ 776,450.00 Dollars ("Contract Price"), the following services ("Services" or "Work") on the Project:

Bid # 25-09

Project Name: Roofing Improvement Project at Ramona School

1. Work shall be completed within Sixty (60) consecutive calendar days ("Contract Time") from the date specified in the Oxnard School District's Notice to Proceed.

2. Contractor agrees that if the Work is not completed within the Contract Time and/or pursuant to the completion schedule, construction schedule, or project milestones developed pursuant to the Contract provisions, it is understood, acknowledged, covenanted, and agreed that the Oxnard School District will suffer damage that is not capable of being reasonably calculated. Pursuant to Government Code section 53069.85, Contractor shall pay to the Oxnard School District, as fixed and liquidated damages for these incalculable damages, the sum of $500 Dollars per day for each and every calendar day of delay beyond the Contract Time or beyond any completion schedule, construction schedule, or project milestones established pursuant to the Contract.

3. The Contract Documents include the following documents, as indicated:

____Notice to Bidders
____Instructions to Bidders
____Bid Form and Proposal
____Bid Bond
____Designated Subcontractors List
____Notice to Proceed
____ Agreement/Contract
____Contract Terms and Conditions
____ Non-Collusion Affidavit
____Prevailing Wage Certification
____PWC-100 DIR Registration
____Workers' Compensation Certification
____Criminal Background/ Fingerprinting
____Drug-Free Workplace Certification
____Tobacco-Free Environment Certification
____Statement of Bidder's Qualifications
____Insurance Certificates and Endorsements
____Performance Bond
____Payment Bond
____Guarantee
____General and Special Conditions
____Specifications/ Plans
____DVBE

4. Contractor shall not commence the Work under this Contract until the Contractor has submitted and the Oxnard School District has approved the performance bond, payment (labor and material) bond, the certificate(s) and affidavit(s), and the endorsement(s) of insurance required under the Terms and Conditions and the Oxnard School District has issued a Notice to Proceed.
5. The term of this Agreement shall commence on June 19, 2026, and terminate on August 18, 2026. All work and services contracted for under the terms of this Agreement shall be undertaken and completed in such sequence as to assure their full completion in accordance with the terms and conditions set forth in this Agreement.
6. Payment for the Work shall be made in accordance with the Terms and Conditions.
7. The architect for the Project is N/A ("Architect"), the project manager on the Project is Marcos Lopez ("Project Manager"), and the project inspector on the Project is N/A ("Project Inspector"). Contractor hereby acknowledges that the Architect, the Project Manager, the Project Inspector, and the Division of the State Architect have authority to approve and/or stop Work if the Contractor's Work does not comply with the requirements of the Contract Documents, Title 24 of the California Code of Regulations, and all applicable laws. No work shall be carried on except with the knowledge and under the inspection of said Project Inspector. Project Inspector shall have free access to any or all parts of work at any time. Contractor shall furnish Project Inspector reasonable opportunities for obtaining such information as may be necessary to keep Project Inspector fully informed respecting progress, manner of work, and character of materials. The Contractor shall be liable for any delay caused by its non-compliant Work or its failure to provide proper notification for inspection.
8. Any notice required or permitted to be given under this Contract shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, facsimile transmission, or electronic ("e-mail") transmission, addressed as follows:

Oxnard School District

ATTN: Melissa Reyes
Address: 1051 S A Street
City/ST/Zip: Oxnard, CA 93030
Email: mvreyes@oxnardsd.org
Fax Number: 805/385-1507

Contractor

Name: Best Contracting Services, Inc.
ATTN:
Adress:
City/ST/Zip:
Email:
Fax Number:

Any notice personally given or sent by e-mail or facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery to the overnight delivery service. Any notice given by mail shall be effective five (5) days after deposit in the United States mail.

9. Contractor shall guarantee all labor and material used in the performance of this Contract for a period of one year from the date of the Oxnard School District's written approval of the completion of all Work.

10. This Contract incorporates by this reference the Terms and Conditions attached hereto. Contractor, by executing this Contract, agrees to comply with all the Terms and Conditions.

11. Each party has the full power and authority to enter into and perform this Contract, and the person signing this Contract on each party's behalf has been properly authorized and empowered to enter into this Contract.

12. By signing this Agreement, Contractor certifies, under penalty of perjury, that all the information provided in the Contract Documents is true, complete, and correct.

ACCEPTED AND AGREED on the date indicated below:

Dated: _____, 20 26

Oxnard School District

Signature: _____

Print Name: Melissa Reyes

Print Title: Director, Purchasing

Address: 1051 S A Street, Oxnard, CA 93030

Telephone: 805/385-1501 x. 2410

Facsimile: 805/385-1507

E-Mail: mvreyes@oxnardsd.org

Dated: _____, 20 26

Contractor: Best Contracting Services, Inc.

Signature: _____

Print Name: _____

Print Title: _____

License No.: _____

Address: _____

Telephone: _____

Facsimile: _____

E-Mail: _____

Employer Identification and/or Social Security Number: _____

NOTE: Section 6041 of the Internal Revenue Code (26 U.S.C. 6041) and Section 1.6041-1 of Title 26 of the Code of Federal Regulations (26 C.F.R. 1.6041-1) requires the recipients of $600.00 or more to furnish their taxpayer information to the payer. In order to comply with these requirements, the LEA requires the Contractor to furnish the information requested in this section.

CONTRACT TERMS AND CONDITIONS

1. **NOTICE TO PROCEED:** LEA shall provide a Notice to Proceed to Contractor pursuant to the Contract at which time Contractor shall proceed with the Work.

2. **STANDARD OF CARE:** Contractor shall perform, diligently prosecute, and complete the Work in a good and workmanlike manner within the Contract Time, and in strict conformity with all Contract Documents.

3. **SITE EXAMINATION:** Contractor has examined the Site and certifies that it accepts all measurements, specifications and conditions affecting the Work to be performed at the Site. By submitting its quote, Contractor warrants that it has made all Site examination(s) that it deems necessary as to the Site's condition, its accessibility for materials, workers and utilities, and Contractor's ability to protect existing surface and subsurface improvements. No claim for allowance of time or money will be allowed as to any other undiscovered condition on the Site.

4. **PERMITS. LICENSES AND REGISTRATION:** Contractor and all of its employees, agents, and subcontractors shall secure and maintain in force, at Contractor's sole cost and expense, all licenses, registration and permits as are legally required, in connection with the furnishing of the Work, Services, Scope of Work, materials, or supplies listed herein.

5. **PROJECT INSPECTION CARD:** Contractor shall verify that forms DSA 152 Project Inspection Card (or current version) are issued for the Project prior to commencement of construction.

6. **NOTIFICATION:** Contractor shall notify the Architect and Project Inspector, in writing, of the commencement and completion of construction of each and every aspect of the work at least 48 hours in advance by submitting form DSA 156 (or the most current version) to the Project Inspector. Forms are available on the DSA's website at: http://www.dgs.ca.gov/dsa/Forms.aspx.

7. **EQUIPMENT AND LABOR:** Contractor shall furnish all tools, equipment, apparatus, facilities, transportation, labor, and material necessary to furnish the Work herein described, the Services to be performed at such times and places as directed by and subject to the LEA's authorized representative's approval indicated in the Work specifications attached hereto.

8. **SUBSTITUTIONS:** No substitutions of material from those specified in the Work Specifications shall be made without the LEA's prior written approval. Contractor shall be responsible for any re-design costs occasioned by LEA's acceptance and/or approval of any substitute, as well as any costs that the LEA incurs for professional services, including DSA fees. LEA may deduct those costs from any amounts owing to Contractor for the review of the request for substitution, even if the request for substitution is not approved. Contractor shall, in the event that a substitute is less costly than that specified, credit the LEA with one-hundred percent (100%) of the net difference between the substitute and the originally specified material.

9. **INDEPENDENT CONTRACTOR STATUS:** While engaged in carrying out the Services of this Contract, the Contractor is an independent contractor, and not an officer, employee, agent, partner, or joint venture of the LEA. Contractor shall be solely responsible for its own Worker's Compensation insurance, taxes, and other similar charges or obligations. Contractor shall control the means and methods of its Work, and that of any agents, employees, subcontractors, or suppliers, and be liable for its own actions, including its negligence or gross negligence, and shall be liable for the acts, omissions, or errors of its agents, employees, subcontractors, or suppliers.

10. **CONTRACTOR SUPERVISION:** Contractor shall provide competent supervision of personnel employed on the Site, use of equipment, quality control, quality assurance, and overall quality of workmanship.

11. **WORKERS:** Contractor shall at all times enforce strict discipline and good order among its employees and its subcontractor's or suppliers' employees and shall not employ or work any unfit person or anyone not skilled in work assigned to him or her. Any person in the Contractor's employ or a subcontractor or supplier whom the LEA may deem incompetent or unfit shall be dismissed from the Site and shall not again be employed at Site without the LEA's prior written consent.

12. **SUBCONTRACTORS:** Subcontractors or suppliers, if any, Contractor engages for any Service or Work under this Contract shall be subject to the LEA's prior written approval. Contractor agrees to bind every subcontractor or supplier by the terms of the Contract as far as such terms are applicable to subcontractor's or suppliers' work, including, without limitation, all indemnification, insurance, bond, and warranty requirements. If Contractor shall subcontract any part of this Contract, Contractor shall be fully responsible to the LEA for acts and omissions of its subcontractor or suppliers and of persons either directly or indirectly employed by the Contractor. Nothing contained in the Contract Documents shall create any contractual relations between any subcontractor or supplier and the LEA.

13. **SAFETY AND SECURITY:** Contractor is responsible for maintaining safety in the performance of this Contract. Contractor shall be responsible to ascertain from the LEA the rules and regulations pertaining to safety, security, and driving on school grounds, particularly when children are present.

14. **FINGERPRINTING OF EMPLOYEES**: Contractor shall comply with the provisions of Education Code section 45125.1 regarding the submission of employee fingerprints to the California Department of Justice and the completion of criminal background investigations of its employees. Contractor shall not permit any employee to have any contact with LEA pupils until such time as the Contractor has verified in writing to the governing board of the LEA that the employee has not been convicted of a felony, as defined in Education Code section 45122.1. Contractor's responsibility shall extend to all employees, subcontractors or suppliers, agents, and employees or agents of subcontractors or suppliers regardless of whether those individuals are paid or unpaid, concurrently employed by the LEA, or acting as independent contractors of the Contractor. Unless the LEA determines that the Contractor will have limited contact with students, verification of compliance with this section and the Criminal Background Investigation Certification required with this Contract shall be provided to the LEA prior to Contractor performing any portion of the Work.

15. **TRENCH SHORING:** If this Contract is in excess of $25,000 and is for the excavation of any trench deeper than five (5) feet, Contractor must submit and obtain LEA acceptance, in advance of excavation, of a detailed plan showing the design of shoring, bracing, sloping, or other provisions to be made for worker protection from the hazard of caving ground during the excavation of such trench or trenches. If the plan varies from the shoring system standards, the plan shall be prepared by a registered civil or structural engineer.

16. **EXCAVATIONS OVER FOUR FEET**: If this Contract includes excavations over four (4) feet, Contractor shall promptly, and before the following conditions are disturbed, notify the LEA, in writing, of any: (1) Material that the Contractor believes may be material that is hazardous waste, as defined in Section 25117 of the Health and Safety Code, that is required to be removed to a Class I, Class II, or Class III disposal site in accordance with provisions of existing law; (2) Subsurface or latent physical conditions at the site differing from those indicated; or (3) Unknown physical conditions at the site of any unusual nature, different materially from those ordinarily encountered and generally recognized as inherent in work of the character provided for in the Contract. The LEA shall promptly investigate the conditions, and if it finds that the conditions do materially so differ, or do involve hazardous waste, and cause a decrease or increase in the Contractor's cost of, or the time required for, performance of any part of the Work shall issue a change order under the procedures described in the Contract. In the event that a dispute arises between the LEA and the Contractor whether the conditions materially differ, or involve hazardous waste, or cause a decrease or increase in the Contractor's cost of, or time required for, performance of any part of the Work, the Contractor shall not be excused from any scheduled Contract completion date, but shall proceed with all Work to be performed under the Contract. The Contractor shall retain any and all rights provided either by Contract or by law which pertain to the resolution of disputes and protests between the contracting parties.

17. **LEAD-BASED PAINT:** Pursuant to the Lead-Safe Schools Protection Act (Education Code Section 32240 et seq.) and other applicable law, no lead-based paint, lead plumbing and solders, or other potential sources of lead contamination shall be utilized on this Project, and only trained and state-certified contractors, inspectors and workers shall undertake any action to abate existing risk factors for lead. Pursuant to the Renovation, Repair and Painting Rule (title 40 of the Code of Federal Regulations part 745 (40 CFR 745)), all contractors who disturb lead-based paint in a six- square-foot area or greater indoors or a 20-square-foot area outdoors must be trained by an EPA- accredited provider and certified by the EPA. Contractor must execute the Lead-Based Paint Certification, if applicable.

18. **CLEAN UP:** Debris shall be removed from the Premises. The Site shall be in order at all times when work is not actually being performed and shall be maintained in a reasonably clean condition.

19. **PROTECTION OF WORK AND PROPERTY:** Contractor shall erect and properly maintain at all times, as required by conditions and progress of the Work, all necessary safeguards, signs, barriers, lights, and security persons for protection of workers and the public and shall post danger signs warning against hazards created by the Work. In an emergency affecting life and safety of life or of Work or of adjoining property,

Contractor, without special instruction or authorization from LEA, is permitted to act at his discretion to prevent such threatened loss or injury.

20. **FORCE MAJEURE:** The Contractor shall be excused from performance hereunder during the time and to the extent that it is prevented from obtaining delivery, or performing by act of God, fire, strike, global, or shortage of transportation facilities, lock-out, commandeering of materials, product, plant, or facilities by the government, when satisfactory evidence thereof is presented to the LEA, provided that it is satisfactorily established that the non-performance is not due to the Contractor's acts, omissions, fault or neglect.

21. **CORRECTION OF ERRORS:** Contractor shall perform, at its own cost and expense and without reimbursement from the LEA, any work necessary to correct errors or omissions which are caused by the Contractor's failure to comply with the standard of care required herein or the Contract Documents.

22. **ACCESS TO WORK:** LEA representatives, Architect, and Project Inspector shall at all times have access to the Work wherever it is in preparation or in progress. Contractor shall provide safe and proper facilities for such access.

23. **OCCUPANCY:** LEA reserves the right to occupy buildings at any time before formal Contract completion and such occupancy shall not constitute final acceptance or approval of any part of the Work covered by this Contract, nor shall such occupancy extend the date specified for completion of the Work.

24. **PAYMENT:** On a monthly basis, Contractor shall submit an application for payment based upon the estimated value for materials delivered or services performed under the Contract as of the date of submission ("Application for Payment"). Within thirty (30) days after LEA's approval of the Application for Payment, Contractor shall be paid a sum equal to ninety-five percent (95%) of the value of the Work properly performed (as verified by Architect and Inspector and certified by Contractor) up to the last day of the previous month, less the aggregate of previous payments and amount to be withheld. The LEA may withhold or deduct from any payment an amount necessary to protect the LEA from loss because of: (1) liquidated damages that have accrued as of the date of the Application for Payment; (2) any sums the LEA expended performing any of Contractor's Contract obligations that Contractor has failed to perform or has performed inadequately or deficiently; (3) defective Work not remedied; (4) stop payment notices as allowed by state law; (5) reasonable doubt that the Work can be completed for the unpaid balance of the Total Contract price or by the scheduled completion date; (6) Contractor's unsatisfactory prosecution of the Work; (7) unauthorized Contract deviations; (8) Contractor's failure to maintain or submit on a timely basis proper and sufficient documentation as required by the Contract or LEA during the prosecution of the Work; (9) erroneous or false estimates by the Contractor of the value of the Work performed; (10) any sums representing expenses, losses, or damages, as the LEA's determines, which the LEA incurs for which Contractor is liable under the Contract; and (11) any other sums that the LEA is entitled to recover from Contractor under the Contract's terms or pursuant to state law or regulation, including section 1727 of the California Labor Code. The failure by the LEA to deduct any of these sums from a progress payment shall not constitute a waiver of the LEA's right to such sums. The LEA shall retain five percent (5%) from all amounts owing as retention. Retention shall be paid pursuant to Public Contract Code sections 7107, 7200

and 7201.

25. **CHANGE IN SCOPE OF WORK:** Any change in the scope of the Work, method of performance, nature of materials or price thereof, or any other matter materially affecting the performance or nature of the Work shall not be paid for or accepted unless such change, addition, or deletion is approved in advance and in writing by a valid change order executed by the LEA. Contractor specifically understands, covenants, acknowledges, and agrees that the LEA shall have the right to request any alterations, deviations, reductions, or additions to the Project or Work, and the cost thereof shall be added to or deducted from the amount of the Contract Price by fair and reasonable valuations. Contractor also agrees to provide the LEA with all information requested to substantiate the cost of the change order and to inform the LEA whether the Work will be done by the Contractor or a subcontractor. In addition to any other information requested, Contractor shall submit, prior to approval of the change order, its request for a time extension (if any), as well as all information necessary to substantiate its belief that such change will delay the completion of the Work. If Contractor fails to submit its request for a time extension or the necessary supporting information, it shall be deemed to have waived its right to request such extension.

26. INDEMNIFICATION: To the fullest extent permitted by law, Provider agrees to defend, indemnify, and hold harmless LEA, 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 LEA, or loss or theft of such property, or damage to the Property done or caused by such persons. LEA assumes no responsibility whatsoever for any property placed on LEA 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 LEA. The provisions of this Indemnification do not apply to any damage or losses caused solely by the intentional acts of the LEA or any of its governing board, officers, agents, employees and/or volunteers.

27. **CONTRACTOR'S INSURANCE:** Contractor, at its own cost and expense, shall procure and maintain during the term of this Contract, policies of insurance for the following types of coverage:

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

	Each Occurrence	Aggregate
Moderate risk projects	$ 2,000,000.00	$ 4,000,000.00
Severe risk projects	$ 5,000,000.00	$ 10,000,000.00

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

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

b. Automobile Liability. Contractor shall procure and maintain, during the full term of this Agreement, Automobile Liability Insurance, including non-owned and hired automobiles, as applicable with the following coverage limits: [delete those not applicable]

Personal vehicles:	$500,000.00 combined single limit or
	$100,000.00 per person / $300,000.00 per accident
Commercial vehicles	$1,000,000.00 per accident

c. Workers' Compensation Insurance. Contractor 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. Contractor shall procure and maintain Employers' Liability insurance coverage of $1,000,000.

In the case of any such work which is subcontracted, Contractor 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 Contractor's Workers' Compensation Insurance.

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

d. Builder's Risk. LEA shall procure and maintain, during the term of this Contract, Builders' Risk coverage.

e. Other Coverage as Dictated by the LEA. Contractor shall procure and maintain, during the term of this Agreement, the following other Insurance coverage:

	Each Occurrence	Aggregate
Pollution Liability	$ 1,000,000.00	$ 2,000,000.00

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

g. Contractor's and any and all subcontractor's insurance is primary and will not seek contribution from any other insurance available to the LEA.

h. Certificates of Insurance. Contractor and any and all subcontractors working for Contractor shall provide certificates of insurance to the LEA as evidence of the insurance coverage required herein, not less than Fifteen (15) days prior to commencing work for the LEA, and at any other time upon the request of the LEA. Certificates of insurance will be deemed invalid if proper endorsements are not attached. Certificates

of such insurance shall be filed with the LEA on or before commencement of the services under this Agreement.

i. Endorsements. Contractor's and any and all Contractor subcontractor's Commercial General Liability insurance; Commercial Automobile Insurance; Liability Excess, Umbrella and/or Reinsurance; and Abuse and Molestation coverage shall name the LEA, 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 LEA.

1) General Liability
   - ■ Construction: CG 20 10 10 01 and CG 20 37 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. Contractor's and any and all Contractor 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 LEA. Contractor shall be responsible to pay that deductible or self-insured retention and the LEA shall not be responsible to pay these costs. In the event that Contractor's deductibles or self-insured retentions collectively total more than $50,000.00, LEA reserves the right to request proof of Contractor's financial solvency in relation to remittance thereof or require Contractor 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 LEA.

m. Insurance written on a "claims made" basis is to be renewed by the Contractor and all Contractor 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 contractor for all claims made.

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

28. **PAYMENT BOND AND PERFORMANCE BOND:** Contractor shall not commence the Work until it has provided to the LEA, in a form acceptable to the LEA, a Payment (Labor and Material) Bond and a Performance Bond, each in an amount equivalent to one hundred percent (100%) of the Contract Price issued by a surety admitted to issue bonds in the State of California and otherwise acceptable to the LEA.

29. **WARRANTY/QUALITY:** Unless a longer warranty is called for elsewhere in the Contract Documents, the Contractor, manufacturer, or their assigned agents shall

guarantee the workmanship, product or service performed against defective workmanship, defects or failures of materials for a minimum period of one (1) year from filing the Notice of Completion with the county in which the Site is located. All workmanship and merchandise must be warranted to be in compliance with applicable California energy, conservation, environmental, and educational standards.

30. **CONFIDENTIALITY:** The Contractor shall maintain the confidentiality of all information, documents, programs, procedures, and all other items that Contractor encounters while performing the Contractor's Services to the extent allowed by law. This requirement shall be ongoing and shall survive the expiration or termination of this Contract and specifically includes all student, parent, and disciplinary information.

31. **COMPLIANCE WITH LAWS:** Contractor shall give all notices and comply with all laws, ordinance, rules and regulations bearing on conduct of the Work as indicated or specified. If Contractor observes that any of the Work required by this Contract is at variance with any such laws, ordinance, rules or regulations, Contractor shall notify the LEA, in writing, and, at the sole option of the LEA, any necessary changes to the scope of the Work shall be made and this Contract shall be appropriately amended in writing, or this Contract shall be terminated effective upon Contractor's receipt of a written termination notice from the LEA. If Contractor performs any work that is in violation of any laws, ordinances, rules or regulations, without first notifying the LEA of the violation, Contractor shall bear all costs arising therefrom.

32. **HEALTH AND SAFETY REQUIREMENTS:** In the furnishing the Work under this Agreement, Contractor agrees to comply with and observe all provisions of the California Education Code, California Code of Regulations, Federal Code of Regulations and all other applicable laws, rules, regulations, and public health orders as prescribed by the United States Government and the State Department of Public Health, Ventura County Public Health Department, Governor or other state and local agencies related to schools, and operations of Contractor in providing the Work, including school reopening plans adopted by the LEA. Provider will, without additional cost to the LEA, review, follow and implement safety and health measures as part of school reopening or operations planning, including, but not limited to, face coverings, employee COVID-19 testing, and sanitization of tools, equipment, facilities, and vehicles.

33. **LABOR CODE REQUIREMENTS**: The Contractor shall comply with all applicable provisions of the California Labor Code, Division 3, Part 7, Chapter 1, Articles 1 – 5, including, without limitation, the payment of the general prevailing per diem wage rates for public work projects of more than one thousand dollars ($1,000). Copies of the prevailing rate of per diem wages are on file with the LEA. In addition, the Contractor and each subcontractor shall comply with Chapter 1 of Division 2, Part 7 of the California Labor Code, beginning with Section 1720, and including Section 1735, 1777.5 and 1777.6, forbidding discrimination, and Sections 1776, 1777.5 and 1777.6 concerning the employment of apprentices by Contractor or subcontractors. Willful failure to comply may result in penalties, including loss of the right to bid on or receive public works contracts.

    a. **State Labor Compliance**: Contractor shall perform the Work of the Project while complying with all the applicable regulations, including section 16000, et seq., of Title 8 of the California Code of Regulations and is subject to State labor compliance

monitoring and enforcement by the Compliance Monitoring Unit of the Department of Industrial Relations.

b. **Certified Payroll Records**: Contractor and its subcontractor(s) shall keep accurate certified payroll records of employees and shall electronically submit certified payroll records directly to the Labor Commissioner weekly and within ten (10) days of any request by the LEA or the Labor Commissioner in accordance with section 16461 of Title 8 of the California Code of Regulations.

34. **ANTI-DISCRIMINATION:** It is the policy of the LEA that in connection with all work performed under contracts there be no discrimination against any employee engaged in the work because of race, color, ancestry, national origin, religious creed, physical disability, medical condition, marital status, sexual orientation, gender, or age and therefore the Contractor agrees to comply with applicable Federal and California laws including, but not limited to the California Fair Employment Practice Act beginning with Government Code Section 12900 and Labor Code Section 1735. In addition, the Contractor agrees to require like compliance by all its subcontractor(s).

35. **DISABLED VETERAN BUSINESS ENTERPRISES (IF APPLICABLE):** Section 17076.11 of the Education Code requires school LEAs using funds allocated pursuant to the State of California School Facility Program for the construction or modernization of a school building (SFP Funds) to have a participation of at least three percent (3%), per year, of the overall dollar amount expended each year by the school LEA, for disabled veteran business enterprises (DVBE). If this Contract uses SFP Funds, Contractor must submit, with its executed Contract, appropriate documentation to the LEA identifying the steps Contractor has taken to solicit DVBE participation in conjunction with this Contract.

36. **ANTI-TRUST CLAIM**: Contractor and its subcontractor(s) or suppliers agree to assign to the LEA all rights, title, and interest in and to all causes of action they may have under Section 4 of the Clayton Act (15 U.S.C. Sec. 15) or under the Cartwright Act (Chapter 2 (commencing with Section 16700) of Part 2 of Division 7 of the Business and Professions Code), arising from purchases of goods, services, or materials pursuant to the Contract or a subcontract. This assignment shall be made and become effective at the time the LEA tenders final payment to the Contractor, without further acknowledgment by the parties.

37. **DISPUTES**: In the event of a dispute between the parties as to performance of the Work, the interpretation of this Contract, or payment or nonpayment for work performed or not performed, the parties shall attempt to resolve the dispute by those procedures set forth in Public Contract Code section 20104, et seq., if applicable. Pending resolution of the dispute, Contractor agrees it will neither rescind the Contract nor stop the progress of the Work but will allow determination by the court of the State of California, in the county in which the LEA's administration office is located, having competent jurisdiction of the dispute. All claims of over $375,000, which are outside the scope of Public Contract Code section 20104, et seq., may be determined by mediation if mutually agreeable, otherwise by litigation. Notice of the demand for mediation of a dispute shall be filed in writing with the other party to the Contract. The demand for mediation of any claim of over $375,000 shall be made within a reasonable time after written notice of the dispute has been provided to the other party, but in no case longer than ninety (90) days after initial written notice, and the demand shall not be made later than the time of Contractor submission of the request for final payment. If a claim, or any portion thereof, remains in dispute upon

satisfaction of all applicable dispute resolution requirements, the Design-Builder shall comply with all claims presentation requirements as provided in Chapter 1 (commencing with section 900) and Chapter 2 (commencing with section 910) of Part 3 of Division 3.6 of Title 1 of Government Code as a condition precedent to the Contractor's right to bring a civil action against the LEA. For purposes of those provisions, the running of the time within which a claim must be presented to the LEA shall be tolled from the time the claimant submits its written claim until the time the claim is denied, including any time utilized by any applicable meet and confer process.

38. **ATTORNEY FEES/COSTS:** Should litigation be necessary to enforce any terms or provisions of this Agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs, expert/consultant fees, and attorney's fees. This provision does not apply to Contractor's obligation to indemnify the LEA as provided in this Contact.

39. **TERMINATION:** If Contractor fails to perform the Services and Contractor's duties to the satisfaction of the LEA, or if Contractor fails to fulfill in a timely and professional manner Contractor's obligations under this Contract, or if Contractor violates any of the terms or provisions of this Contract, or if Contractor violates any law or regulation (including, without limitation, failure to properly pay prevailing wage, maintain certified payroll reports, or violate any labor law), LEA shall have the right to terminate this Contract effective immediately upon the LEA giving written notice thereof to the Contractor. The Contractor and its performance bond surety, if any, shall be liable for all damages caused to the LEA by reason of the Contractor's failure to perform and complete the Contract. LEA shall also have the right in its sole discretion to terminate the Contract for its own convenience upon LEA giving three (3) days written notice thereof to the Contractor. In case of a termination for convenience, Contractor shall be paid for the actual cost for labor, materials, and services performed that is unpaid and can be documented through timesheets, invoices, receipts, or otherwise, and five percent (5%) of the total cost of Work performed as of the date of termination, or five percent (5%) of the value of the Work yet to be performed, whichever is less. This five percent (5%) shall be full compensation for all of Contractor's and its subcontractor(s)' mobilization and/or demobilization costs and any anticipated loss profits or other claims resulting from termination of the Contractor for convenience. Termination shall have no effect upon any of the rights and obligations of the parties arising out of any transaction occurring prior to the effective date of termination.

40. **ASSIGNMENT OF CONTRACT:** Contractor shall not assign or transfer in any way any or all of its rights, burdens, duties, or obligations under this Contract without the LEA's prior written consent.

41. **TIME IS OF THE ESSENCE:** Time is of the essence in the performance of and compliance with each of the provisions and conditions of this Contract.

42. **CALCULATION OF TIME:** For the purposes of this Contract, "days" refers to calendar days unless otherwise specified.

43. **GOVERNING LAW AND VENUE:** Contractor hereby acknowledges and agrees that LEA is a public entity, which is subject to certain requirements and limitations. This Contract and the LEA's obligations 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 Contract 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 Contract, the action shall be brought in state or federal court situated in the County of Ventura, State of California, or other mutually agreed location. Contractor hereby waives and expressly agrees not to assert, claim, or allege, in any way, that it is not subject to the personal jurisdiction of the courts named above. Contractor further agrees 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.

44. **BINDING CONTRACT:** This Contract shall be binding upon the parties hereto and upon their successors and assigns and shall inure to the benefit of said parties and their successors and assigns.

45. **LOCAL EDUCATIONAL AGENCY WAIVER:** LEA's waiver of any term, condition, covenant, or waiver of a breach of any term, condition or covenant shall not constitute the waiver of any other term, condition or covenant or the waiver of a breach of any other term, condition, or covenant.

46. **CAPTIONS AND INTERPRETATIONS:** Paragraph headings in this Contract are used solely for convenience and shall be wholly disregarded in the construction of this Contract. No provision of this Contract shall be interpreted for or against a party because that party or its legal representative drafted such provision, and this Contract shall be construed as if jointly prepared by the parties.

47. **INVALID TERM:** If any provision of this Contract is declared or determined by any court of competent jurisdiction to be illegal, invalid, or unenforceable, the legality, validity or enforceability of the remaining parts, terms and provisions shall not be affected thereby, and said illegal, unenforceable or invalid part, term or provision will be deemed not to be a part of this Contract.

48. **PROVISIONS REQUIRED BY LAW DEEMED INSERTED:** Each and every provision of law and clause required by law to be inserted in this Contract shall be deemed to be inserted herein and this Contract shall be read and enforced as though it were included therein.

49. **ENTIRE CONTRACT:** This Contract sets forth the entire Contract between the parties hereto and fully supersedes any and all prior agreements, understanding, written or oral, between the parties hereto pertaining to the subject matter thereof. This Contract may be modified only by a writing signed by all parties.

School/Dept: Ramona Elementary School	Project Description: Roofing Improvement Project
OSD BID NO. 25-09	Bid Opening: June 2, 2026 - 2:00 pm

BIDDERS	TOTAL BASE BID	Bid Proposal	List of Subs	Non-Collus.	DIR Reg.	Bidder Qual	Bid Security	Job Walk	DVBE	CARB Comp.	Iran Act	Russia Sanc.	Attach. A
Derricks Roofing	$1,280,000.00	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Courtney WRCR	$892,056.00	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Channel Islands Roof.	$875,300.00	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Letner Roofing Co.	$834,000.00	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Best Contracting	$776,450.00	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
C&I Roofing Company	$1,019,768.00	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Pacific Builders & Roofing								✓					

Addendum 1

OSD BOARD AGENDA ITEM

Name of Contributor: Kristen Pifko **Date of Meeting:** June 17, 2026

Agenda Section: Section C: Facilities Agreement

Award of Bid #25-10 and Approval of Agreement #26-75 – Channel Islands Roofing, Inc. – Roofing Improvement Project at Ritchen Elementary School (Pifko/Bennett)

Bids were solicited for Bid #25-10, Roofing Improvement Project at Ritchen Elementary School, in accordance with the California Public Contract Code section 20110. Six (6) Bids were received and publicly opened at 2:30 p.m. on Tuesday, June 2, 2026.

Following a review of the bids received, Channel Islands Roofing, Inc. was determined to be the lowest responsive and responsible bidder and is recommended for award of the contract.

Term of Agreement: June 19, 2026 through August 18, 2026

FISCAL IMPACT:
$867,977.00 – Deferred Maintenance Funds

RECOMMENDATION:
It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, and the Director of Facilities, that the Board of Trustees award Bid #25-10, Roofing Improvement Project at Ritchen Elementary School and enter into Agreement #26-75 with Channel Islands Roofing, Inc.

ADDITIONAL MATERIALS:

Attached: Agreement #26-75, Channel Islands Roofing, Inc. (Ritchen) (14 Pages)
Bid Summary Form (1 Page)

AGREEMENT FOR CONSTRUCTION SERVICES

(SMALL PROJECTS)

CONTRACT NUMBER: 26-75

This Contract ("Contract") is made and entered into on June 17, 2026 by and between Channel Islands Roofing, Inc. "Contractor") and Oxnard School District ("Local Educational Agency" or "LEA").

The Contractor shall furnish to the Oxnard School District for a total price of $ 867,977.00 Dollars ("Contract Price"), the following services ("Services" or "Work") on the Project:

Bid # 25-10

Project Name: Roofing Improvement Project at Ritchen School

1. Work shall be completed within Sixty (60) consecutive calendar days ("Contract Time") from the date specified in the Oxnard School District's Notice to Proceed.

2. Contractor agrees that if the Work is not completed within the Contract Time and/or pursuant to the completion schedule, construction schedule, or project milestones developed pursuant to the Contract provisions, it is understood, acknowledged, covenanted, and agreed that the Oxnard School District will suffer damage that is not capable of being reasonably calculated. Pursuant to Government Code section 53069.85, Contractor shall pay to the Oxnard School District, as fixed and liquidated damages for these incalculable damages, the sum of $500 Dollars per day for each and every calendar day of delay beyond the Contract Time or beyond any completion schedule, construction schedule, or project milestones established pursuant to the Contract.

3. The Contract Documents include the following documents, as indicated:

____Notice to Bidders
____Instructions to Bidders
____Bid Form and Proposal
____Bid Bond
____Designated Subcontractors List
____Notice to Proceed
____ Agreement/Contract
____Contract Terms and Conditions
____ Non-Collusion Affidavit
____Prevailing Wage Certification
____PWC-100 DIR Registration
____Workers' Compensation Certification
____Criminal Background/ Fingerprinting
____Drug-Free Workplace Certification
____Tobacco-Free Environment Certification
____Statement of Bidder's Qualifications
____Insurance Certificates and Endorsements
____Performance Bond
____Payment Bond
____Guarantee
____General and Special Conditions
____Specifications/ Plans
____DVBE

4. Contractor shall not commence the Work under this Contract until the Contractor has submitted and the Oxnard School District has approved the performance bond, payment (labor and material) bond, the certificate(s) and affidavit(s), and the endorsement(s) of insurance required under the Terms and Conditions and the Oxnard School District has issued a Notice to Proceed.
5. The term of this Agreement shall commence on June 19, 2026, and terminate on August 18, 2026. All work and services contracted for under the terms of this Agreement shall be undertaken and completed in such sequence as to assure their full completion in accordance with the terms and conditions set forth in this Agreement.
6. Payment for the Work shall be made in accordance with the Terms and Conditions.
7. The architect for the Project is N/A ("Architect"), the project manager on the Project is Marcos Lopez ("Project Manager"), and the project inspector on the Project is N/A ("Project Inspector"). Contractor hereby acknowledges that the Architect, the Project Manager, the Project Inspector, and the Division of the State Architect have authority to approve and/or stop Work if the Contractor's Work does not comply with the requirements of the Contract Documents, Title 24 of the California Code of Regulations, and all applicable laws. No work shall be carried on except with the knowledge and under the inspection of said Project Inspector. Project Inspector shall have free access to any or all parts of work at any time. Contractor shall furnish Project Inspector reasonable opportunities for obtaining such information as may be necessary to keep Project Inspector fully informed respecting progress, manner of work, and character of materials. The Contractor shall be liable for any delay caused by its non-compliant Work or its failure to provide proper notification for inspection.
8. Any notice required or permitted to be given under this Contract shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, facsimile transmission, or electronic ("e-mail") transmission, addressed as follows:

Oxnard School District

ATTN: Melissa Reyes
Address: 1051 S A Street
City/ST/Zip: Oxnard, CA 93030
Email: mvreyes@oxnardsd.org
Fax Number: 805/385-1507

Contractor

Name: Channel Islands Roofing, Inc.
ATTN:
Adress:
City/ST/Zip:
Email:
Fax Number:

Any notice personally given or sent by e-mail or facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery to the overnight delivery service. Any notice given by mail shall be effective five (5) days after deposit in the United States mail.

9. Contractor shall guarantee all labor and material used in the performance of this Contract for a period of one year from the date of the Oxnard School District's written approval of the completion of all Work.

10. This Contract incorporates by this reference the Terms and Conditions attached hereto. Contractor, by executing this Contract, agrees to comply with all the Terms and Conditions.

11. Each party has the full power and authority to enter into and perform this Contract, and the person signing this Contract on each party's behalf has been properly authorized and empowered to enter into this Contract.

12. By signing this Agreement, Contractor certifies, under penalty of perjury, that all the information provided in the Contract Documents is true, complete, and correct.

ACCEPTED AND AGREED on the date indicated below:

Dated: _____, 20 26

Oxnard School District

Signature: _____

Print Name: Melissa Reyes

Print Title: Director, Purchasing

Address: 1051 S A Street, Oxnard, CA 93030

Telephone: 805/385-1501 x. 2410

Facsimile: 805/385-1507

E-Mail: mvreyes@oxnardsd.org

Dated: _____, 20 26

Contractor: Channel Islands Roofing, Inc.

Signature: _____

Print Name: _____

Print Title: _____

License No.: _____

Address: _____

Telephone: _____

Facsimile: _____

E-Mail: _____

Employer Identification and/or Social Security Number: _____

NOTE: Section 6041 of the Internal Revenue Code (26 U.S.C. 6041) and Section 1.6041-1 of Title 26 of the Code of Federal Regulations (26 C.F.R. 1.6041-1) requires the recipients of $600.00 or more to furnish their taxpayer information to the payer. In order to comply with these requirements, the LEA requires the Contractor to furnish the information requested in this section.

CONTRACT TERMS AND CONDITIONS

1. **NOTICE TO PROCEED:** LEA shall provide a Notice to Proceed to Contractor pursuant to the Contract at which time Contractor shall proceed with the Work.

2. **STANDARD OF CARE:** Contractor shall perform, diligently prosecute, and complete the Work in a good and workmanlike manner within the Contract Time, and in strict conformity with all Contract Documents.

3. **SITE EXAMINATION:** Contractor has examined the Site and certifies that it accepts all measurements, specifications and conditions affecting the Work to be performed at the Site. By submitting its quote, Contractor warrants that it has made all Site examination(s) that it deems necessary as to the Site's condition, its accessibility for materials, workers and utilities, and Contractor's ability to protect existing surface and subsurface improvements. No claim for allowance of time or money will be allowed as to any other undiscovered condition on the Site.

4. **PERMITS. LICENSES AND REGISTRATION:** Contractor and all of its employees, agents, and subcontractors shall secure and maintain in force, at Contractor's sole cost and expense, all licenses, registration and permits as are legally required, in connection with the furnishing of the Work, Services, Scope of Work, materials, or supplies listed herein.

5. **PROJECT INSPECTION CARD:** Contractor shall verify that forms DSA 152 Project Inspection Card (or current version) are issued for the Project prior to commencement of construction.

6. **NOTIFICATION:** Contractor shall notify the Architect and Project Inspector, in writing, of the commencement and completion of construction of each and every aspect of the work at least 48 hours in advance by submitting form DSA 156 (or the most current version) to the Project Inspector. Forms are available on the DSA's website at: http://www.dgs.ca.gov/dsa/Forms.aspx.

7. **EQUIPMENT AND LABOR:** Contractor shall furnish all tools, equipment, apparatus, facilities, transportation, labor, and material necessary to furnish the Work herein described, the Services to be performed at such times and places as directed by and subject to the LEA's authorized representative's approval indicated in the Work specifications attached hereto.

8. **SUBSTITUTIONS:** No substitutions of material from those specified in the Work Specifications shall be made without the LEA's prior written approval. Contractor shall be responsible for any re-design costs occasioned by LEA's acceptance and/or approval of any substitute, as well as any costs that the LEA incurs for professional services, including DSA fees. LEA may deduct those costs from any amounts owing to Contractor for the review of the request for substitution, even if the request for substitution is not approved. Contractor shall, in the event that a substitute is less costly than that specified, credit the LEA with one-hundred percent (100%) of the net difference between the substitute and the originally specified material.

9. **INDEPENDENT CONTRACTOR STATUS:** While engaged in carrying out the Services of this Contract, the Contractor is an independent contractor, and not an officer, employee, agent, partner, or joint venture of the LEA. Contractor shall be solely responsible for its own Worker's Compensation insurance, taxes, and other similar charges or obligations. Contractor shall control the means and methods of its Work, and that of any agents, employees, subcontractors, or suppliers, and be liable for its own actions, including its negligence or gross negligence, and shall be liable for the acts, omissions, or errors of its agents, employees, subcontractors, or suppliers.

10. **CONTRACTOR SUPERVISION:** Contractor shall provide competent supervision of personnel employed on the Site, use of equipment, quality control, quality assurance, and overall quality of workmanship.

11. **WORKERS:** Contractor shall at all times enforce strict discipline and good order among its employees and its subcontractor's or suppliers' employees and shall not employ or work any unfit person or anyone not skilled in work assigned to him or her. Any person in the Contractor's employ or a subcontractor or supplier whom the LEA may deem incompetent or unfit shall be dismissed from the Site and shall not again be employed at Site without the LEA's prior written consent.

12. **SUBCONTRACTORS:** Subcontractors or suppliers, if any, Contractor engages for any Service or Work under this Contract shall be subject to the LEA's prior written approval. Contractor agrees to bind every subcontractor or supplier by the terms of the Contract as far as such terms are applicable to subcontractor's or suppliers' work, including, without limitation, all indemnification, insurance, bond, and warranty requirements. If Contractor shall subcontract any part of this Contract, Contractor shall be fully responsible to the LEA for acts and omissions of its subcontractor or suppliers and of persons either directly or indirectly employed by the Contractor. Nothing contained in the Contract Documents shall create any contractual relations between any subcontractor or supplier and the LEA.

13. **SAFETY AND SECURITY:** Contractor is responsible for maintaining safety in the performance of this Contract. Contractor shall be responsible to ascertain from the LEA the rules and regulations pertaining to safety, security, and driving on school grounds, particularly when children are present.

14. **FINGERPRINTING OF EMPLOYEES**: Contractor shall comply with the provisions of Education Code section 45125.1 regarding the submission of employee fingerprints to the California Department of Justice and the completion of criminal background investigations of its employees. Contractor shall not permit any employee to have any contact with LEA pupils until such time as the Contractor has verified in writing to the governing board of the LEA that the employee has not been convicted of a felony, as defined in Education Code section 45122.1. Contractor's responsibility shall extend to all employees, subcontractors or suppliers, agents, and employees or agents of subcontractors or suppliers regardless of whether those individuals are paid or unpaid, concurrently employed by the LEA, or acting as independent contractors of the Contractor. Unless the LEA determines that the Contractor will have limited contact with students, verification of compliance with this section and the Criminal Background Investigation Certification required with this Contract shall be provided to the LEA prior to Contractor performing any portion of the Work.

15. **TRENCH SHORING:** If this Contract is in excess of $25,000 and is for the excavation of any trench deeper than five (5) feet, Contractor must submit and obtain LEA acceptance, in advance of excavation, of a detailed plan showing the design of shoring, bracing, sloping, or other provisions to be made for worker protection from the hazard of caving ground during the excavation of such trench or trenches. If the plan varies from the shoring system standards, the plan shall be prepared by a registered civil or structural engineer.

16. **EXCAVATIONS OVER FOUR FEET**: If this Contract includes excavations over four (4) feet, Contractor shall promptly, and before the following conditions are disturbed, notify the LEA, in writing, of any: (1) Material that the Contractor believes may be material that is hazardous waste, as defined in Section 25117 of the Health and Safety Code, that is required to be removed to a Class I, Class II, or Class III disposal site in accordance with provisions of existing law; (2) Subsurface or latent physical conditions at the site differing from those indicated; or (3) Unknown physical conditions at the site of any unusual nature, different materially from those ordinarily encountered and generally recognized as inherent in work of the character provided for in the Contract. The LEA shall promptly investigate the conditions, and if it finds that the conditions do materially so differ, or do involve hazardous waste, and cause a decrease or increase in the Contractor's cost of, or the time required for, performance of any part of the Work shall issue a change order under the procedures described in the Contract. In the event that a dispute arises between the LEA and the Contractor whether the conditions materially differ, or involve hazardous waste, or cause a decrease or increase in the Contractor's cost of, or time required for, performance of any part of the Work, the Contractor shall not be excused from any scheduled Contract completion date, but shall proceed with all Work to be performed under the Contract. The Contractor shall retain any and all rights provided either by Contract or by law which pertain to the resolution of disputes and protests between the contracting parties.

17. **LEAD-BASED PAINT:** Pursuant to the Lead-Safe Schools Protection Act (Education Code Section 32240 et seq.) and other applicable law, no lead-based paint, lead plumbing and solders, or other potential sources of lead contamination shall be utilized on this Project, and only trained and state-certified contractors, inspectors and workers shall undertake any action to abate existing risk factors for lead. Pursuant to the Renovation, Repair and Painting Rule (title 40 of the Code of Federal Regulations part 745 (40 CFR 745)), all contractors who disturb lead-based paint in a six- square-foot area or greater indoors or a 20-square-foot area outdoors must be trained by an EPA- accredited provider and certified by the EPA. Contractor must execute the Lead-Based Paint Certification, if applicable.

18. **CLEAN UP:** Debris shall be removed from the Premises. The Site shall be in order at all times when work is not actually being performed and shall be maintained in a reasonably clean condition.

19. **PROTECTION OF WORK AND PROPERTY:** Contractor shall erect and properly maintain at all times, as required by conditions and progress of the Work, all necessary safeguards, signs, barriers, lights, and security persons for protection of workers and the public and shall post danger signs warning against hazards created by the Work. In an emergency affecting life and safety of life or of Work or of adjoining property,

Contractor, without special instruction or authorization from LEA, is permitted to act at his discretion to prevent such threatened loss or injury.

20. **FORCE MAJEURE:** The Contractor shall be excused from performance hereunder during the time and to the extent that it is prevented from obtaining delivery, or performing by act of God, fire, strike, global, or shortage of transportation facilities, lock-out, commandeering of materials, product, plant, or facilities by the government, when satisfactory evidence thereof is presented to the LEA, provided that it is satisfactorily established that the non-performance is not due to the Contractor's acts, omissions, fault or neglect.

21. **CORRECTION OF ERRORS:** Contractor shall perform, at its own cost and expense and without reimbursement from the LEA, any work necessary to correct errors or omissions which are caused by the Contractor's failure to comply with the standard of care required herein or the Contract Documents.

22. **ACCESS TO WORK:** LEA representatives, Architect, and Project Inspector shall at all times have access to the Work wherever it is in preparation or in progress. Contractor shall provide safe and proper facilities for such access.

23. **OCCUPANCY:** LEA reserves the right to occupy buildings at any time before formal Contract completion and such occupancy shall not constitute final acceptance or approval of any part of the Work covered by this Contract, nor shall such occupancy extend the date specified for completion of the Work.

24. **PAYMENT:** On a monthly basis, Contractor shall submit an application for payment based upon the estimated value for materials delivered or services performed under the Contract as of the date of submission ("Application for Payment"). Within thirty (30) days after LEA's approval of the Application for Payment, Contractor shall be paid a sum equal to ninety-five percent (95%) of the value of the Work properly performed (as verified by Architect and Inspector and certified by Contractor) up to the last day of the previous month, less the aggregate of previous payments and amount to be withheld. The LEA may withhold or deduct from any payment an amount necessary to protect the LEA from loss because of: (1) liquidated damages that have accrued as of the date of the Application for Payment; (2) any sums the LEA expended performing any of Contractor's Contract obligations that Contractor has failed to perform or has performed inadequately or deficiently; (3) defective Work not remedied; (4) stop payment notices as allowed by state law; (5) reasonable doubt that the Work can be completed for the unpaid balance of the Total Contract price or by the scheduled completion date; (6) Contractor's unsatisfactory prosecution of the Work; (7) unauthorized Contract deviations; (8) Contractor's failure to maintain or submit on a timely basis proper and sufficient documentation as required by the Contract or LEA during the prosecution of the Work; (9) erroneous or false estimates by the Contractor of the value of the Work performed; (10) any sums representing expenses, losses, or damages, as the LEA's determines, which the LEA incurs for which Contractor is liable under the Contract; and (11) any other sums that the LEA is entitled to recover from Contractor under the Contract's terms or pursuant to state law or regulation, including section 1727 of the California Labor Code. The failure by the LEA to deduct any of these sums from a progress payment shall not constitute a waiver of the LEA's right to such sums. The LEA shall retain five percent (5%) from all amounts owing as retention. Retention shall be paid pursuant to Public Contract Code sections 7107, 7200

and 7201.

25. **CHANGE IN SCOPE OF WORK:** Any change in the scope of the Work, method of performance, nature of materials or price thereof, or any other matter materially affecting the performance or nature of the Work shall not be paid for or accepted unless such change, addition, or deletion is approved in advance and in writing by a valid change order executed by the LEA. Contractor specifically understands, covenants, acknowledges, and agrees that the LEA shall have the right to request any alterations, deviations, reductions, or additions to the Project or Work, and the cost thereof shall be added to or deducted from the amount of the Contract Price by fair and reasonable valuations. Contractor also agrees to provide the LEA with all information requested to substantiate the cost of the change order and to inform the LEA whether the Work will be done by the Contractor or a subcontractor. In addition to any other information requested, Contractor shall submit, prior to approval of the change order, its request for a time extension (if any), as well as all information necessary to substantiate its belief that such change will delay the completion of the Work. If Contractor fails to submit its request for a time extension or the necessary supporting information, it shall be deemed to have waived its right to request such extension.

26. INDEMNIFICATION: To the fullest extent permitted by law, Provider agrees to defend, indemnify, and hold harmless LEA, 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 LEA, or loss or theft of such property, or damage to the Property done or caused by such persons. LEA assumes no responsibility whatsoever for any property placed on LEA 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 LEA. The provisions of this Indemnification do not apply to any damage or losses caused solely by the intentional acts of the LEA or any of its governing board, officers, agents, employees and/or volunteers.

27. **CONTRACTOR'S INSURANCE:** Contractor, at its own cost and expense, shall procure and maintain during the term of this Contract, policies of insurance for the following types of coverage:

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

	Each Occurrence	Aggregate
Moderate risk projects	$ 2,000,000.00	$ 4,000,000.00
Severe risk projects	$ 5,000,000.00	$ 10,000,000.00

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

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

b. Automobile Liability. Contractor shall procure and maintain, during the full term of this Agreement, Automobile Liability Insurance, including non-owned and hired automobiles, as applicable with the following coverage limits: [delete those not applicable]

Personal vehicles:	$500,000.00 combined single limit or
	$100,000.00 per person / $300,000.00 per accident
Commercial vehicles	$1,000,000.00 per accident

c. Workers' Compensation Insurance. Contractor 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. Contractor shall procure and maintain Employers' Liability insurance coverage of $1,000,000.

In the case of any such work which is subcontracted, Contractor 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 Contractor's Workers' Compensation Insurance.

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

d. Builder's Risk. LEA shall procure and maintain, during the term of this Contract, Builders' Risk coverage.

e. Other Coverage as Dictated by the LEA. Contractor shall procure and maintain, during the term of this Agreement, the following other Insurance coverage:

	Each Occurrence	Aggregate
Pollution Liability	$ 1,000,000.00	$ 2,000,000.00

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

g. Contractor's and any and all subcontractor's insurance is primary and will not seek contribution from any other insurance available to the LEA.

h. Certificates of Insurance. Contractor and any and all subcontractors working for Contractor shall provide certificates of insurance to the LEA as evidence of the insurance coverage required herein, not less than Fifteen (15) days prior to commencing work for the LEA, and at any other time upon the request of the LEA. Certificates of insurance will be deemed invalid if proper endorsements are not attached. Certificates

of such insurance shall be filed with the LEA on or before commencement of the services under this Agreement.

i. Endorsements. Contractor's and any and all Contractor subcontractor's Commercial General Liability insurance; Commercial Automobile Insurance; Liability Excess, Umbrella and/or Reinsurance; and Abuse and Molestation coverage shall name the LEA, 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 LEA.

1) General Liability
   - ■ Construction: CG 20 10 10 01 and CG 20 37 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. Contractor's and any and all Contractor 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 LEA. Contractor shall be responsible to pay that deductible or self-insured retention and the LEA shall not be responsible to pay these costs. In the event that Contractor's deductibles or self-insured retentions collectively total more than $50,000.00, LEA reserves the right to request proof of Contractor's financial solvency in relation to remittance thereof or require Contractor 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 LEA.

m. Insurance written on a "claims made" basis is to be renewed by the Contractor and all Contractor 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 contractor for all claims made.

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

28. **PAYMENT BOND AND PERFORMANCE BOND:** Contractor shall not commence the Work until it has provided to the LEA, in a form acceptable to the LEA, a Payment (Labor and Material) Bond and a Performance Bond, each in an amount equivalent to one hundred percent (100%) of the Contract Price issued by a surety admitted to issue bonds in the State of California and otherwise acceptable to the LEA.

29. **WARRANTY/QUALITY:** Unless a longer warranty is called for elsewhere in the Contract Documents, the Contractor, manufacturer, or their assigned agents shall

guarantee the workmanship, product or service performed against defective workmanship, defects or failures of materials for a minimum period of one (1) year from filing the Notice of Completion with the county in which the Site is located. All workmanship and merchandise must be warranted to be in compliance with applicable California energy, conservation, environmental, and educational standards.

30. **CONFIDENTIALITY:** The Contractor shall maintain the confidentiality of all information, documents, programs, procedures, and all other items that Contractor encounters while performing the Contractor's Services to the extent allowed by law. This requirement shall be ongoing and shall survive the expiration or termination of this Contract and specifically includes all student, parent, and disciplinary information.

31. **COMPLIANCE WITH LAWS:** Contractor shall give all notices and comply with all laws, ordinance, rules and regulations bearing on conduct of the Work as indicated or specified. If Contractor observes that any of the Work required by this Contract is at variance with any such laws, ordinance, rules or regulations, Contractor shall notify the LEA, in writing, and, at the sole option of the LEA, any necessary changes to the scope of the Work shall be made and this Contract shall be appropriately amended in writing, or this Contract shall be terminated effective upon Contractor's receipt of a written termination notice from the LEA. If Contractor performs any work that is in violation of any laws, ordinances, rules or regulations, without first notifying the LEA of the violation, Contractor shall bear all costs arising therefrom.

32. **HEALTH AND SAFETY REQUIREMENTS:** In the furnishing the Work under this Agreement, Contractor agrees to comply with and observe all provisions of the California Education Code, California Code of Regulations, Federal Code of Regulations and all other applicable laws, rules, regulations, and public health orders as prescribed by the United States Government and the State Department of Public Health, Ventura County Public Health Department, Governor or other state and local agencies related to schools, and operations of Contractor in providing the Work, including school reopening plans adopted by the LEA. Provider will, without additional cost to the LEA, review, follow and implement safety and health measures as part of school reopening or operations planning, including, but not limited to, face coverings, employee COVID-19 testing, and sanitization of tools, equipment, facilities, and vehicles.

33. **LABOR CODE REQUIREMENTS**: The Contractor shall comply with all applicable provisions of the California Labor Code, Division 3, Part 7, Chapter 1, Articles 1 – 5, including, without limitation, the payment of the general prevailing per diem wage rates for public work projects of more than one thousand dollars ($1,000). Copies of the prevailing rate of per diem wages are on file with the LEA. In addition, the Contractor and each subcontractor shall comply with Chapter 1 of Division 2, Part 7 of the California Labor Code, beginning with Section 1720, and including Section 1735, 1777.5 and 1777.6, forbidding discrimination, and Sections 1776, 1777.5 and 1777.6 concerning the employment of apprentices by Contractor or subcontractors. Willful failure to comply may result in penalties, including loss of the right to bid on or receive public works contracts.

    a. **State Labor Compliance**: Contractor shall perform the Work of the Project while complying with all the applicable regulations, including section 16000, et seq., of Title 8 of the California Code of Regulations and is subject to State labor compliance

monitoring and enforcement by the Compliance Monitoring Unit of the Department of Industrial Relations.

b. **Certified Payroll Records**: Contractor and its subcontractor(s) shall keep accurate certified payroll records of employees and shall electronically submit certified payroll records directly to the Labor Commissioner weekly and within ten (10) days of any request by the LEA or the Labor Commissioner in accordance with section 16461 of Title 8 of the California Code of Regulations.

34. **ANTI-DISCRIMINATION:** It is the policy of the LEA that in connection with all work performed under contracts there be no discrimination against any employee engaged in the work because of race, color, ancestry, national origin, religious creed, physical disability, medical condition, marital status, sexual orientation, gender, or age and therefore the Contractor agrees to comply with applicable Federal and California laws including, but not limited to the California Fair Employment Practice Act beginning with Government Code Section 12900 and Labor Code Section 1735. In addition, the Contractor agrees to require like compliance by all its subcontractor(s).

35. **DISABLED VETERAN BUSINESS ENTERPRISES (IF APPLICABLE):** Section 17076.11 of the Education Code requires school LEAs using funds allocated pursuant to the State of California School Facility Program for the construction or modernization of a school building (SFP Funds) to have a participation of at least three percent (3%), per year, of the overall dollar amount expended each year by the school LEA, for disabled veteran business enterprises (DVBE). If this Contract uses SFP Funds, Contractor must submit, with its executed Contract, appropriate documentation to the LEA identifying the steps Contractor has taken to solicit DVBE participation in conjunction with this Contract.

36. **ANTI-TRUST CLAIM**: Contractor and its subcontractor(s) or suppliers agree to assign to the LEA all rights, title, and interest in and to all causes of action they may have under Section 4 of the Clayton Act (15 U.S.C. Sec. 15) or under the Cartwright Act (Chapter 2 (commencing with Section 16700) of Part 2 of Division 7 of the Business and Professions Code), arising from purchases of goods, services, or materials pursuant to the Contract or a subcontract. This assignment shall be made and become effective at the time the LEA tenders final payment to the Contractor, without further acknowledgment by the parties.

37. **DISPUTES**: In the event of a dispute between the parties as to performance of the Work, the interpretation of this Contract, or payment or nonpayment for work performed or not performed, the parties shall attempt to resolve the dispute by those procedures set forth in Public Contract Code section 20104, et seq., if applicable. Pending resolution of the dispute, Contractor agrees it will neither rescind the Contract nor stop the progress of the Work but will allow determination by the court of the State of California, in the county in which the LEA's administration office is located, having competent jurisdiction of the dispute. All claims of over $375,000, which are outside the scope of Public Contract Code section 20104, et seq., may be determined by mediation if mutually agreeable, otherwise by litigation. Notice of the demand for mediation of a dispute shall be filed in writing with the other party to the Contract. The demand for mediation of any claim of over $375,000 shall be made within a reasonable time after written notice of the dispute has been provided to the other party, but in no case longer than ninety (90) days after initial written notice, and the demand shall not be made later than the time of Contractor submission of the request for final payment. If a claim, or any portion thereof, remains in dispute upon

satisfaction of all applicable dispute resolution requirements, the Design-Builder shall comply with all claims presentation requirements as provided in Chapter 1 (commencing with section 900) and Chapter 2 (commencing with section 910) of Part 3 of Division 3.6 of Title 1 of Government Code as a condition precedent to the Contractor's right to bring a civil action against the LEA. For purposes of those provisions, the running of the time within which a claim must be presented to the LEA shall be tolled from the time the claimant submits its written claim until the time the claim is denied, including any time utilized by any applicable meet and confer process.

38. **ATTORNEY FEES/COSTS:** Should litigation be necessary to enforce any terms or provisions of this Agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs, expert/consultant fees, and attorney's fees. This provision does not apply to Contractor's obligation to indemnify the LEA as provided in this Contact.

39. **TERMINATION:** If Contractor fails to perform the Services and Contractor's duties to the satisfaction of the LEA, or if Contractor fails to fulfill in a timely and professional manner Contractor's obligations under this Contract, or if Contractor violates any of the terms or provisions of this Contract, or if Contractor violates any law or regulation (including, without limitation, failure to properly pay prevailing wage, maintain certified payroll reports, or violate any labor law), LEA shall have the right to terminate this Contract effective immediately upon the LEA giving written notice thereof to the Contractor. The Contractor and its performance bond surety, if any, shall be liable for all damages caused to the LEA by reason of the Contractor's failure to perform and complete the Contract. LEA shall also have the right in its sole discretion to terminate the Contract for its own convenience upon LEA giving three (3) days written notice thereof to the Contractor. In case of a termination for convenience, Contractor shall be paid for the actual cost for labor, materials, and services performed that is unpaid and can be documented through timesheets, invoices, receipts, or otherwise, and five percent (5%) of the total cost of Work performed as of the date of termination, or five percent (5%) of the value of the Work yet to be performed, whichever is less. This five percent (5%) shall be full compensation for all of Contractor's and its subcontractor(s)' mobilization and/or demobilization costs and any anticipated loss profits or other claims resulting from termination of the Contractor for convenience. Termination shall have no effect upon any of the rights and obligations of the parties arising out of any transaction occurring prior to the effective date of termination.

40. **ASSIGNMENT OF CONTRACT:** Contractor shall not assign or transfer in any way any or all of its rights, burdens, duties, or obligations under this Contract without the LEA's prior written consent.

41. **TIME IS OF THE ESSENCE:** Time is of the essence in the performance of and compliance with each of the provisions and conditions of this Contract.

42. **CALCULATION OF TIME:** For the purposes of this Contract, "days" refers to calendar days unless otherwise specified.

43. **GOVERNING LAW AND VENUE:** Contractor hereby acknowledges and agrees that LEA is a public entity, which is subject to certain requirements and limitations. This Contract and the LEA's obligations 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 Contract 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 Contract, the action shall be brought in state or federal court situated in the County of Ventura, State of California, or other mutually agreed location. Contractor hereby waives and expressly agrees not to assert, claim, or allege, in any way, that it is not subject to the personal jurisdiction of the courts named above. Contractor further agrees 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.

44. **BINDING CONTRACT:** This Contract shall be binding upon the parties hereto and upon their successors and assigns and shall inure to the benefit of said parties and their successors and assigns.

45. **LOCAL EDUCATIONAL AGENCY WAIVER:** LEA's waiver of any term, condition, covenant, or waiver of a breach of any term, condition or covenant shall not constitute the waiver of any other term, condition or covenant or the waiver of a breach of any other term, condition, or covenant.

46. **CAPTIONS AND INTERPRETATIONS:** Paragraph headings in this Contract are used solely for convenience and shall be wholly disregarded in the construction of this Contract. No provision of this Contract shall be interpreted for or against a party because that party or its legal representative drafted such provision, and this Contract shall be construed as if jointly prepared by the parties.

47. **INVALID TERM:** If any provision of this Contract is declared or determined by any court of competent jurisdiction to be illegal, invalid, or unenforceable, the legality, validity or enforceability of the remaining parts, terms and provisions shall not be affected thereby, and said illegal, unenforceable or invalid part, term or provision will be deemed not to be a part of this Contract.

48. **PROVISIONS REQUIRED BY LAW DEEMED INSERTED:** Each and every provision of law and clause required by law to be inserted in this Contract shall be deemed to be inserted herein and this Contract shall be read and enforced as though it were included therein.

49. **ENTIRE CONTRACT:** This Contract sets forth the entire Contract between the parties hereto and fully supersedes any and all prior agreements, understanding, written or oral, between the parties hereto pertaining to the subject matter thereof. This Contract may be modified only by a writing signed by all parties.

School/Dept: Ritchen Elementary School	Project Description: Roofing Improvement Project
OSD BID NO. 25-10	Bid Opening: June 2, 2026 - 2:30 pm

BIDDERS	TOTAL BASE BID	Add Alternate 1	Bid Proposal	List of Subs	Non-Collus.	DIR Reg.	Bidder Qual	Bid Security	Job Walk	DVBE	CARB Comp.	Iran Act	Russia Sanc.	Attach. A	Addendum 1
Best Contracting Serv.	$1,017,321.00	$159,500.00	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Craig Roof Company	$1,068,593.00	$158,376.00	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Letner Roofing Co.	$1,137,000.00	$65,000.00	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Wicks Roofing & Solar	$1,164,865.00	$ N/A	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Channel Islands Roof.	$867,977.00	$110,358.00	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Courtney WRCR	$971,371.00	$631,930.00	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Scott Carroll **Date of Meeting:** June 17, 2026

Agenda Section: Section C: Academic Agreement

Approval of Agreement #26-76 – California Lutheran University - Paid Internship Credential Program (Carroll/Cordes)

The proposed agreement between California Lutheran University (University) and the Oxnard School District (District) will provide opportunities for university students holding an Intern Credential issued by the California Commission on Teacher Credentialing (Paid Interns) to complete field-based teaching experiences within District schools. The University's credential programs include preparation in Mild/Moderate Support Needs, Extensive Support Needs, Single Subject, Multiple Subject, and English Learner Authorization. This partnership supports the preparation and development of future educators while providing supervised practical experience in a public-school setting.

Term of Agreement: August 1, 2026 through June 30, 2029

FISCAL IMPACT:
None

RECOMMENDATION:
It is the recommendation of the Director, Certificated Human Resources, and the Assistant Superintendent, Human Resources, that the Board of Trustees approve Agreement #26-76 with California Lutheran University.

ADDITIONAL MATERIALS:

Attached: Agreement #26-76, California Lutheran University (7 Pages)

OSD AGREEMENT #26-76

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 California Lutheran 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/Mode rate 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, 2026 and ending June 30, 2029, 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.

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 Crosscultural, 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.

INSURANCE

It is understood and agreed that the University and District will maintain insurance or self-insurance to fund its liabilities under or arising from the Agreement.

District Insurance

District, at its own cost and expense, shall procure and maintain during the term of this Agreement, self-insurance or insurance for the following types of coverage:

1. General Liability Coverage, including Automobile Liability and Professional Liability, endorsed to include molestation and abuse coverage, with $2,000,000 limit for each occurrence and a limit of $4,000,000 General Aggregate.

2. Workers' Compensation Insurance, as required by California law, on all of its employees, including Paid Interns, engaged in work related to the performance of this Agreement and Employers' Liability insurance coverage of $1,000,000.

District 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.

University Insurance

University at its own cost and expense, shall procure and maintain during the term of this Agreement, self-insurance or insurance for the following types of coverage:

University agrees to maintain General Liability Coverage, including Professional Liability, with no exclusion for molestation or abuse, with $2,000,000 limit for each occurrence and a minimum limit of $4,000,000 general aggregate.

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

Paid Intern Insurance. The University shall take out and maintain a policy of general liability and professional liability insurance (including personal injury) for Paid Interns with limits not less than $1,000,000 per loss and $3,000,000 aggregate for all covered parties, and not per Paid Interns.

University shall provide certificates, or documents reasonably acceptable to the District, evidencing all coverage referred to in this Section within thirty (30) days of execution of this Agreement and thereafter, on an annual basis.

The District shall be named as an additional insured or covered party on the liability coverages maintained by the University set forth above, and such coverages shall be primary to any coverages maintained by the District.

Claims Made Policies: If any of the required policies provide coverage on a "claims made" basis:

1. The Retroactive Date must be shown and must be before the date of the contract or the beginning of the Work or Service.

2. Insurance must be maintained, and evidence of insurance must be provided for at least three (3) years after completion of the Fieldwork Experience Assignment.

3. 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 Part must purchase "extended reporting" coverage for a minimum of three (3) years after completion of the Fieldwork Experience assignment.

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, oremployees.

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. In the event of a dispute between the parties arising from this Agreement, the parties agree to mediate the dispute before initiating litigation. The Parties agree that with regard to any dispute or claim related to this Agreement, prior to the initiation of a lawsuit or other legal action, they shall and must, in good faith, submit the claim or dispute to mediation with any mutually agreeable neutral. The costs of the neutral will be split equally between the Parties. The prevailing party shall be entitled to recovery from the losing party the prevailing party's reasonable expenses (attorney fees and costs) incurred in the lawsuit or legal action as allowed by law.
5. If any provision of this Agreement is determined to be invalid or unenforceable, that provision shall be amended to achieve as nearly as possible the same effect as the original provision, and the remainder of this Agreement shall remain in full force and effect.
6. No delay or failure by either party to act in the event of a breach or default hereunder shall be construed as a waiver of that or any succeeding breach or a waiver of the provision itself.
7. This Agreement may be executed in any number of counterparts, each of which shall be an original as against any party whose signature appears and all of which together shall constitute one and the same instrument.

Signed and entered into by the parties on this _____day of _____, 20_____.

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Oxnard School District	California Lutheran University
Name of District	**Name of University**
By:	
Signature	Signature
Melissa Reyes	Leanne Neilson, PsyD
Name	Name
Director, Purchasing	Provost & VP of Academic Affairs
Title	Title
1051 S A Street	60 W. Olsen Rd., #1400
Street	Street
Oxnard, CA 93030	Thousand Oaks, CA 91360
City, State, Zip Code	City, State, Zip Code
mvreyes@oxnardsd.org	provost@callutheran.edu
E-mail Address	E-mail Address
805/385-1501 x. 2410	805-493-3145
Telephone	Telephone

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Scott Carroll **Date of Meeting:** June 17, 2026

Agenda Section: Section C: Academic Agreement

Approval of Agreement #26-77 – California Lutheran University – Student Teaching (Carroll/ Cordes)

This Student Teacher Agreement between the Oxnard School District (District) and California Lutheran University (CLU) provides opportunities for CLU students enrolled in teacher credential programs to complete required practicum and fieldwork experiences within District schools. The agreement allows student teachers to gain supervised classroom experience in elementary education settings under the guidance of qualified District personnel, supporting the preparation and development of future educators.

Term of Agreement: August 1, 2026 through June 30, 2029

FISCAL IMPACT:
None

RECOMMENDATION:
It is recommended by the Director, Certificated Human Resources, and the Assistant Superintendent, Human Resources, that the Board of Trustees approve Agreement #26-77 with California Lutheran University.

ADDITIONAL MATERIALS:

Attached: Agreement #26-77, California Lutheran University (5 Pages)

OSD AGREEMENT #26-77

Memorandum of Understanding and Agreement to Provide Student Teacher Placements to University Students

This agreement is between the Oxnard School District ("District") and the California Lutheran 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 enrolled in a credentialing program ("Student Teachers") will gain experience in the public school setting.

TERM OF THE AGREEMENT

This Agreement shall remain in effect for a term of 3 years beginning August 1, 2026 and ending June 30, 2029, 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.

DISTRICT AND SCHOOL ADMINISTRATOR RESPONSIBILITIES

1. The District will provide the Student Teachers with supervised internship experience. The District's Designated Supervisor(s) will hold an appropriate degree, credential, or license in the specified field, if any is required for that field, and at least five years' experience in that field. The Supervisor will provide the Student Teacher with at least two hours of face-to-face supervision per week for the duration of the internship. Supervision may be shared among more than one qualified District staff member.
2. The District will designate a member of its staff to participate with the University's designee in planning, implementing, and coordinating the Internship Program.
3. The District will maintain complete records and reports on each Student Teacher's performance and provide an evaluation to the University on forms the University shall provide.
4. The District may, in its sole discretion, refuse to accept as a participant in the Internship Program any University student assigned to participate, and, upon request of the District, University shall withdraw the assignment of any University student participant.
5. After the District accepts the assignment of a Student Teacher, the District may terminate the internship for "good cause." "Good cause" may include, but is not limited to failure to perform satisfactorily, refusal to follow District administrative policies, procedures, rules and regulations, or violation of any federal or state law. The District will immediately notify University in writing if it terminates an assignment. The District reserves the right to ban anyone from District facilities when the District finds, in its sole discretion, that thepresence of the person poses a threat or disrupts operations. University is responsible for informing its student participants of the provisions of this Section. District will immediately notify University, if District knows or suspects any

professional or ethical orlegal violations. University will cooperate with District in any investigation concerning the reported violation.

6. District shall, on any day when a Student Teacher is receiving training at its facilities, arrange for the Student Teacher to receive any necessary emergency health care or first aid for accidents occurring in its facilities. Except as provided in this paragraph, District shall have no obligation to furnish medical care, surgical care, or other health care to any Student Teacher.

UNIVERSITY RESPONSIBILITIES

1. University will work collaboratively with the District's HR department, school site administration, and staff in the assignment of the Student Teacher.
2. University will confer regularly with District and site administration and District-employed mentor/liaison through meetings, telephone calls, and/or e-mail.
3. University will immediately notify appropriate District and site administration if University administration has knowledge of or suspects any professional or ethical violations by a Student Teacher in the school. University and District agree they will cooperate in any investigation concerning the reported violation.
4. University will guarantee that Student Teachers and university supervisors have appropriate tuberculosis and fingerprinting clearance, including subsequent arrest notification service.
5. University will instruct Student Teachers in state laws regarding child abuse reporting, sexual harassment, and professional conduct.
6. University supervisors will conduct systematic and regular observations of Student Teachers' performances in the District's classrooms.
7. University will be responsible for ensuring that Student Teachers have appropriate insurance coverage.

STUDENT TEACHER RESPONSIBILITIES

1. Provide the District with the following documentation:
   - a copy of the letter from the University assigning the student to the District.
   - a background check fingerprint clearance report.
   - a negative tuberculosis risk assessment or test result, and
2. Comply with all applicable terms and provisions of this Agreement while serving as a Student Teacher.
3. Comply with the District's policies and procedures, and applicable state and federal laws and regulations while serving as a Student Teacher.
4. Provide services to District pupils only under the direct supervision of District staff.
5. Maintain the confidentiality of pupil information. No Student Teacher will have access to or have the right to receive any District pupil records, except to the extent necessary in the regular course of assisting in providing services to pupils as part of the internship program. The discussion, transmission, or narration in any form by Student Teachers of

any individually identifiable pupil information, educational, medical, or otherwise, which is obtained in the course of the internship program is forbidden except as a necessary partof the practical internship experience. Otherwise, Student Teachers shall use de-identified information only (and not personally identifiable pupil information) in any discussions about the internship experience with University, its employees, agents, or others.

STATUS OF LOCAL EDUCATIONAL AGENCY AND UNIVERSITY STUDENTS

The parties expressly understand and agree that all University students serving as Student Teachers in District schools pursuant to this Agreement are doing so for educational purposes only, and Student Teachers are not considered employees of the District for any purpose, including, but not limited to, compensation for services, welfare and pension benefits, or workers' compensation insurance. It is the responsibility of University to provide notice to its student participants of theprovisions of this Section. The provisions of this Section shall survive the termination or expiration of this Agreement.

LIABILITY INSURANCE & WORKERS' COMPENSATION

The University shall have a policy of general liability and professional liability insurance (including personal injury with limits not less than $2 million per loss and damage to property of others up to $5,000 per incident), covering Student Teachers, 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 Two Million Dollars ($2,000,000) per occurrence and Four Million Dollars ($4,000,000) 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 Student Teachers, any individuals characterized 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, as applicable, and provide District a certificate of insurance evidencing such coverage.

The University is permissibly self-insured through the State of California for automobile liability.

The District shall be named as an additional insured or covered party on the liability coverages maintained by the University set forth above, and such coverages shall be primary to any coverages maintained by the District. Limits of liability for each type of liability coverage shall be at least $2 million per claim per occurrence/ $4 million aggregate.

NO WORKERS' COMPENSATION LIABILITY

The Parties agree that the District is not to assume, nor shall it assume by this Agreement any liability under the California Workers' Compensation Insurance and Safety Act for, by or on behalf of any Student Teacher or University employees while they are on the premises of the District orwhile performing any duty whatsoever under the terms of the Agreement or while going to or from any of the internship placement sites. University shall provide written notice to each Student Teacher regarding the lack of coverage of Workers' Compensation insurance by the District.

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 injuryor damages arising out of the performance of this Agreement, but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of University, its officials, agents, oremployees.

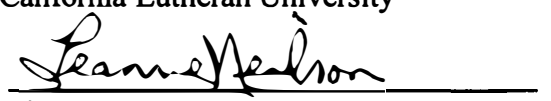
District shall defend, indemnify and hold University, its officials, employees and agents, harmless from and against any and all liability, loss, expense, attorneys' fees, or claims for injury or damage arising out of the performance of this Agreement but only in proportion to and to the extent suchliability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of District, its officials, agents, or employees.

ADDITIONAL PROVISIONS

1. Nothing contained in this Agreement shall be deemed or construed to create a joint venture, partnership, principal-agent or employment relationship between the parties and neither party shall have the authority to bind the other party for any purpose.
2. This Agreement and the rights and obligations of the parties shall be governed and construed by the laws of the State of California. Any lawsuit concerning or arising out of this Agreement shall be venued in the county in which the District is located.
3. This Agreement supersedes all prior and contemporaneous agreements and understandings between the parties, both oral and written, with respect to its subject matter and constitutes the complete agreement and understanding between the parties, unless modified in a writing executed by both parties.

4. In the event of a dispute between the parties arising from this Agreement, the parties agree to mediate the dispute before initiating litigation. The Parties agree that with regard to any dispute or claim related to this Agreement, prior to the initiation of a lawsuit or other legal action, they shall and must, in good faith, submit the claim or dispute to mediation with any mutually agreeable neutral. The costs of the neutral will be split equally between the Parties. The prevailing party shall be entitled to recovery from the losing party the prevailing party's reasonable expenses (fees and costs) incurred in the lawsuit or legal action as allowed by law.
5. If any provision of this Agreement is determined to be invalid or unenforceable; that provision shall be amended to achieve as nearly as possible the same effect as the original provision, and the remainder of this Agreement shall remain in full force and effect.
6. No delay or failure by either party to act in the event of a breach or default hereunder shall be construed as a waiver of that or any succeeding breach or a waiver of the provision itself.
7. This Agreement may be executed in any number of counterparts, each of which shall be an original as against any party whose signature appears and all of which together shall constitute one and the same instrument.

Signed and entered into by the parties on this _____day of __, 20__.

	Oxnard School District	California Lutheran University
By:	_____	
	Signature	Signature
	Melissa Reyes	Leanne Neilson, PsyD
	Name	Name
	Director, Purchasing	Provost & VP of Academic Affairs
	Title	Title
	1051 S A Street	60 W. Olsen Rd., #1400
	Street	Street
	Oxnard, CA 93030	Thousand Oaks, CA 91360
	City, State, Zip Code	City, State, Zip Code
	mvreyes@oxnardsd.org	provost@callutheran.edu
	E-mail Address	E-mail Address
	805/385-1501 x. 2410	805-493-3145
	Telephone	Telephone

OSD BOARD AGENDA ITEM

Name of Contributor: Kristen Pifko **Date of Meeting:** June 17, 2026

Agenda Section: Section C: Facilities Agreement

Approval of Amendment #001 to Agreement No. 24-139 with Kenco Construction Services to Provide Inspector of Record Services for McAuliffe Elementary School Modernization Project (Pifko/Bennett/CFW)

The McAuliffe Elementary School Modernization Project includes upgrades to 28 existing classrooms, the repurposing of existing spaces into STEAM Academy and piano laboratories, and improvements to support facilities to align with the District's vision and specifications for 21st-century K–5 learning environments.

In August 2024, the District issued a Request for Proposals (RFP) for Inspector of Record (IOR) services for the modernization projects at McAuliffe Elementary School. Six firms submitted proposals, which were reviewed by CFW for completeness and responsiveness.

On October 16, 2024, the District approved Agreement No. 24-139 with Kenco Construction Services, Inc. to provide IOR services for the McAuliffe Elementary School Modernization Project.

Amendment #001 to Agreement No. 24-139 is required to provide additional project inspection services and extend the agreement term through December 31, 2026, to support project completion.

FISCAL IMPACT:
$52,920.00 – Measure I Bond Funds

RECOMMENDATION:
It is the recommendation of the Assistant Superintendent, Business & Fiscal Services and Director of Facilities, in conjunction with Caldwell Flores Winters, that the Board of Trustees approve Amendment #001 to Agreement #24-139 with Kenco Construction Services.

ADDITIONAL MATERIALS:

Attached: Amendment #001, Kenco Construction Services (5 Pages)

Amendment No. 001 to Inspector of Record Services to be provided for the McAuliffe Elementary School Modernization Project Agreement #24-139

The Inspector of Record (IOR) Services Agreement ("Agreement") #24-139 entered into on October 16, 2024, by and between the Oxnard School District ("District") and Kenco Construction Services, Inc, is hereby amended by the parties as set forth in this Amendment No. 001 to the Agreement for Consultant Services, Inspector of Record Services Agreement ("Amendment") that is incorporated herein for all purposes.

RECITALS

WHEREAS, the District retained Kenco Construction Services, Inc. to provide Inspector of Record (IOR) Inspection services for the McAuliffe Elementary School Modernization Project ("Project") of the District's Facilities Implementation Plan.

WHEREAS, the Inspector of Record has provided Inspection Services required by Division of the State Architect ("DSA") for their records;

WHEREAS, due to the existing conditions requiring additional Inspection Services exceeding the agreed amount of Exhibit "A" in the Agreement #24-139;

WHEREAS, the Board of Trustees has taken certain actions to approve the Inspector of Record services for the McAuliffe Elementary School Modernization Project currently under construction;

WHEREAS, additional Inspector of Record (IOR) services are still required to completion of the Project;

WHEREAS, upon consideration of the proposal for additional Inspector of Record services as IOR including DSA required inspections through the completion of the project;

NOW THEREFORE, for the good and valuable consideration, the Parties agree to the following amended terms to Agreement:

AMENDMENT

The Parties agree to add a new SECTION 5.2.3 to the Agreement as follows:

SECTION 5.1 Additional Compensation for McAuliffe Elementary School Modernization Project for additional Work. The Inspector of Record agrees to perform the Basic Services as described in the original Agreement, and Exhibit "F" thereto, with respect to the Project. IOR agrees to deliver the deliverables identified in Exhibit "C" of the original Agreement for the Project. In consideration for the amended basic services and deliverables, the IOR agrees to be compensated an additional flat "all-in" Basic Fee for the additional work totaling:

A. Fifty-two Thousand Nine Hundred Twenty Dollars and Zero Cents ($52,920.00) for Amendment No. 001 and the attached proposal received from Kenco Construction Services, Inc. dated May 08, 2026, is to adjust the base fee paid to Kenco Construction Services, Inc. according to the original Service Agreement #24-139 that allows for adjustment of fees with Board of Trustee approval. In addition, the term of the agreement is extended through December 31, 2026.

The sum for the additional services total:

Fifty-two Thousand Nine Hundred Twenty and Zero Cents ($52,920.00)

The Parties agree that the work identified herein constitutes all of the additional owner requested scope, changes or modifications arising out of this Agreement.

The Parties agree that all other provisions of the Inspector of Record Services Agreement entered into and executed by the Parties on **October 16, 2024** remain in full force and effect. The Inspector of Record agrees that any provisions, limitations and exclusions in its proposal, Exhibit "F" hereto, are stricken for all purposes and are invalid as inconsistent with the terms and conditions of the Agreement and this Amendment.

IN WITNESS THEREOF, the Parties hereto execute this Amendment No. 001 and represented that each has authority to do so on the dates set forth below:

OXNARD SCHOOL DISTRICT:

By: _____ _____

Melissa Reyes — Date:
Director, Purchasing

Kenco Construction Services, Inc.

By: _____ _____

Ken Hinge, President — Date:

EXHIBIT “F”

PROPOSAL ATTACHED

Proposal Extension #1 for DSA "Onsite" Inspection.

Date: 05-08-26

Project Client: **Oxnard School District**
1055 South C Street
(805) 385-1514

Proposed Projects: **McAuliffe ES - Alterations**

DSA App. Number: #03-121079 **DSA File Number**: 56-22

Proposed Scope of Work: One DSA Certified Project Inspector to provide onsite inspections for the construction of alterations of one bldg. at 2 sites, including site utilities per the DSA approved drawings. All documentation and DSA requirements included.
NOTE: Laboratory, geo/soil or special inspections are not included.

Project Rate: $105.00 per hour for DSA inspections with a 4-hour minimum per site visit until the approved drawings are complete.
Unless additional work becomes necessary per the district, the hours are estimated on a part time bases and not to exceed 4 hrs. per day. OT rate is $157.50 per hr.

Estimated Cost: Estimated Start Date: ……..……..……..……..…. **May 1st, 2026**
Estimated Completion Date: ……..……..….. **October 31st, 2026**
6 months = 126 days = 504 hrs. (@ $105.00 per hr.)……...…..…….…….. **$ 52,920.00**

Total Estimated Proposal: $ 52,920.00

Note: Please be advised that all inspections are subject to contractor performance. Therefore, the total cost proposal is an estimate and subject to increase or credit.

Project Inspector Agency Agreement and Contract Duties:

KENCO Construction Services agrees to provide continuous inspection of work for compliance with approved contract documents and California Building Codes, including Title 24. Project Inspector duties are outlined in Title 24, Part 1, Chapter 4, Section 4-333 thru 4-342 California Code of Regulations, including DSA Interpretation of Regulations A-6, A-7, A-8, and as incorporated in the following sections:

KENCO Construction Services, Inc.
4664 Romola Ave. La Verne, Ca. 91750
Phone: (714) 981-2752 - E-mail: kenhinge@kenco-inc.com

1. Represent the client under the guidance of the Architect, Construction Manager, or designated agent.

2. Attending all planning, pre-con conferences, project meetings, or meetings as required by the client.

3. Monitor or observe all special inspections performed by the client-contracted testing laboratory as required by the Testing and Inspection Sheet and as outlined in the Project Specifications. Maintain and update a log specifying hours spent on the project by the special inspectors. Perform or monitor testing for Torque, Epoxy, and Pull Tests as required.

4. The client and the inspector shall each defend and hold harmless each other against any losses, liabilities, damages, injuries, claims, costs, or expenses arising out of, or connected with the provisions of this agreement and the contract documents.

5. This Agreement shall begin on or about **May 1st, 2026** and remain in effect continuously until completed, or terminated in writing. This Contract is intended to be an agency agreement and may be terminated in 30 days by either party with, or without cause. This agency agreement shall be assignable to other schools within the district and shall apply to other inspectors as requested and approved by the district. The district shall not employ, contract, or engage in business or mutually beneficial relationship with any inspectors introduced to the District through KENCO Construction Services for a period of two (2) years after the dissolution of any contracts through KENCO Construction Services, unless written permission is granted prior to each relationship.

6. **The Oxnard School District** agrees to pay KENCO Construction Services, Inc. our monthly invoice for project services, billed at a rate of **$105.00 per hour for DSA inspection,** within 15 working days of receipt of invoice. Each monthly billing shall separately identify hours and charges for each individual school, consistent with required site accounting. KENCO Construction Services shall provide all necessary cell phones, laptop computers, digital cameras, and any equipment necessary to maintain proper documentation and administration functions throughout the duration of the project. The district shall provide all office space, utility lines, and equipment necessary per the project specifications.

7. KENCO Construction Services shall provide to the district at the end of the project all documentation in a professional format, either in binders or on a computer CD.

8. KENCO Construction Services shall not bill the client for any time not directly paid to the project inspectors working directly on the project. A DSA certified project manager will be assigned to oversee the project inspector to ensure accurate reporting of all activities and DSA compliance. Should any emergency arise where the consultant/inspector becomes absent, on vacation, or is not able to be on site due to causes beyond his/her reasonable control, the DSA certified project manager will provide inspections until the IOR returns.

X Ken Hinge _____ X _____

Ken Hinge, President
KENCO Construction Services, Inc.
Date: 05-08-26

District Authorized Agent
Oxnard School District
Date:

KENCO Construction Services, Inc.
4664 Romola Ave. La Verne, Ca. 91750
Phone: (714) 981-2752 - E-mail: kenhinge@kenco-inc.com

OSD BOARD AGENDA ITEM

Name of Contributor: Kristen Pifko **Date of Meeting:** June 17, 2026

Agenda Section: Section C: Facilities Agreement

Approval of Amendment #001 to Agreement No. 24-140 with Kenco Construction Services to Provide Inspector of Record Services for Ritchen Elementary School Modernization Project (Pifko/Bennett/CFW)

The Ritchen Elementary School Modernization Project includes upgrades to 28 existing classrooms, the repurposing of existing spaces into STEAM and piano laboratories, and renovations to the multipurpose room (MPR) and library to align with the District's vision and specifications for 21st-century K–5 learning environments and student support facilities.

In August 2024, the District issued a Request for Proposals (RFP) for Inspector of Record (IOR) services for the Ritchen Elementary School Modernization Project. Six firms submitted proposals, which were reviewed by CFW for completeness and responsiveness.

On October 16, 2024, the District approved Agreement No. 24-140 with Kenco Construction Services, Inc. to provide IOR services for the Ritchen Elementary School Modernization Project.

Amendment #001 to Agreement No. 24-140 is required to provide additional project inspection services and extend the current contract term through January 31, 2027, to support project completion.

FISCAL IMPACT:
$61,740.00 – Measure I Bond Funds

RECOMMENDATION:
It is the recommendation of the Assistant Superintendent, Business & Fiscal Services and Director of Facilities, in conjunction with Caldwell Flores Winters, that the Board of Trustees approve Amendment #001 to Agreement #24-140 with Kenco Construction Services.

ADDITIONAL MATERIALS:

Attached: Amendment #001, Kenco Construction Services (5 Pages)

Amendment No. 001 to Inspector of Record Services to be provided for the Ritchen Elementary School Modernization Project Agreement #24-140

The Inspector of Record (IOR) Services Agreement ("Agreement") #24-140 entered into on October 16, 2024, by and between the Oxnard School District ("District") and Kenco Construction Services, Inc, is hereby amended by the parties as set forth in this Amendment No. 001 to the Agreement for Consultant Services, Inspector of Record Services Agreement ("Amendment") that is incorporated herein for all purposes.

RECITALS

WHEREAS, the District retained Kenco Construction Services, Inc. to provide Inspector of Record (IOR) Inspection services for the Ritchen Elementary School Modernization Project ("Project") of the District's Facilities Implementation Plan.

WHEREAS, the Inspector of Record has provided Inspection Services required by Division of the State Architect ("DSA") for their records;

WHEREAS, due to the existing conditions requiring additional Inspection Services exceeding the agreed amount of Exhibit "A" in the Agreement #24-140;

WHEREAS, the Board of Trustees has taken certain actions to approve the Inspector of Record services for the Ritchen Elementary School Modernization Project currently under construction;

WHEREAS, additional Inspector of Record (IOR) services are still required to completion of the Project;

WHEREAS, upon consideration of the proposal for additional Inspector of Record services as IOR including DSA required inspections through the completion of the project;

NOW THEREFORE, for the good and valuable consideration, the Parties agree to the following amended terms to Agreement:

AMENDMENT

The Parties agree to add a new SECTION 5.2.3 to the Agreement as follows:

SECTION 5.1 Additional Compensation for Ritchen Elementary School Modernization Project for additional Work. The Inspector of Record agrees to perform the Basic Services as described in the original Agreement, and Exhibit "F" thereto, with respect to the Project. IOR agrees to deliver the deliverables identified in Exhibit "C" of the original Agreement for the Project. In consideration for the amended basic services and deliverables, the IOR agrees to be compensated an additional flat "all-in" Basic Fee for the additional work totaling:

A. Sixty-one Thousand Seven Hundred Forty Dollars and Zero Cents ($61,740.00) for Amendment No. 001 and the attached proposal received from Kenco Construction Services, Inc. dated May 08, 2026, is to adjust the base fee paid to Kenco Construction Services, Inc. according to the original Service Agreement #24-140 that allows for adjustment of fees with Board of Trustee approval. In addition, the term of the agreement is extended to January 31, 2027.

The sum for the additional services total:

Sixty-one Thousand Seven Hundred Forty and Zero Cents ($61,740.00)

The Parties agree that the work identified herein constitutes all of the additional owner requested scope, changes or modifications arising out of this Agreement.

The Parties agree that all other provisions of the Inspector of Record Services Agreement entered into and executed by the Parties on **October 16, 2024** remain in full force and effect. The Inspector of Record agrees that any provisions, limitations and exclusions in its proposal, Exhibit "F" hereto, are stricken for all purposes and are invalid as inconsistent with the terms and conditions of the Agreement and this Amendment.

IN WITNESS THEREOF, the Parties hereto execute this Amendment No. 001 and represented that each has authority to do so on the dates set forth below:

OXNARD SCHOOL DISTRICT:

By: _____ _____

Melissa Reyes — Date:
Director, Purchasing

Kenco Construction Services, Inc.

By: _____ _____

Ken Hinge, President — Date:

EXHIBIT “F”

PROPOSAL ATTACHED

Proposal Extension #1 for DSA "Onsite" Inspection.

Date: 05-08-26

Project Client: **Oxnard School District**
1055 South C Street
(805) 385-1514

Proposed Projects: **Ritchen ES - Alterations**

DSA App. Number: #03-121078-Ritchen **DSA File Number**: 56-22

Proposed Scope of Work: One DSA Certified Project Inspector to provide onsite inspections for the construction of alterations of one bldg. at 2 sites, including site utilities per the DSA approved drawings. All documentation and DSA requirements included.
NOTE: Laboratory, geo/soil or special inspections are not included.

Project Rate: $105.00 per hour for DSA inspections with a 4-hour minimum per site visit until the approved drawings are complete.
Unless additional work becomes necessary per the district, the hours are estimated on a part time bases and not to exceed 4 hrs. per day. OT rate is $157.50 per hr.

Estimated Cost: Estimated Start Date: ……..……..……..……..…. **May 1st, 2026**
Estimated Completion Date: ……..…..….. **November 30th, 2026**
7 months = 147 days = 588 hrs. (@ $105.00 per hr.)……...…..…….…….. **$ 61,740.00**

Total Estimated Proposal: $ 61,740.00

Note: Please be advised that all inspections are subject to contractor performance. Therefore, the total cost proposal is an estimate and subject to increase or credit.

Project Inspector Agency Agreement and Contract Duties:

KENCO Construction Services agrees to provide continuous inspection of work for compliance with approved contract documents and California Building Codes, including Title 24. Project Inspector duties are outlined in Title 24, Part 1, Chapter 4, Section 4-333 thru 4-342 California Code of Regulations, including DSA Interpretation of Regulations A-6, A-7, A-8, and as incorporated in the following sections:

KENCO Construction Services, Inc.
4664 Romola Ave. La Verne, Ca. 91750
Phone: (714) 981-2752 - E-mail: kenhinge@kenco-inc.com

1. Represent the client under the guidance of the Architect, Construction Manager, or designated agent.

2. Attending all planning, pre-con conferences, project meetings, or meetings as required by the client.

3. Monitor or observe all special inspections performed by the client-contracted testing laboratory as required by the Testing and Inspection Sheet and as outlined in the Project Specifications. Maintain and update a log specifying hours spent on the project by the special inspectors. Perform or monitor testing for Torque, Epoxy, and Pull Tests as required.

4. The client and the inspector shall each defend and hold harmless each other against any losses, liabilities, damages, injuries, claims, costs, or expenses arising out of, or connected with the provisions of this agreement and the contract documents.

5. This Agreement shall begin on or about **May 1st, 2026** and remain in effect continuously until completed, or terminated in writing. This Contract is intended to be an agency agreement and may be terminated in 30 days by either party with, or without cause. This agency agreement shall be assignable to other schools within the district and shall apply to other inspectors as requested and approved by the district. The district shall not employ, contract, or engage in business or mutually beneficial relationship with any inspectors introduced to the District through KENCO Construction Services for a period of two (2) years after the dissolution of any contracts through KENCO Construction Services, unless written permission is granted prior to each relationship.

6. **The Oxnard School District** agrees to pay KENCO Construction Services, Inc. our monthly invoice for project services, billed at a rate of **$105.00 per hour for DSA inspection,** within 15 working days of receipt of invoice. Each monthly billing shall separately identify hours and charges for each individual school, consistent with required site accounting. KENCO Construction Services shall provide all necessary cell phones, laptop computers, digital cameras, and any equipment necessary to maintain proper documentation and administration functions throughout the duration of the project. The district shall provide all office space, utility lines, and equipment necessary per the project specifications.

7. KENCO Construction Services shall provide to the district at the end of the project all documentation in a professional format, either in binders or on a computer CD.

8. KENCO Construction Services shall not bill the client for any time not directly paid to the project inspectors working directly on the project. A DSA certified project manager will be assigned to oversee the project inspector to ensure accurate reporting of all activities and DSA compliance. Should any emergency arise where the consultant/inspector becomes absent, on vacation, or is not able to be on site due to causes beyond his/her reasonable control, the DSA certified project manager will provide inspections until the IOR returns.

X Ken Hinge _____ X _____

Ken Hinge, President
KENCO Construction Services, Inc.
Date: 05-08-26

District Authorized Agent
Oxnard School District
Date:

KENCO Construction Services, Inc.
4664 Romola Ave. La Verne, Ca. 91750
Phone: (714) 981-2752 - E-mail: kenhinge@kenco-inc.com

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** June 17, 2026

Agenda Section: Section C: Special Education Agreement

Ratification of Agreement #25-240 – VCOE/SELPA – Hearing Conservation & Audiology Services (DeGenna/Jefferson/Fox /Nocero)

The Ventura County Office of Education (VCOE) provided Hearing Assessment services for eligible Oxnard School District students on an as-needed basis during the 2025–2026 school year through authorized referrals. Services may include hearing evaluations, Central Auditory Processing (CAP) assessments, educational audiology consultations, and recommendations for specialized audiological equipment. These services are intended to proactively identify and address students' hearing-related needs through comprehensive assessments and individualized recommendations. The evaluations support the determination of appropriate educational accommodation, interventions, and services to ensure students have access to the resources necessary for academic success.

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

FISCAL IMPACT:
Not to exceed $7,500.00 – Special Education Fund ($6,000.00) / Pupil Services ($1,500.00)

RECOMMENDATION:
It is the recommendation of the Director, Pupil Services, the Director, Special Education, the Superintendent, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #25-240 with VCOE/SELPA – Hearing Conservation & Audiology Services.

ADDITIONAL MATERIALS:

Attached: Agreement #25-240, VCOE - Hearing Conservation & Audiology Services (3 Pages)

OSD AGREEMENT #25-240

Hearing 26-008

INTER-DISTRICT SERVICES AGREEMENT

This Services Agreement (the "Agreement") is made and entered into 09/01/2025 (Date) by and between Oxnard School District (District or Charter School) (hereinafter referred to as "Local Educational Agency" or "LEA") and Ventura County Office of Education (hereinafter referred to as "VCOE"). VCOE and LEA may be referred to herein individually as a "Party" and collectively as the "Parties."

Oxnard School District	Dr. Danielle Jefferson
LEA	Contact Name
1051 South A Street	805-385-1501 ext 2161
Street Address	Contact Telephone Number
Oxnard, CA 93030	djefferson@oxnardsd.org
City, State, Zip code	Contact E-mail Address

Services. Services will be provided as described on the "Statement of Work" (the "Work" or "Service") attached hereto and incorporated herein by this reference. The Statement of Work shall contain a timetable for completion of the Work or if the Work is ongoing service, the Statement of Work shall set forth the mutually agreed schedule for providing such services.

Payment. All payments will be made after receipt of invoice, net 30 days.

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

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

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

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

Compliance with Laws. VCOE hereby agrees that VCOE, officers, agents, employees, and subcontractors of VCOE shall obey all local, state, and federal laws and regulations in the performance of this Agreement.

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

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

Fingerprinting. VCOE shall ensure that VCOE and any employee who interacts with students, outside of the immediate supervision and control of the student's parent or guardian or a school employee, has a current valid criminal records summary as described in California *Education Code* section 44237. When VCOE performs the criminal background check, it shall immediately provide any subsequent arrest and conviction information it receives to any local educational agency that it is contracting with pursuant to the subsequent arrest service.

Tuberculosis. VCOE shall ensure that any employee who interacts with students has submitted to VCOE a tuberculosis risk assessment or has been examined to determine that he or she is free of infectious tuberculosis.

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

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

If the unresolved dispute is not resolved the parties agree that they will first submit the matter to a mutually agreed upon mediator. Notwithstanding the next section, Attorneys Fees, the cost of the mediator shall be borne equally by the parties.

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

Indemnification.

a. If VCOE and LEA each participate in the VCSSFA, each party therefore collectively indemnifies and defends the other for general liability coverage under the VCSSFA self-insurance program.

b. VCOE will indemnify LEAs not participating in the VCSSFA as follows: VCOE shall defend, indemnify and hold LEA and its governing board, officials, administrators, managers, employees and agents, harmless from and against any and all liability, loss, expense, reasonable attorneys' fees, or claims for injuryor damages arising out of the performance of this Agreement, but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused byor result from the negligent or intentional acts or omissions of VCOE, its officials, administrators, managers, employees or agents.

c. LEA not participating in VCSSFA will indemnify VCOE as follows: LEA shall defend, indemnify and hold VCOE, its governing board, officials, administrators, managers, employees and agents, harmless from and against any and all liability, loss, expense, reasonable attorneys' fees, or claims for injury or damage arising out of the performance of this Agreement but only in proportion to and to the extent suchliability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of LEA, its governing board, officials, administrators, managers, employees or agents.

Insurance.

a. If VCOE and LEA participate in the VCSSFA, each party therefore collectively self-insure for general liability and property coverage, or have been afforded coverage as Additional Covered Parties, under the VCSSFA self-insurance programs. VCOE also self-insures for workers' compensation coverage.

b. LEAs not participating in the VCSSFA must maintain coverages commensurate with its operations and activities.

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

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

Acknowledgement and Agreement

I have read this Agreement and agree to its terms

Melissa Foster		09/04/25
VCOE Department Administrator	VCOE Signature	Date
Lisa Cline		SEP 30 2025
VCOE Executive Director Internal Business Services	VCOE Signature	Date

Local Educational Agency Approval

Melissa Reyes	Director, Purchasing	
LEA Business Office Administrator	Signature	Date
Danielle Jefferson	Director, Special Education	
LEA Special Education Administrator	Signature	Date

STATEMENT OF WORK

Term (required). The term of this Agreement shall commence on 09/01/2025 and terminate on 06/30/2026. The parties may agree to annual extensions after expiration of the initial term.

Fees (required).

Estimated Compensation or Cost for Services based on Estimated Hours/Week: _____ $ _____

Other Ancillary Cost or fees, as applicable $ _____

Total not to Exceed $ 7500.00

DESCRIPTION OF WORK (required):

Hearing Conservation Services and Costs - may include any of the following:
Hearing Test - $180 - Comprehensive test at VCOE to determine the presence and characteristics of hearing loss and to link the family to needed services in the community and school.

Aided Testing - $240 - Testing at VCOE to determine a student's auditory abilities while using their current amplification devices (hearing aids or cochlear implants)

Educational Audiological Consult/Services - $180/hour - School-based services for a student with hearing loss, including assessment, consultation, teacher in-servicing, and IEP/504 meeting attendance, etc.

Hearing Assistive Technology (HAT) - $180/hour - Recommendation for HAT and related services (estimated at 5 hrs/yr), including set up of equipment and training of teacher(s) and students at school site.

Central Auditory Processing Assessment (CAP) - $1800 - Assessment at VCOE for central auditory processing; includes testing, report, IEP participation and consultation with the school team, parents, and others involved.

Other - $180/hour - Services as requested based on stated need

Districts will be billed only for rendered services that are pre-authorized by designated district personnel via Authorization/Referral for Hearing Services

* Note: Audiology services for students in special education with low incidence eligibility are provided through SELPA funding and are not included in this contract.

WORK SCHEDULE (if applicable):

Screening and audiological services will be conducted with service dates determined via mutual agreement of VCOE Hearing Conservation, school district, and applicable school/family.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Aracely Fox **Date of Meeting:** June 17, 2026

Agenda Section: Section D: Action Items

Approval of Oxnard School District 2026-2027 Local Control Accountability Plan (Fox)

The Board of Trustees will receive a presentation on the Oxnard School District 2026-2027 Local Control Accountability Plan (LCAP). Following the presentation, it is recommended that the Board approve the LCAP) the LCFF Budget Overview for Parents (BOP), and the LCAP Local Indicators, as presented. This item is presented for formal consideration following the public hearing and presentation on these components held at the June 3, 2026, board meeting.

FISCAL IMPACT:
None

RECOMMENDATION:
It is the recommendation of the Assistant Superintendent of Educational Services that the Board of Trustees approve and adopt the Oxnard School District 2026–2027 Local Control Accountability Plan (LCAP), the LCFF Budget Overview for Parents (BOP), and the LCAP Local Indicators, as presented. This item is presented for formal consideration following the public hearing and presentation on these components held at the June 3, 2026, board meeting.

ADDITIONAL MATERIALS:

Attached: Oxnard School District LCAP_Board Presentation (5 pgs)
2026 LCFF Local Performance Indicator_Self Reflection (22 pgs)
2026 LCFF Budget Overview for Parents (4 pgs)
2026 Local Control and Accountability Plan Oxnard School District (323 pgs)

Local Control and Accountability Plan (LCAP)

Presented to the Board of Education • June 17, 2026

Defining the LCAP

What is the LCAP?

- A 3-year plan for student outcomes.
- Addresses 8 State Priority areas.
- Demonstrates direct budget alignment.

Accountability Principle

Merging Local Flexibility with Local Accountability to ensure funds reach students with the greatest needs.

Funding and Student Support

Local Control Funding Formula

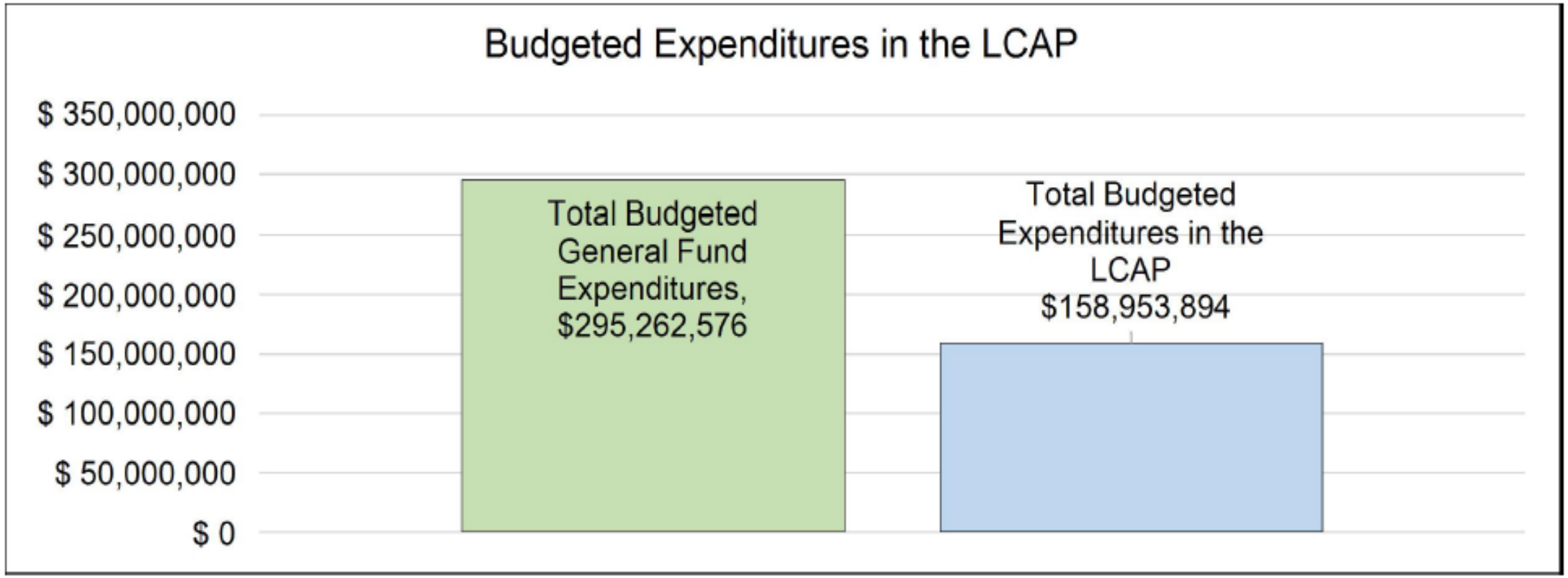
Base Grant: Core funding for every student

Supplemental & Concentration: Additional funds to increase or improve services for unduplicated student groups.

Unduplicated Student Groups

- English Learners
- Low Income Students
- Foster Youth

Budgeted Overview for Parents (BOP)



Questions?

2026-27 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Oxnard School District	Dr. Anabolena DeGenna Superintendent	adegenna@oxnardsd.org (805) 385-1501

Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.

- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and

- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2025-2026	735	645	18	8	7	0	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

   Rating Scale (lowest to highest):
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education	1					
Health Education Content Standards			3			
Physical Education Model Content Standards			3			
Visual and Performing Arts			3			
World Language					5	

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	3
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	3
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

The Oxnard School District (OSD) continues to make significant progress in building relationships between school staff and families, prioritizing this effort over the past several years. This focus has led to notable successes, particularly with parents of unduplicated student groups, who now actively participate in committees at both the school and district levels.

OSD demonstrates a strong commitment to equity and community engagement through various roles and programs. The district employs a Parent Support Liaison to coordinate parent and family engagement activities and 3 Community Liaisons to work with families of at-risk students, ensuring they receive the necessary support and services. Both liaisons operate from the Family Resource Center, which connects families with district and community resources and programs.

Every school in the district has an Outreach Resource Consultant (ORC), whose primary roles include establishing trusting relationships between school staff and families, creating opportunities for meaningful engagement, building on families' funds of knowledge, and connecting them to resources and programs. To ensure effective communication, the LEA contracts with outside interpretation agencies to provide translation and interpretation services for families from diverse linguistic backgrounds. Additionally, the LEA employs two Mixteco interpreters and family liaisons to serve as cultural connectors between the schools and the Mixteco community.

One of OSD's significant strengths over the past three years has been the establishment of parent focus groups for African-American, Mixteco, and Asian American and Pacific Islander communities. These groups have helped build positive and trusting relationships with historically underrepresented communities, highlighting the district's dedication to inclusivity and diversity.

This year, we also instituted a Family Conference. Families attended a rotation of workshops based on survey responses. They expressed interest in topics related to building their capacity as educational partners. It was very well attended, and plans are already underway to continue this in the years to come.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Based on an analysis of educational partner input and local data, the Oxnard School District (OSD) has identified several key focus areas for improving relationships between school staff and families. One identified improvement area is to continue supporting schools in building solid relationships and authentic partnerships with all families, particularly families of unduplicated student groups. The goal is to sustain an environment of trust and respect that honors and values the perspectives and cultural contributions of the district's diverse parent communities.

Another area for improvement is to enhance school staff's capacity to understand the cultural diversity of the families they serve. This is being achieved by developing and implementing student programs and instructional practices that reflect and respect family funds of knowledge. Additionally, providing professional development for school staff on cultural competence and responsiveness is essential.

Furthermore, the district aims to equip families with information and resources about family engagement activities that support student learning and development. This includes addressing barriers to positive relationship-building by identifying and mitigating obstacles that prevent effective communication and collaboration. Offering workshops, seminars, and resources will empower families to actively engage in their children's education.

To implement these strategies, schools will receive continued support and guidance from district-level administrators and specialists, including the Manager of Equity, Family, and Community Engagement. The Family Resource Center will serve as a hub for outreach and engagement activities, providing a welcoming space for families to connect with school staff and community resources. Outreach Resource Consultants(ORC) at each school site will play a pivotal role in establishing and nurturing these relationships.

The expected outcomes include improved trust and respect between school staff and families, leading to more meaningful and productive partnerships. Enhanced cultural competence among school staff will result in more inclusive and effective instructional practices. Increased family engagement in school activities will positively impact student learning and development. By focusing on these areas, OSD aims to create cohesive and supportive environments that value the contributions of all families and foster strong, collaborative relationships across the district.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Based on the analysis of educational partner input and local data, the Oxnard School District (OSD) will improve engagement of underrepresented families identified during the self-reflection process by continuing to solidify positive and trusting relationships with African American, Mixteco, Asian American, Pacific Islander families, and families of English language learners, newcomer, and foster youth students. The district continues to hold regular district-level meetings that serve as safe spaces for families to connect with other families and district staff while engaging in decision-making and student advocacy.

The district aims to strengthen relationships and establish effective two-way communication with families of unduplicated student groups. By providing opportunities for these families to engage in meaningful conversations about culturally responsive practices, the district hopes to lead to positive student outcomes. These meetings will not only facilitate open dialogue but also empower families to share their perspectives and contribute to developing strategies that support their children's education. Member input has contributed to adjusting decisions and creating new opportunities to benefit students and families.

Furthermore, the district will focus on creating inclusive environments where all families feel valued and respected. This approach will include offering workshops, resources, and support tailored to the unique needs of these communities. By fostering a collaborative and inclusive atmosphere, OSD aims to build strong partnerships that enhance the educational experience and success of all students.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	3
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	3
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	3

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

The Oxnard School District (OSD) continues to demonstrate significant strengths and progress in building partnerships that enhance student outcomes, emphasizing authentic parent and family engagement in decision-making at both the school and district levels. This commitment is achieved through various structured forums, such as regular ELAC (English Learner Advisory Committee) and DELAC (District English Learner Advisory Committee) meetings, School Site Councils, the Superintendent's Parent Advisory Committee, and advisory groups for African American, Mixteco, Asian American, and Pacific Islander parents. These meetings are offered in virtual, hybrid, and in-person formats to accommodate diverse family needs.

These forums address crucial topics, including student achievement, mathematical growth mindset, literacy, effective communication with teachers and staff, bullying prevention, culturally responsive teaching and learning, development of LCAP (Local Control and Accountability Plan) goals, pathway to biliteracy, and High School and Beyond Nights.

High School and Beyond Nights are especially valuable, providing parents with guidance on navigating high school settings and understanding graduation requirements.

To ensure accessibility and inclusivity, OSD provides Spanish and Mixteco interpretation services during meetings, enabling families to fully understand discussions and offer feedback in their native languages. The district also supports school administrators in implementing and monitoring site-level Title I parent and family engagement policies in line with the California Family Engagement Framework. Each school collaborates with advisory groups to set specific goals and actions that foster genuine partnerships and positively impact student outcomes.

Outreach Resource Consultants (ORCs) are key in developing tailored parent and family engagement plans that align with their schools' Title I family engagement policies. They collaborate with site administrators, parents, and support staff to ensure these plans effectively address the needs of diverse families and enhance their engagement in their children's education.

Additionally, OSD has established strong partnerships with community-based organizations, including the Wellness Collaborative, the California Association for Bilingual Education, Ventura County Behavioral Health, local higher education institutions, and other community organizations. These partnerships aim to improve students' academic achievement and support their social-emotional well-being, creating a comprehensive support network that enhances overall student success.

Through these collaborative efforts and strong partnerships, OSD continues to strengthen its commitment to authentic parent and family engagement, ensuring that families are integral partners in advancing student outcomes across the district.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Based on analyses of educational partner input and local data, the Oxnard School District (OSD) has identified key focus areas to improve building partnerships and support student outcomes. One critical area for enhancement is the ongoing support of school-level parent and family engagement policies. OSD aims to ensure that all schools actively engage with educational partners and effectively monitor and evaluate their family engagement activities. This effort includes providing continuous support and guidance to schools in developing comprehensive engagement policies, offering staff training and professional development on best practices in family engagement, and promoting regular communication between schools and families to foster a collaborative environment.

Another significant focus area is assisting schools in identifying specific metrics to monitor and measure the impact of parent and family engagement on student outcomes. OSD is tracking metrics on parent attendance at advisory groups and engagement events, analyzing student academic data to understand the influence of family involvement on achievement, and using feedback from annual family engagement surveys to identify strengths and areas for improvement. Additionally, OSD aims to integrate more effective parent and family engagement strategies into schools' continuous improvement plans, ensuring these efforts align closely with student success goals.

OSD will provide support through district-level administrators and specialists, including the Manager of Equity, Family, and Community Engagement, who will collaborate with schools to develop robust engagement policies and provide ongoing training. By focusing on these strategies, OSD anticipates improved engagement of educational partners at the school level, clearer insights into the impact of family engagement on student outcomes, and a more supportive educational environment overall. These efforts are designed to strengthen partnerships between schools and families, ultimately enhancing student success across the district.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Based on analysis of educational partner input and local data, the Oxnard School District (OSD) is committed to enhancing the engagement of underrepresented families in building partnerships to improve student outcomes. The district recognizes the critical importance of maintaining positive relationships with all families, with a particular focus on parents of Emergent Multilingual Learners (EMLs) or English language learners, African American, Mixteco, Asian American & Pacific Islander, foster youth, and newcomer families.

In the upcoming year, OSD will continue to prioritize improving outreach efforts specifically aimed at foster youth and newcomer families. The district plans to establish regular meetings with these parent groups three times a year. These meetings will serve as platforms for discussions centered around identifying the optimal learning environments and programs for their children. Crucially, these sessions will empower families to actively engage in decision-making processes that directly influence student outcomes at both the school and district levels.

By nurturing consistent interactions and ensuring that families of unduplicated student groups play integral roles in decision-making, OSD aims to fortify trust, collaboration, and mutual understanding between schools and underrepresented families. This approach not only seeks to address the unique needs and challenges of these communities but also to harness their perspectives and insights to shape educational strategies that promote the success of all students district-wide. Through these concerted efforts, OSD endeavors to cultivate a more inclusive and supportive educational environment where every family feels valued, heard, and empowered in their child's educational journey.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	3
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	3
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	3

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Based on the analysis of educational partner input and local data, the Oxnard School District (OSD) demonstrates significant strengths and progress in seeking input for decision-making. A primary strength continues to be empowering families to effectively advocate for their students by actively engaging them in decision-making processes at both district and school levels, positively impacting student achievement. This empowerment is facilitated through various avenues, including regular parent focus groups held throughout the year. These groups provide valuable input on programs and processes affecting student learning, as well as feedback on fund allocation.

Families are encouraged to participate in district-level parent advisory groups such as the English Learner Advisory Committee (ELAC), Parent Advisory Council (PAC), and specific advisory groups for African American, Mixteco, Asian American & Pacific Islander communities. These forums enable families to contribute to the development of the district's parent and family engagement policy, provide feedback on the goals outlined in the Local Control and Accountability Plan (LCAP), and other initiatives undertaken by OSD.

Additionally, OSD utilizes an annual Family Engagement LCAP survey to gather ongoing input from parents and staff. These bilingual surveys are easily accessible on the district's website and are widely promoted through various channels, ensuring comprehensive outreach to stakeholders. Each school is supported by an Outreach Resource Consultant (ORC) who plays a pivotal role in promoting these surveys and facilitating community engagement. This multifaceted approach ensures that OSD collects diverse perspectives and insights, fostering a collaborative environment in which stakeholders actively contribute to shaping policies and initiatives that support student success.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Based on analysis of educational partner input and local data, the Oxnard School District (OSD) has identified key focus areas for improvement in seeking input for decision-making. A primary objective continues to be to bolster support for schools in enhancing opportunities at the site level to gather input from their diverse families. This initiative aims to ensure that all families, regardless of background or circumstances, have a meaningful voice in decisions that significantly impact student learning.

OSD intends to achieve this by advocating for diverse representation on school committees and advisory groups. This effort is crucial for fostering inclusive participation in critical decisions, including curriculum adoption, the development of the school's parent and family engagement policy, plans for student achievement, school safety protocols, and various other school programs and initiatives.

By fortifying these mechanisms for soliciting input, OSD aims to cultivate a more equitable and inclusive decision-making process. This approach not only acknowledges and respects the perspectives and insights of all families but also strives to strengthen trust and collaboration between schools and the community. Through these concerted efforts, OSD is committed to fostering a supportive educational environment where every family feels empowered and valued in their role in contributing to the success and well-being of their children.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Based on analysis of educational partner input and local data, the Oxnard School District (OSD) has identified key strategies to enhance the engagement of underrepresented families in decision-making.

While we have made gains in this area, we continue to actively seek input from parents of English learners, African American, Asian American & Pacific Islander families. Additionally, OSD aims to strengthen partnerships with foster youth and newcomer families through effective communication and regular meetings to gather their perspectives for decision-making.

To ensure these efforts are impactful, OSD will share insights gathered from various parent focus groups with school administrators, teachers, and support staff. This sharing of feedback will deepen school personnel's understanding of the diverse cultural assets within the community and underscore the importance of integrating families' funds of knowledge into instructional programs.

Furthermore, the LEA is dedicated to fostering an asset-based culture that nurtures positive relationships between the district, school staff, and families. This initiative includes promoting cross-cultural understanding and fostering relationships among the District's diverse ethnic and racial groups.

By implementing these strategies, OSD aims to cultivate a collaborative and inclusive environment where underrepresented families feel valued, listened to, and actively engaged in shaping educational practices and policies that benefit all students. This approach not only enhances decision-making quality but also strengthens the overall partnership between the district and the community it serves.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction
LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

The Oxnard School District (OSD) administers a comprehensive school climate survey two times annually to gather insights from diverse student groups across grade levels. Teachers in kindergarten through grade 2 complete perception surveys, while students in grades 3-8 participate in an online assessment. This assessment evaluates seven critical areas: emotion regulation, sense of belonging, teacher-student relationships, social awareness, growth mindset, self-management, and engagement. Additionally, teacher perception surveys focus specifically on assessing students' self-management, emotion regulation, and social awareness.

In conjunction with these surveys, the district utilizes the Panorama survey platform, which integrates academic, behavioral, and attendance data. This platform enables school teams to gain comprehensive insights into student well-being and behavior. It facilitates the identification of patterns and trends, which are instrumental in developing targeted strategies to foster positive behavior and support student success across all school sites.

Using these robust data collection tools, OSD not only monitors the overall climate of its schools but also conducts in-depth analyses of specific aspects of student experiences and perceptions. This approach supports informed decision-making and continuous improvement efforts to cultivate supportive and inclusive school environments that promote academic achievement and foster social-emotional growth for all students.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Based on our analysis of local climate survey data, several key insights have emerged to guide our efforts to support student well-being and foster a positive school climate throughout the Oxnard School District. (OSD) The data continue to highlight a growing demand for social-emotional support, particularly in decreased engagement and a sense of belonging among upper-grade students, alongside lower emotion regulation skills observed in primary grades. These findings underscore the critical need to prioritize social-emotional competencies at all grade levels.

In response, our district's counseling team has developed consistent Tier 1 supports across schools, including monthly activities focusing on social competencies, parent education nights, and district-wide initiatives promoting wellness and positive school culture. Furthermore, our partnership with Hatching Results enhances our counseling program, ensuring comprehensive support tailored to meet the diverse needs of all students. These efforts reflect our commitment to fostering an inclusive educational environment where students thrive academically, socially, and emotionally, guided by data-driven insights and continuous improvement initiatives.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

In response to the needs and strengths identified through our climate survey, the Oxnard School District (OSD) has initiated strategic changes to enhance student support and foster a positive school environment. A primary focus has been on integrating social-emotional learning (SEL) lessons more deeply into the curriculum. Annually, the district has implemented SEL lessons per grade level to develop students' social-emotional competencies, addressing findings that highlighted a growing need for such support, especially in upper grades.

Additionally, the district will continue the work started from our partnership with Safe and Civil Schools to strengthen the implementation of the PBIS (Positive Behavioral Interventions and Supports) framework across all schools. This framework is crucial to maintaining a structured, positive school culture that supports our students' social and emotional growth.

To further empower school leadership and PBIS teams in their efforts, we have expanded the behavior data section within our climate survey platform. This enhancement provides comprehensive insights into student behaviors, enabling the development of targeted strategies and supports grounded in data-driven decision-making.

Overall, these initiatives underscore our commitment to using data insights from our climate surveys to continuously refine and improve our support systems, policies, and practices. By fostering a nurturing and inclusive educational environment, we aim to ensure that all students in the Oxnard School District have the opportunity to thrive academically, socially, and emotionally.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

To ensure that all students in the Oxnard School District (OSD) have access to and are enrolled in a broad course of study, the district employs several locally selected measures and tools. Firstly, we monitor master schedules across all schools to verify the availability of appropriate courses. The Educational Services Department collaborates closely with schools to ensure the curriculum meets the needs of diverse grade spans and student groups, including those with exceptional needs.

Additionally, the district provides schools with a content allocation plan specifically designed for biliteracy programs. This plan ensures that all schools can offer comprehensive courses aligned with educational standards. School principals oversee daily schedules for teachers and monitor the implementation of these standards through regular classroom visits and benchmark assessments.

Furthermore, the district's comprehensive master schedule is audited to review student enrollment and the availability of required courses, such as English Language Development (ELD). These audits help identify any gaps or discrepancies in course offerings, ensuring equitable access to a broad and enriching curriculum for all students.

By employing these measures and tools, OSD maintains a proactive approach to guaranteeing that every student has the opportunity to enroll in a diverse range of courses that support their academic growth and development across all grade levels and student demographics.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent

to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

The Oxnard School District (OSD) ensures all students have equitable access to a broad course of study across all school sites through a district-wide approach. District administrators work closely with each school to develop master schedules that meet the diverse needs of the student population, ensuring standards-based instruction in all content areas.

To support this initiative, OSD continues to have Teachers on Special Assignment (TOSAs) in key subject areas. These TOSAs collaborate with schools to enhance teachers' skills and ensure comprehensive access to all curriculum areas. The district's commitment to biliteracy education is evident through its 10 district-wide biliteracy programs and 2 strand programs within schools, which integrate literacy standards with science and social studies to provide a robust educational experience.

OSD emphasizes specialized strands at many schools, offering courses, electives, and clubs that allow students to pursue their interests. Additionally, the district's after-school program enriches student experiences by providing activities in science, music, and the arts, broadening their educational exposure beyond regular school hours.

Through these efforts, OSD ensures that all students have access to a diverse and enriching course of study. The district monitors progress closely and remains committed to fostering an inclusive educational environment where every student can thrive academically and pursue their interests.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

The Oxnard School District (OSD)has identified specific barriers hindering access to a broad course of study for some students, particularly those who require English Language Development (ELD). To address this challenge, we continue to implement the AVID Excel program and integrate ELD standards into elective courses. This innovative approach ensures that English learners receive essential language development instruction alongside enrichment opportunities.

The district is transitioning to a new schedule model at our comprehensive middle schools that includes a second elective period. This change will allow all EL students greater access to both ELD and elective courses and provide access to intervention during the school day. The district still offers intervention opportunities before and after school. These interventions are targeted based on student needs, focusing initially on supporting unduplicated student groups. Additionally, the district offers enrichment activities after school and during the summer to enrich student learning experiences and further promote academic growth.

By addressing these barriers and continually refining programs and offerings, OSD is dedicated to ensuring that all students have equitable access to a comprehensive and enriching course of study that supports their academic success and personal growth. We remain committed to fostering an inclusive educational environment where every student can thrive and reach their full potential.

4. 4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

The Oxnard School District (OSD) has made strategic revisions and decisions to ensure equitable access to a broad course of study for all students. Collaborating with partner agencies, OSD has reinforced its commitment to providing comprehensive education, including robust art and music programs across all schools.

To further enhance access, the district meticulously analyzes and refines all master schedules. This ongoing effort ensures a broad course of study and promotes heterogeneous groupings at the middle school level, fostering diverse learning environments that benefit all students.

Building on the success of the AVID Excel program, OSD has expanded opportunities and is offering a second elective, providing students with greater flexibility in their schedules to accommodate both academic needs and elective interests. The district is also conducting a thorough review of schedules tailored to student groups, ensuring all learners have equitable access to educational opportunities.

By implementing these revisions and decisions, OSD is dedicated to fostering an inclusive educational environment where every student can thrive academically and pursue their passions across diverse disciplines. The district remains committed to continuous improvement, ensuring all students have the opportunities and support needed for academic success and personal growth.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					

Coordinating Instruction	1	2	3	4	5
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					

Coordinating Services	1	2	3	4	5
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					

Coordinating Services	1	2	3	4	5
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

2026-27 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Oxnard School District
CDS Code:	56-72538-0000000
LEA Contact Information:	Name: Dr. Anabolena DeGenna Position: Superintendent Email: adegenna@oxnardsd.org Phone: (805) 385-1501
Coming School Year:	2026-27
Current School Year:	2025-26

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2026-27 School Year	**Amount** **Whole Numbers**
Total LCFF Funds	$199,651,794
LCFF Supplemental & Concentration Grants	$57,522,706
All Other State Funds	$38,173,054
All Local Funds	$22,639,327
All federal funds	$11,501,778
Total Projected Revenue	$271,965,953

Total Budgeted Expenditures for the 2026-27 School Year	**Amount** **Whole Numbers**
Total Budgeted General Fund Expenditures	$295,262,576
Total Budgeted Expenditures in the LCAP	$158,953,894
Total Budgeted Expenditures for High Needs Students in the LCAP	$68,769,147
Expenditures not in the LCAP	$136,308,682

Expenditures for High Needs Students in the 2025-26 School Year	**Amount** **Whole Numbers**
Total Budgeted Expenditures for High Needs Students in the LCAP	$59,756,388.15
Actual Expenditures for High Needs Students in LCAP	$59,756,388.15

Funds for High Needs Students	**Amount** **[AUTO-CALCULATED]**
2026-27 Difference in Projected Funds and Budgeted Expenditures	$11,246,441
2025-26 Difference in Budgeted and Actual Expenditures	$0

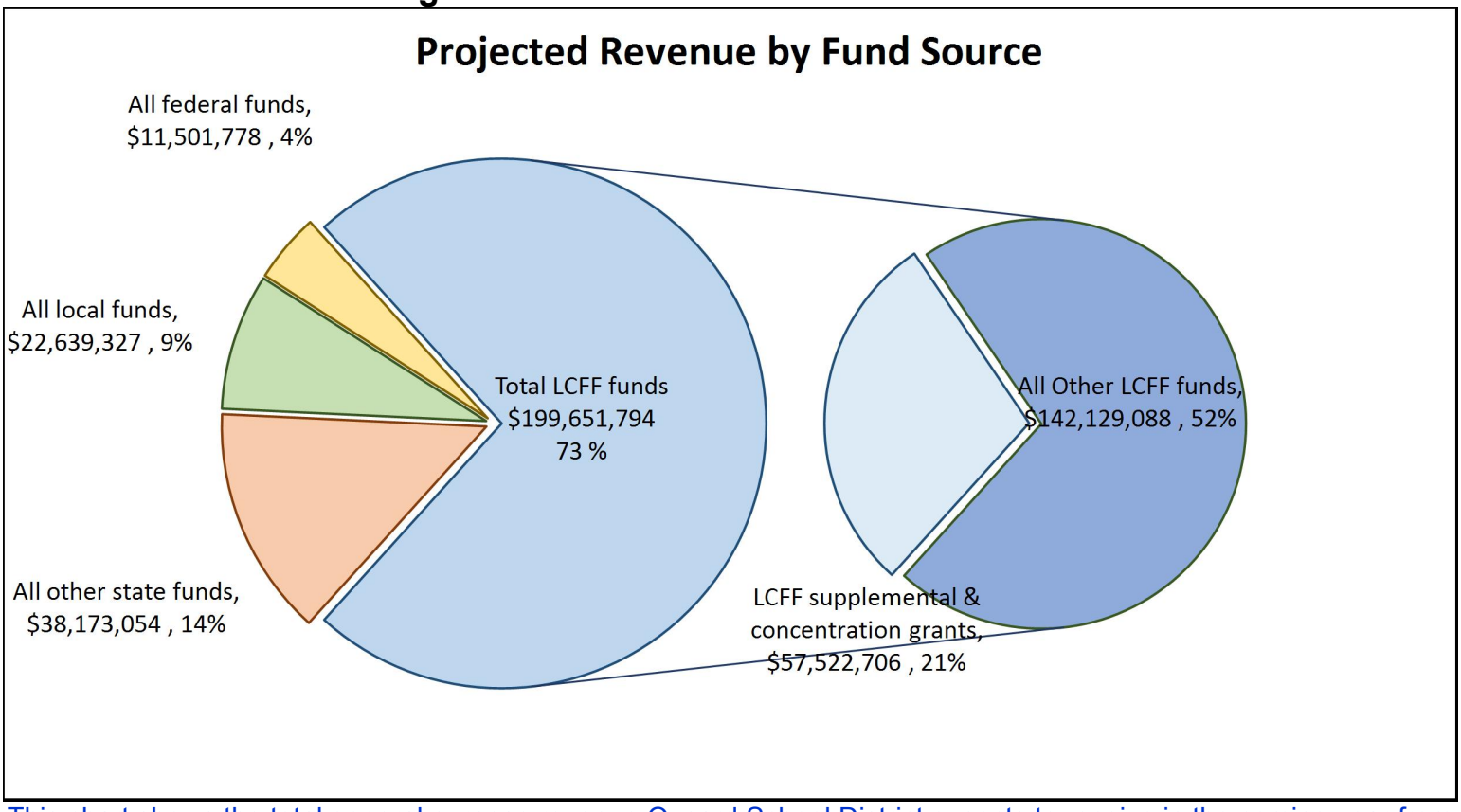
Required Prompts(s)	**Response(s)** **[FIELDS WILL APPEAR IF REQUIRED]**
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Oxnard School District
CDS Code: 56-72538-0000000
School Year: 2026-27
LEA contact information:
Dr. Anabolena DeGenna
Superintendent
adegenna@oxnardsd.org
(805) 385-1501

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

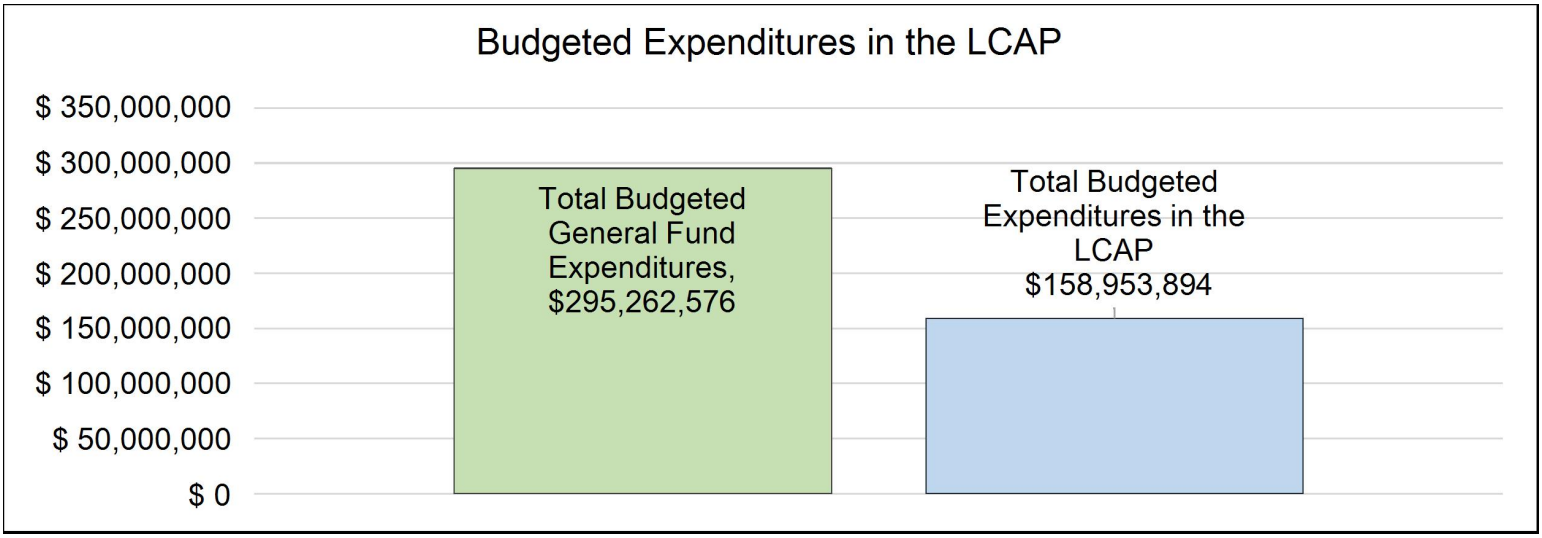


This chart shows the total general purpose revenue Oxnard School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Oxnard School District is $271,965,953, of which $199,651,794 is Local Control Funding Formula (LCFF), $38,173,054 is other state funds, $22,639,327 is local funds, and $11,501,778 is federal funds. Of the $199,651,794 in LCFF Funds, $57,522,706 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Oxnard School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

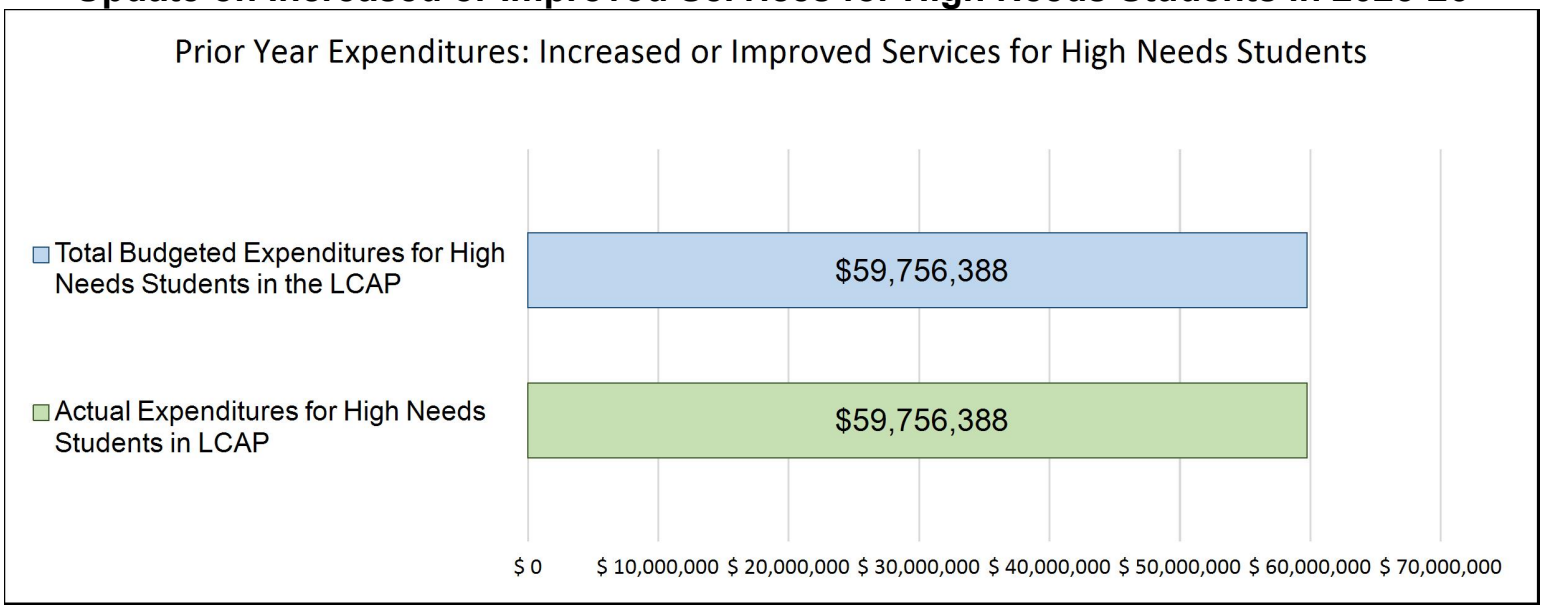
The text description of the above chart is as follows: Oxnard School District plans to spend $295,262,576 for the 2026-27 school year. Of that amount, $158,953,894 is tied to actions/services in the LCAP and $136,308,682 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Oxnard School District is projecting it will receive $57,522,706 based on the enrollment of foster youth, English learner, and low-income students. Oxnard School District must describe how it intends to increase or improve services for high needs students in the LCAP. Oxnard School District plans to spend $68,769,147 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Oxnard School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Oxnard School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

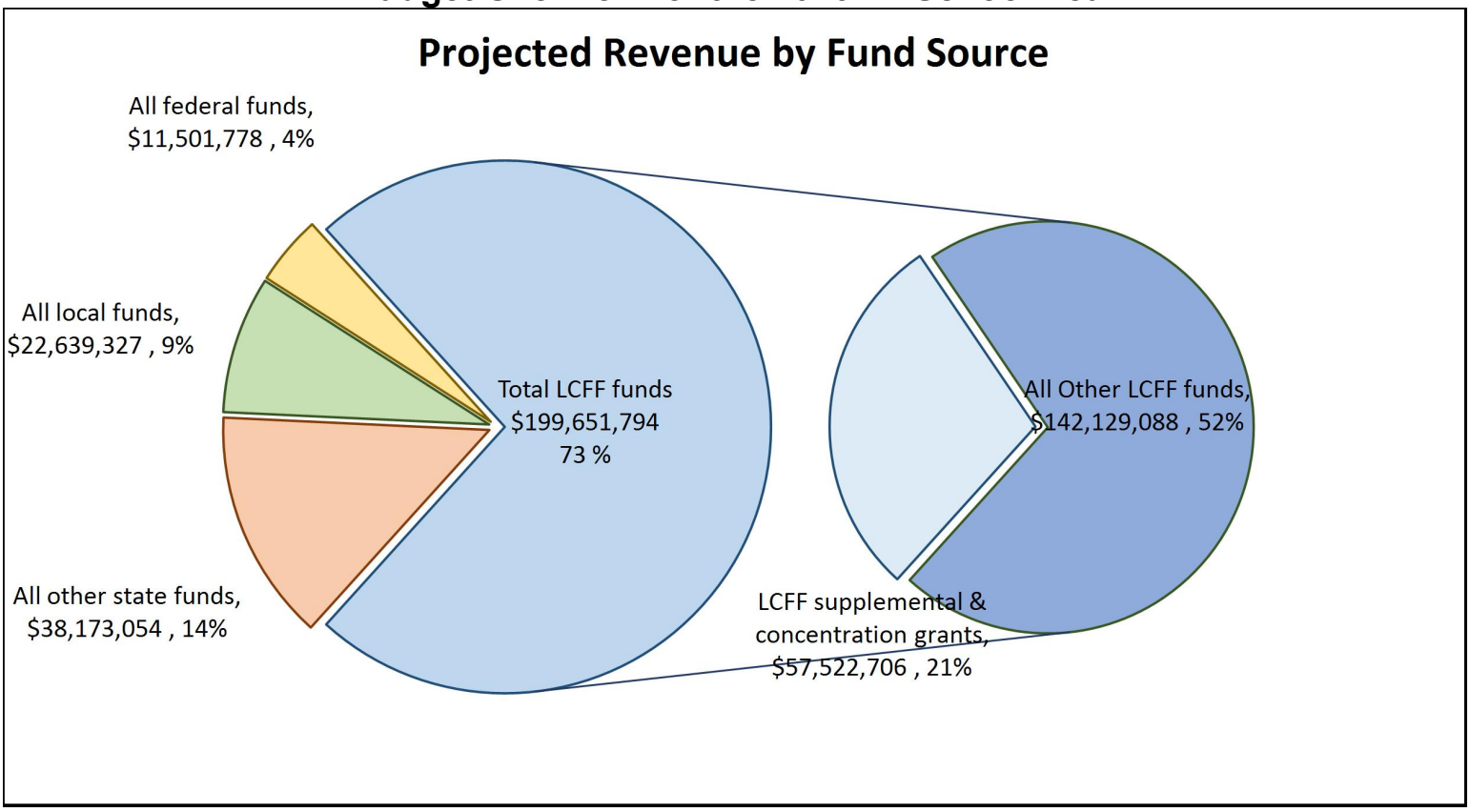
The text description of the above chart is as follows: In 2025-26, Oxnard School District's LCAP budgeted $59,756,388.15 for planned actions to increase or improve services for high needs students. Oxnard School District actually spent $59,756,388.15 for actions to increase or improve services for high needs students in 2025-26.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Oxnard School District
CDS Code: 56-72538-0000000
School Year: 2026-27
LEA contact information:
Dr. Anabolena DeGenna
Superintendent
adegenna@oxnardsd.org
(805) 385-1501

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (Foster Youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

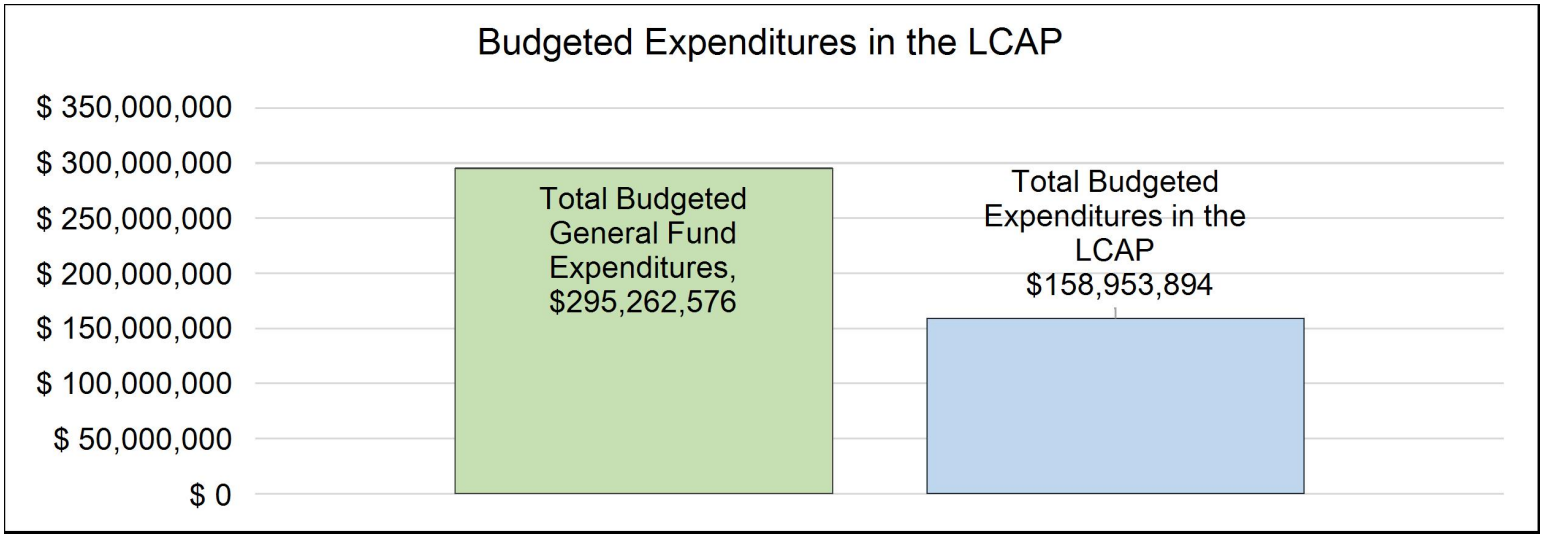


This chart shows the total general purpose revenue Oxnard School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Oxnard School District is $271,965,953, of which $199,651,794 is Local Control Funding Formula (LCFF), $38,173,054 is other state funds, $22,639,327 is local funds, and $11,501,778 is federal funds. Of the $199,651,794 in LCFF Funds, $57,522,706 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Oxnard School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

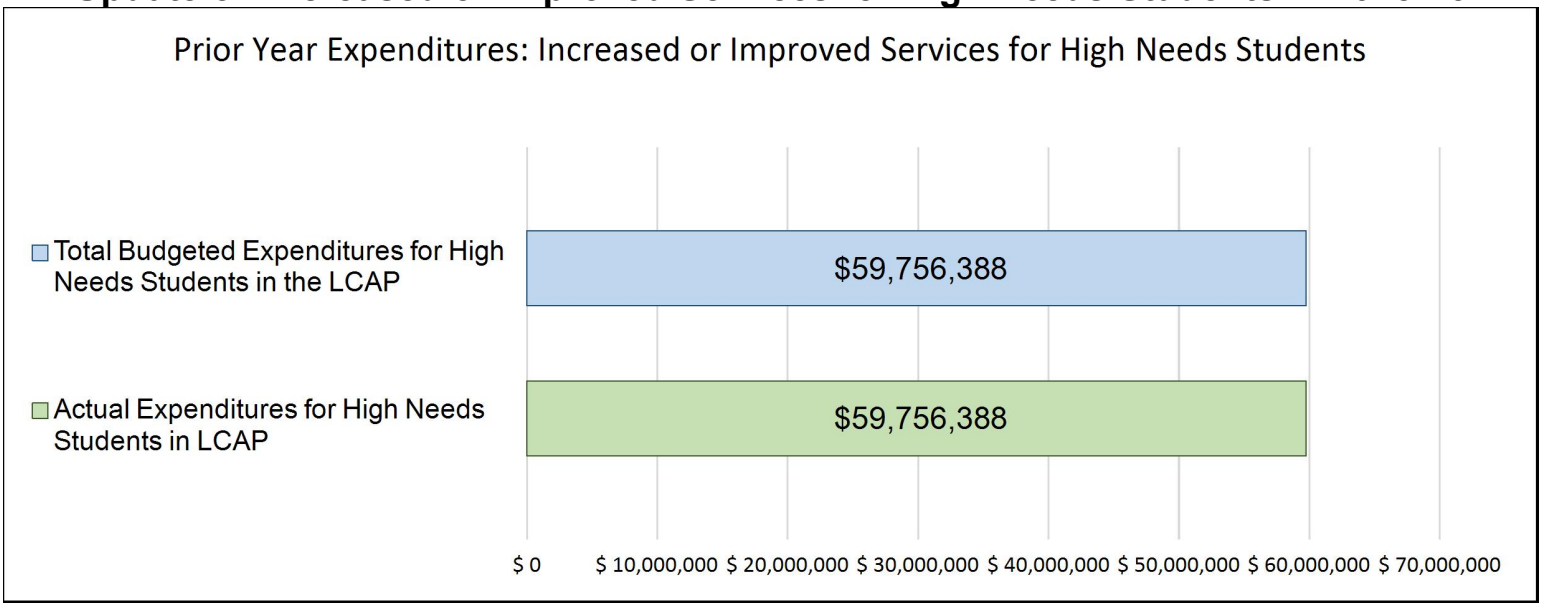
The text description of the above chart is as follows: Oxnard School District plans to spend $295,262,576 for the 2026-27 school year. Of that amount, $158,953,894 is tied to actions/services in the LCAP and $136,308,682 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Oxnard School District is projecting it will receive $57,522,706 based on the enrollment of Foster Youth, English learner, and low-income students. Oxnard School District must describe how it intends to increase or improve services for high needs students in the LCAP. Oxnard School District plans to spend $68,769,147 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Oxnard School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Oxnard School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Oxnard School District's LCAP budgeted $59,756,388.15 for planned actions to increase or improve services for high needs students. Oxnard School District actually spent $59,756,388.15 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Oxnard School District	Dr. Anabolena DeGenna Superintendent	adegenna@oxnardsd.org (805) 385-1501

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

As the Oxnard School District implements its adopted strategic plan, Oxnard EMPOWERS, it has aligned LCAP goals and actions with those outlined in the district's strategic plan. The 2026-2027 LCAP will include goals and actions not funded by LCFF; therefore, those goals will not be considered contributing or measured for the purposes of this plan. For those goals and actions funded by LCFF and additional funding sources, metrics will be used to monitor implementation, reflecting progress towards Oxnard EMPOWERS and incorporating identified research-based practices.

With the alignment of the 2026-2027 LCAP and the Oxnard School District's strategic plan, the district ensures cohesiveness in all actions and initiatives that support its goals for improving student outcomes and fostering an inclusive learning environment for all students, including unduplicated student groups. These actions are funded through a combination of the Local Control Funding Formula (LCFF) and various state, federal, and local funding sources. By utilizing this diverse array of funding, the district can effectively address the needs of its diverse student population, ensuring targeted support and resources to enhance educational achievement and well-being across all schools.

The Oxnard School District, in the 2025-2026 school year, served over 12,500 students in Transitional Kindergarten (TK) to grade 8. The district feeds into the Oxnard Union High School District, alongside three other elementary school districts. The city of Oxnard is approximately 60 miles northwest of downtown Los Angeles and 35 miles south of Santa Barbara. Oxnard is currently the largest city in Ventura County with a population of over 200,000, making it the 22nd largest city in California and 124th largest in the United States. The city was founded by prosperous agricultural opportunities, which attracted many immigrant workers and their families. Although the city has

evolved, it has a thriving economy that continues to include agriculture, as well as other industries, such as defense, manufacturing, and tourism.

During the 2025-2026 school year, 86.73% of the student population of the Oxnard School District was considered socioeconomically disadvantaged. The district's demographics for the 2025-2026 school year are as follows: 94.5% Hispanic/Latino, 2.3% White, 0.9% African American, 2% Asian, 0.75% students who identify as having two or more races, and 0.1% Pacific Islander. Emergent Multilingual Learners (EML) comprise a large percentage of the district. In the 2025-2026 school year, 46% of students were considered Emergent Multilingual Learners (EMLs) or English Learners (ELs), most of whom reported Spanish as their primary language. Nonetheless, one of the characteristics that makes Oxnard unique is the growing number of Latinx students who have Mixteco and Zapotec as their native language.

The Oxnard School District comprises 21 schools, including San Miguel Preschool offering special education services,10 TK-5th grade elementary schools, 7 TK-8th grade schools, and 3 comprehensive middle schools for grades 6 to 8. Among these, 2 of the 3 comprehensive middle schools, 6 of the 7 TK-8th grade schools, and 4 elementary schools offer Spanish Biliteracy (Dual Language Immersion) Programs. Following a 50/50 model, the district's Biliteracy Programs are aimed at promoting linguistic fluency and academic success in multiple languages. These initiatives align with California Department of Education programs, including the EL Roadmap, which seeks to equip students with world language skills to engage with diverse cultures and succeed in the global economy. Biliteracy instruction is guided by the district's standards-based interdisciplinary units, designed in accordance with each grade's language allocation plan and content standards.

The district recognizes the profound responsibility it carries in preparing students for the ever-evolving landscape of a global society. In spring 2020, key areas of focus were identified, laying the foundation for a new strategic plan. A meticulously crafted student profile embodying aspirations for every learner was adopted by the school board, setting a clear trajectory for the district's future. The journey continued in 2022, as the district refined its vision and mission to align with the evolving needs of students. Collaborating with community partners and educational experts, the district articulated the strategic plan, branding it with the term "EMPOWERS." This encapsulated the district's commitment to Excellence through Multilingualism, Possibility, Opportunity, Equity, Respect, and Scholarship (EMPOWERS). Oxnard EMPOWERS symbolizes the district's strategy, which is aimed at significantly enhancing educational outcomes for all students.

Aligned with its strategic plan, the district emphasizes a rigorous curriculum aligned with the CA Common Core State Standards (CCSS) and frameworks. Extensive professional development opportunities and coaching are offered to all teachers to enhance their pedagogy and practice. Weekly collaborative planning time enables teachers to share best practices, develop common assessments, analyze data, and plan instruction to implement standards-aligned, rigorous lessons. Furthermore, teachers participate in grade-level Professional Learning Communities (PLCs) to improve instruction. Teachers on Special Assignment (TOSAs) provide professional development and support in literacy, biliteracy, math, science, social science, inclusive practices, and educational technology. Intervention Service Providers (ISPs) and Literacy Intervention Teachers (LITs) ensure targeted intervention for students, supported by data, at each school site.

Moreover, the Oxnard School District has been aligning practices to successfully implement the Multi-Tiered System of Supports (MTSS) framework, This approach aims to benefit all students while also enhancing tier 2 supports through the RTI and PBIS models, which address both academic and socio-emotional needs. This strategic initiative ensures that every student, regardless of their individual needs or backgrounds, receives a high-quality education. By paying special attention to tier 1 lesson design through integrating UDL principles into their curriculum and instructional methods, and bolstering targeted support for students in need of tier 2 instruction, the district seeks to

accommodate diverse learning styles through an asset-based lens and offer multiple avenues for students to engage with and demonstrate their learning.

In addition, the Oxnard School District offers a comprehensive range of special education services for students with disabilities. Their mission emphasizes providing inclusive environments and a continuum of programming to meet diverse needs. Services include self-contained classrooms for mild to severe disabilities, specialized programs for autism and social-emotional needs, support for deaf/hard of hearing and visually impaired students, and a team of behavior specialists and paraeducators. Program specialists mentor teachers in curriculum, instruction, and behavior management, while special education managers handle administrative tasks. The district has also introduced a Teacher on Special Assignment to assist General Education Teachers in inclusive practices.

Furthermore, to address the various needs of students for overall wellness and social-emotional health, the district has resources in place including, but not limited to, a community-based Wellness Collaborative; full-time nurses; extensive wrap-around services to address the needs of the whole child, and additional school level support to provide improved services to families and staff. Additionally, every school site is staffed with at least one full-time School Counselor and an Outreach Specialist who acts as a school-community liaison, while offering other support services to the district families. In recent years, the district has increased the number of Social Workers to ensure necessary services to support the district's students and families.

The district's commitment to student enrichment extends far beyond regular school hours. Through programs such as the After School Education Program (ASES) and the Expanded Learning Opportunity Program (ELOP), students from kindergarten through eighth grade are provided with a rich array of opportunities to further their academic and social-emotional growth. The district's after-school programs offer enrichment opportunities inclusive of mathematics, literacy, engineering, science, technology, and the arts. High-interest learning opportunities include Lego creations, dancing, robotics, and culinary education. In addition, there are 3 seasons of sports offered across schools and grades. Furthermore, the district has been successful in offering summer learning opportunities as well as spring camps for all students. Activities during the summer and spring have included overnight science camps and day field trips that expand students' horizons and deepen their connection to learning through exploration and discovery.

Recognizing the invaluable role of families and the broader community in student success, the district has made significant strides over the past several years to strengthen family and community engagement. Guided by the California Family Engagement Network Toolkit, these efforts are rooted in the belief that meaningful partnerships with families contribute directly to positive academic and social outcomes for students. To support this vision, the district has expanded its network of parent advisory groups to reflect the diversity of its community. These include the African American Steering Committee, comprised of community members and higher education partners, the African American Parent Advisory Group, the Mixteco Steering Committee, featuring local organizations that provide resources and support to families, and the Mixteco Parent Advisory Group. In addition, the district has established new groups such as the Asian and Pacific Islander Parent Group and the Newcomer Parent Group. The District English Learner Advisory Committee (DELAC) continues to play a vital role in advocating for multilingual learners and their families. Through these collaborative structures, the district ensures that all voices are heard and represented in the educational process.

Plans for the 2026–27 school year continue to focus on strengthening project-based learning (PBL) to align with the district's student profile traits and develop well-rounded, empowered learners, while also intentionally strengthening the connection to gifted and talented education. PBL promotes critical thinking, collaboration, communication, and creativity while addressing the needs of gifted and talented students

through opportunities for depth, complexity, and advanced inquiry. Aligned with California's educational frameworks and the English Learner Roadmap, this approach ensures rigorous, relevant, and inclusive learning experiences that are culturally responsive and language-rich. Through authentic, real-world learning aligned to the expectations of the district's student profile, students engage in integrated core content areas and intentionally leverage technology tools as a key vehicle to enhance teaching and learning, empowering them to take ownership of their learning and preparing them for success in college, careers, and beyond.

The Oxnard School District is committed to providing a comprehensive education that empowers students to excel academically and thrive socially and emotionally. The district's strategic plan is aligned with California's educational vision, including incorporating the pedagogical practices found within content frameworks and the CA Roadmap for English Learners. Through its strategic plan, the district aims to ignite students' passion for learning, transform classroom practices, nurture supportive communities, and embrace effective approaches to translate values into action. By implementing OSD EMPOWERS, the district is committed to preparing students to succeed in a dynamic world, fostering their confidence, compassion, and ability to positively impact society, ensuring Oxnard School District students can become "Inspired, Accomplished, Multilingual Global Citizens – In School and Beyond."

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Based on the 2023 California School Dashboard, specific areas and student groups have been identified as lowest performing. The actions outlined in the 2024-27 LCAP are designed to address the identified needs, with a particular focus on improving academic performance, and overall school engagement for the affected student groups and schools. Throughout the three-year LCAP cycle, these lowest-performing areas and student groups will be continuously monitored and targeted for support, ensuring that interventions remain responsive to ongoing data and student needs.

School(s) within the LEA performing at the lowest performance level on one or more state indicators on the 2023 Dashboard:

César E. Chávez ES (All students in lowest performance level) – ELA
Elm Street ES (All students in lowest performance level) – ELA
Emilie Ritchen ES (All students in lowest performance level) – Chronic Absenteeism
Harrington ES (All students in lowest performance level) – Chronic Absenteeism
Juan Lagunas Soria ES (All students in lowest performance level) – Chronic Absenteeism
Kamala E (All students in lowest performance level) – Suspension Rate, Chronic Absenteeism
McKinna ES (All students in lowest performance level) – ELA
Norman R. Brekke ES (All students in lowest performance level) – Chronic Absenteeism
Ramona ES (All students in lowest performance level) – ELA
Dr. Manuel M. López (All students in lowest performance level) – Chronic Absenteeism
Fremont Academy (All students in lowest performance level) – ELA, Suspension Rate, Chronic Absenteeism
RJ. Frank Academy (All students in lowest performance level) – Math, Suspension Rate
Student group(s) within the LEA performing in the lowest performance level on one or more state indicators on the 2023 Dashboard:
Emergent Multilingual Learners/Students Learning English (EL) – ELA

Youth in Foster Care (FY) – ELA
African American (AA) – Math
Students Receiving Special Education Services (SWD) – ELA
White (WH) – Suspension Rate
Multiple Races (MR) – Suspension Rate
Asian (AS) – Chronic Absenteeism

Student group(s) within school(s) within the LEA performing at the lowest performance level on one or more state indicators on the 2023 Dashboard:

César E. Chávez ES: ELA – ALL, EL, SED, SWD, HI
Curren ES: ELA – EL SWD; Math – SWD
Driffill ES: ELA – SWD; Suspension Rate – SWD
Elm Street ES: ELA – ALL; Chronic Absenteeism – HOM
Emilie Ritchen ES: ELA – SWD; Chronic Absenteeism – ALL
Harrington ES: ELA – SWD; Chronic Absenteeism – ALL
Juan Lagunas Soria ES: ELA – SWD; Math – EL, SWD; Suspension – EL, SED, SWD, HI; Chronic Absenteeism – ALL
Kamala ES: ELA – EL, HOM, SWD; Suspension Rate – ALL; Chronic Absenteeism – ALL
Lemonwood ES: ELA – EL, HOM, SWD; Math – EL, SED, SWD; Chronic Absenteeism – HOM
Marina West ES: ELA – SWD; Math – SWD
McKinna ES: ELA – ALL; Math – SWD; Chronic Absenteeism – EL, SWD
Norman R. Brekke ES: Chronic Absenteeism – ALL
Ramona ES: ELA – ALL; Math – SWD
Rose Avenue ES: Math – SWD; Chronic Absenteeism – SWD
Sierra Linda ES: ELA – EL, SWD; Math – SWD
Thurgood Marshall ES: Math – EL, SWD; Suspension Rate – HOM
Dr. Manuel M. López: ELA – SWD; Chronic Absenteeism – ALL
Fremont Academy: ELA – ALL; Suspension Rate – ALL; Chronic Absenteeism – ALL
RJ. Frank Academy: ELA – EL, SWD; Math – ALL; Suspension Rate – ALL

Addressing State Priority 7A (Access to a Broad course of study):

To ensure all Oxnard School District students have access to and are enrolled in a broad course of study, the Educational Services Department uses several locally selected measures and tools. The department monitors master schedules across schools to verify appropriate course availability and collaborates with sites to ensure the curriculum meets the needs of diverse grade levels and student groups, including those with exceptional needs. Educational Services also provides a content allocation plan for biliteracy programs, helping schools offer comprehensive, standards-aligned courses. Principals oversee daily teacher schedules and monitor implementation through classroom visits and benchmark assessments. Additionally, the department conducts master schedule audits to review student enrollment and ensure availability of required courses, such as English Language Development (ELD). These audits identify gaps or discrepancies,

supporting equitable access to a rich curriculum for all students. Through these efforts, the district ensures every student has the opportunity to enroll in a diverse range of courses that foster academic growth and success.

Based on locally selected measures and tools, all students in the Oxnard School District have equitable access to and enrollment in a broad course of study across all schools. The district ensures consistency in master schedules that meet the diverse needs of its student population. Educational Services administrators work closely with schools to provide standards-based instruction in all content areas, including science, math, literacy, instructional technology, social studies, and the arts. To support this, Teachers on Special Assignment (TOSAs) in key subjects collaborate with teachers to enhance instruction and ensure comprehensive access to the curriculum. The district's 10 biliteracy programs and 2 strand programs integrate literacy standards with science and social studies, offering a robust educational experience. Many schools feature specialized strands, electives, and clubs, allowing students to pursue their interests. The after-school program further enriches learning with activities in science, music, and the arts, expanding educational opportunities beyond the classroom. Through these efforts, OSD remains committed to providing all students with access to a diverse, inclusive, and enriching course of study that supports academic success and personal growth across all grade levels and demographics.

Based on the district's locally selected measures, the Oxnard School District has identified barriers limiting access to a broad course of study for some students, particularly English learners needing ELD support while wanting to participate in electives or middle school programs. To address this, the district implemented AVID Excel, which integrates ELD standards into elective courses, ensuring English learners receive language development alongside enriching academic experiences. The district is also exploring options such as a zero-period or seven-period day to expand middle school access to both ELD and electives. These efforts reflect OSD's broader commitment to promoting access and equity at all schools. Families are offered school and program choices, with transportation provided to reduce barriers. To minimize disruptions to core instruction, intervention opportunities are prioritized before and after school, with targeted support for all learners, including unduplicated student groups. Enrichment activities after school and during summer further enhance learning and support academic growth. Through these initiatives, OSD is dedicated to ensuring all students have equitable access to a comprehensive, enriching course of study in an inclusive environment where every student can thrive.

In response to its locally selected measures, the Oxnard School District has implemented strategic revisions to ensure equitable access to a broad course of study for all students. In collaboration with partner agencies, the district has strengthened its commitment to comprehensive education, including robust art and music offerings across all schools. The district continues to refine master schedules to expand course offerings and promote heterogeneous groupings at the middle school level, fostering inclusive learning environments. Building on the success of AVID Excel, OSD has expanded academic opportunities and is exploring zero-period options to increase flexibility so students can meet core requirements while pursuing electives. A review of scheduling practices ensures equitable access for specific student groups, including continued expansion of dual language programs into higher grades to promote bilingualism and biliteracy. Biliteracy pathway students may take the AP Spanish Language and Culture exam in 8th grade, preparing them for advanced coursework and recognizing their proficiency. In 2025–26, OSD will explore dual enrollment opportunities for students to earn college credit while accessing high-quality electives. These efforts reflect the district's dedication to continuous improvement, equity, and ensuring all students have the opportunities and support to thrive.

Unexpended Learning Recovery Emergency Block Grant (LREBG) Funds Update:

Status: Oxnard School District has $1,359,061 in unexpended LREBG funds as of the 2025-26 First Interim Report (December 2025).The District is committed to fully expending these funds by June 30, 2028 (end of FY 2027-28), ensuring alignment with state priorities and maximum impact on student learning and support services.

For the 2025–2026 school year, LREBG funds supported three actions within the LCAP: Nurses (Goal 5- Action 5.32; $4,047), Assistant Principals above base staffing (Goal 3- Action 3.39; $713,394), and the Web Content Analyst position (Goal 4- Action 4.16; $181,531). These investments helped maintain essential student health services, instructional leadership, and stakeholder communication supports that contribute to improved student outcomes and access to information for students, families, and staff. In addition to these direct expenditures, the district also accounted for the applicable indirect costs associated with administering and supporting these services in accordance with program requirements. The effectiveness of these actions was monitored through local operational metrics, California Dashboard indicators, attendance data, school climate measures, stakeholder engagement feedback, and other local indicators of student progress, engagement, and achievement.

As of the latest fiscal update, Oxnard School District has a balance of $460,089 in Learning Recovery Emergency Block Grant (LREBG) funds. This balance reflects the strategic and phased implementation of multi-year recovery initiatives. The District is committed to fully expending these funds within the allowable timeline, ensuring alignment with state priorities and maximum impact on student learning and support services.

For the 2026-2027 school year LREBG funds will support two critical actions that address student achievement, school effectiveness, and access to information across Oxnard School District. Assistant Principals above base staffing (Goal 3- Action 3.39; $310,331.48) are partially funded through LREBG and provide instructional leadership, school-site support, and oversight of programs and services that help improve student outcomes. LREBG funds also support the Web Content Analyst position (Goal 4- Action 4.16; $149,757.52), ensuring effective communication and access to information for students, families, and staff. The effectiveness of these actions will be monitored through local operational metrics, California Dashboard indicators, attendance data, school climate measures, stakeholder engagement feedback, and other local indicators of student progress, engagement, and achievement.

Annual Reflection and Needs Assessment based on 2024-25 CA School Dashboard and 2025-26 Local Data

The 2024-2025 California School Dashboard data indicate that the Oxnard School District is making continued progress in several priority areas while also revealing persistent and emerging needs that must be addressed through the 2024–27 LCAP. Overall, the data show that earlier efforts to strengthen Tier 1 instruction, expand Tier 2 interventions, and implement a cohesive MTSS framework are having a positive impact on academic outcomes and school climate. At the same time, the 2025 Dashboard underscores that chronic absenteeism and mathematics achievement, particularly for specific student groups and schools, remain areas of significant concern that require intensified, targeted action.

School(s) within the LEA performing at the lowest performance level on one or more state indicators on the 2024-2025 Dashboard:

Brekke ES (All students in lowest performance level) – ELPI
Elm Street ES (All students in lowest performance level) – ELA
Emilie Ritchen ES (All students in lowest performance level) – Chronic Absenteeism

Harrington ES (All students in lowest performance level) – Chronic Absenteeism
Marina West ES (All students in lowest performance level) – Chronic Absenteeism
McAuliffe ES (All students in lowest performance level) – Chronic Absenteeism
McKinna ES (All students in lowest performance level) – ELA
Sierra Linda ES (All students in lowest performance level) – Chronic Absenteeism
Fremont (All students in lowest performance level) – Chronic Absenteeism
RJ. Frank Academy (All students in lowest performance level) – Mathematics

Student group(s) within the LEA performing in the lowest performance level on one or more state indicators on the 2024-2025 Dashboard:

All Students- Chronic Absenteeism
Homeless Youth- Mathematics
Socioeconomically Disadvantaged- Chronic Absenteeism
Students with Disabilities- Mathematics
African American (AA) – Suspension Rates, Chronic Absenteeism
Hispanic- Chronic Absenteeism
White- Chronic Absenteeism

Student group(s) within school(s) within the LEA performing at the lowest performance level on one or more state indicators on the 2024 Dashboard:

Brekke: ELPI- ALL, Els; Chronic Absenteeism- Els
César E. Chávez: ELA- Long Term Els, SWD; Math- Long Term ELs, HOM, SWD; School Climate- HOM
Christa McAuliffe: ELA- SWD; Math- HOM, SWD; Chronic Absenteeism- ALL, Els, HOM, SWD, White
Curren: ELA- HOM, SWD; Math – HOM, SWD; Chronic Absenteeism- Long Term Els
Dr. Manuel M. López: ELA- Long Term Els, HOM; Math- HOM; Chronic Absenteeism- Els
Driffill: ELA- Long Term Els, HOM, SWD; Math- Long Term Els, HOM, SWD; School Climate- Long Term Els; Chronic Absenteeism- SED, SWD
Elm Street School: ELA- ALL, SED, SWD, Hispanic; Math- SWD; Chronic Absenteeism- SWD
Emilie Ritchen ES: ELPI- Chronic Absenteeism- ALL, HOM, SED, SWD, Hispanic
Fremont Academy: ELA- HOM; Math- HOM, White; Chronic Absenteeism- ALL, Els, Long Term Els, HOM, SED, SWD, Hispanic, White
Harrington: Chronic Absenteeism- ALL, Els, HOM, SED, SWD, Hispanic
Juan Lagunas Soria: ELA- HOM; Math- Long Term Els, HOM; School Climate- Long Term ELs
Kamala: Math- HOM, SWD *
Lemonwood: ELA- Long Term Els, HOM, SWD; Math- Els, Long Term Els, HOM; Chronic Absenteeism- SED, SWD
Marina West: Chronic Absenteeism- ALL, HOM, SED, SWD, Hispanic
McKinna: ELA- ALL, Els, HOM, SED, Hispanic; Math- HOM
RJ. Frank Academy: ELA- SWD; Math- ALL, Long Term Els, SWD, Hispanic; Chronic Absenteeism- SWD
Ramona: Math- Els, HOM, SWD
Rose Avenue: Math- SWD

Sierra Linda: Math- SWD; Chronic Absenteeism- ALL, Els, HOM, SED, SWD, Hispanic
Thurgood Marshall: ELA- Long Term Els; Social Climate- SWD; Chronic Absenteeism- SWD

Compared to prior years, the number of schools identified in the lowest performance levels for multiple academic indicators has decreased, suggesting that instructional and intervention strategies implemented in recent years are beginning to take hold. However, a core group of schools continues to require intensive support. Brekke ES remains in the lowest performance level for ELPI, while Elm and McKinna continue to struggle in ELA. Chronic Absenteeism persists as a major challenge at Ritchen, Harrington, Marina West, McAuliffe, Sierra Linda, and Fremont, and RJ Frank Academy remains in the lowest performance band for Mathematics, demonstrating the need to strengthened secondary math support, aligned curriculum, and targeted professional development.

At the LEA level, the 2024-2025 Dashboard reflects that chronic absenteeism has become a central, systemwide challenge. “All Students” are identified in the lowest performance level for Chronic Absenteeism, alongside SED, Hispanic, White, and Homeless Youth. Students with Disabilities and Homeless Youth are also in the lowest performance level in Mathematics. African American students remain in the lowest performance level for both Suspension Rates and Chronic Absenteeism, highlighting persistent inequities in discipline and engagement. These patterns show that while academic progress is occurring, inconsistent attendance and disproportionate discipline continue to limit the full impact of the district’s instructional improvements.

School-level student group data further illustrate the complexity and intersectionality of student needs across the district. Across multiple campuses, including Driffill, Lemonwood, Fremont , Harrington, Marina West, and Sierra Linda, Long-Term English Learners, Students with Disabilities, students experiencing homelessness, and SED students appear across multiple low-performing indicators. In many cases, these groups face layered academic, language, behavioral, and socio-emotional needs, underscoring the importance of integrated and coordinated MTSS supports.

The 2025 Dashboard also reaffirms ongoing concerns with English Learner progress. While fewer schools are identified systemwide for ELPI, several campuses, including Brekke, continue to have ELs and LTELs in the lowest performance level for ELPI, ELA, and/or Math. This reinforces the need for consistent implementation of high-quality integrated and designated ELD, continued development of LTEL reclassification pathways, and coaching and professional learning to support teachers serving high concentrations of multilingual learners.

Chronic absenteeism and suspension data validate the district’s expanded focus on PBIS, MTSS, and trauma-informed care, while also indicating that these systems must be strengthened and applied consistently. High chronic absenteeism among SWDs, SED students, and Homeless Youth signals the presence of structural barriers that extend beyond academic interventions alone. To address these issues, the district will continue leveraging ORCs, counselors, social workers, and community partnerships to provide wraparound services, home visits, attendance campaigns, and individualized supports. School climate concerns for LTELs and SWDs will also guide expansion of restorative practices, mentorship opportunities, and student voice initiatives.

Local data from the 2024–25 and 2025–26 school years, including STAR 360 performance, course grades, progress-monitoring systems, and biliteracy pathway indicators, will be used alongside Dashboard data to refine and monitor LCAP actions. These measures support early identification of student needs, timely intervention, and continuous adjustment of instructional and support strategies. The district will also continue learning from schools that are demonstrating accelerated growth for priority student groups and will scale successful practices in early literacy, mathematics, and biliteracy development.

As the district enters the next phase of the 2024–27 LCAP cycle, the 2025 Dashboard and local data reaffirm both the progress made and the critical work that remains. While systemwide improvements in instruction, intervention, and school climate continue to take hold, persistent disparities in mathematics achievement, attendance, English Learner progress, and engagement for specific student groups highlight the need for sustained, coordinated, and equity-focused action. The district remains committed to strengthening Tier 1 instruction, deepening MTSS implementation, expanding targeted supports, and enhancing partnerships with families and community agencies to remove barriers to learning.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Based on a review of the 2025 Dashboard data, two student groups in the district are eligible for Differentiated Assistance: the African American student group in Priority Areas 5 (Pupil Engagement) and 6 (School Climate), and Students with Disabilities in Priority Areas 4 (Pupil Achievement) and 5 (Pupil Engagement).

As part of technical assistance, the district is beginning to engage in root cause analysis and identify targeted actions aligned to the identified areas of need. Initial work includes strengthening instructional practices, improving systems to monitor student engagement and attendance, and enhancing academic and social-emotional supports. Efforts for African American students are focused on improving school climate, engagement, and connectedness, while work for Students with Disabilities is centered on increasing access to grade-level instruction, expanding inclusive practices, and strengthening systems of support to improve achievement and engagement.

In addition, the district is initiating professional learning focused on equitable and inclusive practices and using data to inform site-level planning and continuous improvement.

These efforts represent the district’s early implementation of technical assistance, with a focus on addressing disparities and building staff capacity to improve outcomes for both student groups.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

2025-2026
As of December 17, 2025, Fremont Academy of Environmental Science and Innovative Design exited CSI status.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Even though Fremont Academy exited CSI status in December, the support described above continued throughout the school year. The plan was executed as described. The collaboration between the consultant, Orenda Education, continued throughout the year.

The Oxnard School District will support Fremont Academy in developing and implementing its Comprehensive Support and Improvement (CSI) plan. This support will focus on a school reform model aimed at improving student outcomes in areas such as chronic absenteeism, suspension rates, and academic performance in English language arts and mathematics.

To inform the CSI plan, the district will leverage its internal systems, programs, and personnel. Key components of a CSI plan, such as comprehensive needs assessment, educational partner involvement, and addressing resource inequities, are already integrated into the Single Plan for Student Achievement (SPSA) template. Consequently, the Fremont SPSA will serve as the CSI plan. The Leadership Team and School Site Council of Fremont Academy will develop and monitor this plan with guidance and support from the Director of School Performance and Student Outcomes, who will also act as their CSI Coordinator. Continuous data analysis from benchmark assessments will help determine student needs. Teachers will have Professional Learning Community (PLC) time and separate common planning time weekly to plan instruction. Additionally, a robust Multi-Tiered System of Supports (MTSS) will be implemented to ensure student needs are met, with guidance and support provided by the Director of Pupil Services.

The district will support academic intervention programs for Fremont students. Its professional development plan includes training on evidence-based instructional strategies, mathematics and comprehensive literacy, district-mandated academic programs and software, district data systems, Positive Behavioral Interventions and Supports (PBIS), the MTSS process, and social-emotional programs and strategies. Site Administrators will participate in this professional development and receive additional training to enhance their skills as instructional leaders through a consultant. Furthermore, a comprehensive family and community engagement plan will involve various members, such as the District English Learner Advisory Committee (DELAC), English Learner Advisory Committee (ELAC), School Site Council (SSC), Parent Advisory Committee (PAC), Parent-Teacher Association (PTA), the African-American Parent Group, the Mixteco Parent Group, the Asian-American, Pacific Islander Parent Group, and Project2Inspire.

In addition to the district's internal support systems and services, CSI funds have been allocated to contract with an external provider, Orenda Education, to support Fremont Academy in its CSI plan development and implementation. Orenda Education employs the Teach, Lead, Counsel (TLC) approach, which aims to create equity-based systemic changes in schools, ensuring continuous and sustainable improvement. The TEACH component focuses on building a powerful teaching and learning system by designing grade-level curricula, common assessments, and instructional strategies while enabling educators to reflect on and reassess their methods. The LEAD component enhances the capacity of site and district leaders through a scholarly and technical approach, supporting school conditions that enable staff and students to achieve their targets. The COUNSEL component strengthens the student support services division within the school community, where staff use actionable college readiness indicator data through Orenda's monitoring software to track student progress toward college and career readiness.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Even though Fremont Academy exited CSI status in December, the monitoring and evaluation described above continued throughout the school year.

To effectively monitor and evaluate the implementation of the CSI plan and support student and school improvement efforts, the Oxnard School District has established a structured framework. The CSI Coordinator, serving as the District Director of School Performance and Student Outcomes, will actively participate in Fremont Academy's School Site Council (SSC) and Leadership Team meetings on a regular basis. Their primary responsibility will be to oversee and assess the progress of the CSI plan using a designated monitoring tool designed specifically to measure advancements toward predetermined metrics. Additionally, to ensure comprehensive oversight and support, a representative from the external technical support provider, Orenda Education, will be invited to these meetings to provide updates and pertinent information.

These meetings will focus on evaluating the effective utilization of CSI funds to achieve the outlined grant objectives. Integral to this evaluation process will be the collection and analysis of key outcome data aimed at informing ongoing decision-making and assessing the efficacy of the school's CSI strategies. This data includes academic achievement metrics such as CAASPP results in English Language Arts (ELA) and Mathematics, disaggregated to include all student subgroups. Furthermore, local benchmark data from STAR Reading and STAR Math assessments will provide insights into student progress and identify areas needing improvement.

To gauge student engagement and behavior trends, metrics such as attendance rates, chronic absenteeism rates, and suspension rates will be closely monitored. Additionally, Panorama survey results will be used to assess student social-emotional learning and well-being, as well as levels of parent engagement and satisfaction with school initiatives. Regular dissemination of these outcomes and findings will occur during SSC, English Learner Advisory Committee (ELAC), Site Leadership, and staff meetings. This collaborative approach ensures that all educational partners are well-informed about the progress of the CSI plan, facilitating informed decision-making and allowing for adjustments as needed to continuously enhance student outcomes and school effectiveness.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Students; Teachers; Principals; Administrators; Other School Personnel; Local Bargaining Units of the LEA; Parents; Students; SELPA Consultation	General Timeline of the LCAP Process and Meetings: February 2026 • February 18, 2026: Provided a mid-year LCAP presentation to the Board of Trustees. February - May 2026 • Attended the LCAP Writer's Workshop and LCAP Kick-off hosted by the Ventura County Office of Education (VCOE) to receive initial guidance on the development process. • Initiated ongoing communication with VCOE for technical assistance, clarifications, and recommendations throughout the LCAP development period. • Data collection began informally through ongoing departmental meetings and discussions across Educational Services to identify emerging needs and areas of focus. • Began incorporating LCAP discussions and feedback collection into various established meeting agendas, including but not limited to: – Parent Advisory Committee (PAC) – Feb 19, 2026 – Family and Community Engagement (FACE) – Feb 24, 2026 and March 4, 2026 – LCAP OSD Staff Webinar – March 9, 2026 – LCAP Committee – February 20, 2026 / March 18, 2026 /May 12, 2026

Educational Partner(s)	Process for Engagement
	– LCAP Family Webinars – March 10, 2026 / March 12, 2026 /May 11, 2026 / May 14, 2026 – Migrant Parent Advisory Committee (Migrant PAC) – Mach 18, 2026 – PTA Committee – March 23, 2026 – Outreach Specialist (ORCs) – March 24, 2026 – Counselors – March 24, 2026 – District English Learner Advisory Committee (DELAC) – March 26, 2026 – Principals – April 14, 2026 – Curriculum Council Committee – May 14, 2026 – Superintendent Fellows – March 18, 2026, April 22, 2026 – Community Members – LCAP Feedback and Suggestions Online Survey (on going) – Other site and district-level collaborative meetings February 2026 • February 20, 2026: Held the first formal LCAP Committee Meeting to review preliminary data, discuss goals, and plan stakeholder engagement strategies. March – May 2026 • March 18, 2026 and May 12, 2026: Conducted additional LCAP Committee meetings to review stakeholder input received to date, refine proposed actions and services, and ensure alignment with identified student needs. • March 9, 2026: Hosted a live webinar for staff to provide an overview of the LCAP draft and to solicit further feedback. • March 10, 2026 / March 12, 2026 /May 11, 2026 / May 14, 2026 : Hosted live webinars for families, offering an opportunity for parents and community members to learn about the LCAP, ask questions, and provide input. • May 6, 2026: Announced the Public Hearing for the LCAP. This announcement was: – Posted on all school sites and District office – Published on the district's website

Educational Partner(s)	Process for Engagement
	– Shared via social media platforms – Communicated to families via ParentSquare • May/June 2026: The Public Hearing announcement was published in the Ventura County Star newspaper to ensure broad community awareness. Winter 2025–26 and Spring 2026 • Distributed LCAP surveys: – Winter: Family surveys to gather input on needs, priorities, and program impacts. – Spring: Staff surveys to collect insights on implementation effectiveness and professional needs. May/June 2026 • May: Consulted with the Special Education Local Plan Area (SELPA) to ensure alignment of the LCAP with services and supports for students with disabilities and to meet all consultation requirements. • June 3, 2026: A public hearing was held on June 3, 2026, and no public comments were submitted. Public Board Adoption: June 17, 2026 Ongoing • Maintained continuous communication and collaboration across departments, VCOE, and educational partner groups to review data, refine actions, and ensure all voices are represented in the final LCAP.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The Oxnard School District believes that educating and supporting our children is a shared responsibility, one that thrives when all educational partners are actively engaged. The development of the 2026–2027 Local Control and Accountability Plan (LCAP) was shaped by comprehensive and inclusive feedback from students, families, staff, school leaders, and labor association representatives, all of whom contributed essential insights that informed the district's goals, actions, and priorities.

To ensure meaningful representation, the LCAP Committee for the 2026–2027 cycle was composed of district and site administrators, representatives from the Oxnard Educators Association (OEA), the Oxnard Supportive Services Association (OSSA), the California School Employees Association (CSEA), and families. This diverse group met three times over the course of the year to review district data, learn about the LCAP process, identify needs, and generate recommendations for the final plan.

The Special Education Department and the Special Education Local Plan Area (SELPA) were also engaged throughout the process. Special Education representatives participated in family meetings, and insights from the Special Education Report prepared by School Services of California informed LCAP decisions related to supports for students with disabilities. This included strengthening the Multi-Tiered System of Support (MTSS) and expanding both academic and social-emotional interventions.

In addition to the LCAP Committee, the district employed a variety of strategies to gather input from educational partners. Panorama surveys were created for families, community members, and staff, made available in both English and Spanish, and distributed through multiple channels, including meetings, the district website, email, and ParentSquare. Feedback was also collected through evaluations of professional learning sessions facilitated by both internal staff and external partners to assess professional learning needs and the effectiveness of the sessions attended.

Ongoing platforms such as Curriculum Council meetings, the Biliteracy Teacher Focus Group, and the newly formed Superintendent's Teacher Advisory Committee (TAC) provided educators with additional opportunities to share feedback on successes, challenges, instructional practices, and professional development, particularly as they relate to the implementation of the district's strategic plan.

In the 2025–26 school year, the district also hosted webinars to further expand opportunities for community members, families, and staff to share their input. A special effort was made to include voices from a broader range of roles. Meetings for specific groups, such as counselors, outreach specialists, teachers on special assignment, principals, and assistant principals, were held to gather suggestions. Looking ahead, the district aims to further extend outreach efforts through job-specific meetings to include classified employees in the upcoming school year.

Similarly, the district provided multiple venues for families and community members to share feedback. The District English Learner Advisory Committee (DELAC) served as a dedicated space for families of English learners to engage in the LCAP development process. In addition to DELAC, a variety of other parent and community advisory groups offered meaningful input during the school year. These included the African American Steering Committee, the African American Parent Advisory Group, the Mixteco Steering Committee, the Mixteco Parent Advisory Group, the Asian and Pacific Islander Parent Group, and the Newcomer Parent Group. These groups contributed critical insights related to cultural inclusivity, access to academic and social-emotional supports, language development, and equitable practices.

The district also established the Family and Community Engagement (FACE) Advisory Group, a committee dedicated to providing input on the implementation of the district's Family Engagement Framework. This group collaborates with district leaders to strengthen family-school partnerships and ensure alignment with the engagement goals outlined in the LCAP. Additionally, the Superintendent's Parent Advisory Committee (PAC) met regularly with the superintendent, giving families a consistent opportunity to discuss district initiatives, share concerns, and offer direct feedback to district leadership. This ongoing dialogue has promoted transparency, built trust, and helped ensure the district remains responsive to community needs. Additionally, through the Family and Community Engagement Group (FACE), which includes

community members and representatives from various family groups, the district also gathered additional feedback on the actions included in the LCAP.

Equally, student voice played a central role in informing the development of the 2026–2027 LCAP. The Superintendent Fellows, a leadership group composed of student representatives from every school site, participated in monthly meetings where they shared authentic reflections on their educational experiences directly with the district's superintendent. To further elevate student voice, the district has encouraged the formation of student leadership groups at each school site, creating consistent opportunities for students to share their views, advocate for their needs, and contribute to school improvement efforts.

These various opportunities for engagement, combined with data collected through Student Panorama Surveys, helped surface key student needs and aspirations, which had a significant influence on the goals and actions included in the 2026–2027 LCAP. Students expressed a strong desire for greater clarity and structure in their classrooms. They shared that understanding teacher expectations, both academic and behavioral, helped them feel more confident and successful. They also emphasized the importance of instruction that is engaging, relevant, and connected to real-world experiences. When lessons feel meaningful, their motivation and participation increase.

In describing the type of support they value most, students continued to highlight the importance of relationships, while also emphasizing the need for consistency in how those relationships are supported across classrooms and schools. They want teachers who are approachable, who take time to listen, and who offer guidance and encouragement when challenges arise. Students consistently shared that having adults who genuinely care about them, within a structured and predictable learning environment, makes a powerful difference in both their academic and emotional well-being.

Safety and inclusion remained important themes raised by students, with an increased emphasis on consistent expectations and proactive systems of support. They called for respectful and supportive school environments, free from bullying and discrimination, where behavior expectations are clear and consistently applied. Students emphasized the importance of feeling emotionally safe and knowing that their backgrounds and identities are recognized and valued. They also described the positive impact of authentic connections with staff when adults know them personally and take an interest in their lives, particularly within systems that ensure all students are known, supported, and included.

Student feedback also revealed a continued desire for more opportunities to build life skills and engage in deeper learning, alongside a clearer need for rigorous and relevant instruction that is consistently implemented. They expressed that critical thinking, creativity, and collaboration should be central to their school experience, and that schools should help them feel prepared for college, careers, and life beyond the classroom. Their reflections underscored a call for education that is rigorous, relevant, and responsive, supported by instructional practices that challenge and engage all learners while providing timely support when needed.

Families voiced similar priorities, with a stronger emphasis on consistent, accessible, and two-way communication across all schools. They advocated for stronger, more consistent communication between home and school, including regular updates on academic progress and upcoming events. Families emphasized that communication should be reciprocal, providing opportunities for meaningful dialogue with teachers and administrators, and should be available in home languages. They also highlighted the importance of expanded tutoring and academic support systems to help students close learning gaps and prepare for a successful future. Additionally, families expressed a need

for information and guidance on high school pathways, college and career readiness, and the process of pursuing higher education. More broadly, they called for schools that are welcoming, inclusive, and responsive through clear systems that support family engagement and partnership.

Educators across the district echoed many of these themes while placing increased emphasis on the need for greater alignment, coherence, and clarity across the system. Teachers shared a deep commitment to improving student outcomes but emphasized the need for more cohesive districtwide planning, vertical alignment across grade levels, and clear, consistent expectations for instructional practices. Teachers also called for district-supported, job-embedded professional development in key areas such as writing across the curriculum, foundational literacy and numeracy, social-emotional learning, and support for multilingual learners, including newcomers and long-term English learners (LTELs), along with ongoing coaching and collaborative structures to support implementation.

A strong request continued to emerge for support in using data effectively, with an added focus on streamlining systems and improving coherence. Many teachers shared concerns about the mismatch between grading systems, assessment data, and actual student performance. They advocated for more streamlined systems and clear guidance on how to analyze and use data constructively to drive instruction. Teachers also called for a renewed focus on rigor and depth, requesting flexibility to move beyond rigid pacing guides prescribed by publishers and toward instructional approaches that foster conceptual understanding, differentiation, and higher-order thinking.

Classified staff emphasized the importance of targeted professional development, clear and consistent communication, and access to the tools and resources needed to perform their roles effectively. They expressed a desire to be included more intentionally in districtwide planning and decision-making processes and called for a culture that values the vital contributions of all staff members. Classified staff also highlighted the importance of clear systems and expectations that enable them to effectively support students and school operations.

School leaders contributed feedback aligned with these themes, with an increased focus on systemwide coherence and implementation structures. They emphasized the need for improved alignment across schools and clearer, more consistent communication from the district. Principals advocated for professional development focused on leading effective Professional Learning Communities (PLCs), building robust Tier 1 and Tier 2 support systems through a Multi-Tiered System of Supports (MTSS) to address both academic and social-emotional needs, and developing coaching models to support staff professional growth. They also underscored the importance of culturally responsive, asset-based practices and called for increased collaboration and articulation across grade levels and school sites to ensure consistent implementation of district priorities.

Throughout the engagement process, several common themes emerged across all educational partner groups. These included the need for coherent and aligned systems, improved and consistent communication and engagement, targeted professional development and capacity building, student-centered and inclusive learning environments, expanded academic and behavioral supports, and the integration of data systems and instructional practices to support effective implementation. Collectively, this feedback reflects a call for a more focused, consistent, and responsive system that supports high-quality teaching and learning across all schools.

Compared to the previous LCAP cycle, educational partner input this year reflects an important shift from identifying broad areas of need to emphasizing the importance of system coherence, consistency, and effective implementation across schools. While stakeholders continue to prioritize relationships, academic support, communication, and safe learning environments, their feedback increasingly highlights concerns about variability in practices between sites, lack of clarity in expectations, and fragmentation across initiatives and systems. Educational

partners expressed a desire not only for continued access to supports, but for clearly defined, aligned structures that ensure all students experience high-quality instruction, consistent behavioral expectations, and equitable access to resources regardless of school or classroom. There was also a stronger focus on the need to streamline data systems, strengthen the use of data to inform instruction, and expand integrated approaches such as Multi-Tiered Systems of Support (MTSS) to address both academic and social-emotional needs. This shift in feedback informs the district's focus on strengthening coherence, clarifying expectations, and ensuring consistent implementation of key strategies across all schools in the 2026–27 LCAP.

The actions and goals outlined in the 2026–2027 LCAP are a direct response to the identified needs of our educational partners. They reflect the district's commitment to students, families, and staff through thoughtful, inclusive, and strategic planning. This approach ensures continued alignment with the district's broader purpose of serving its students by providing a well-rounded, high-quality education that prepares them to change the world as inspired, accomplished, multilingual global citizens, both in school and beyond.

The draft LCAP was presented at a Public Hearing on May 20, 2026, and formally adopted by the Board of Trustees on June 3, 2026. While no public comments requiring a written response were submitted, the LCAP itself is the result of extensive educational partner input gathered throughout the year.

Ultimately, the 2026–2027 LCAP reflects a collective vision, one shaped by the lived experiences and aspirations of students, families, educators, and community members. The insights gathered through this process were not simply collected but acted upon. They are reflected in the district's goals to strengthen instructional coherence, expand academic and social-emotional supports, increase family engagement, and build a system where every student is known, supported, and inspired to thrive. The voices of our educational partners, especially our students, continue to guide and ground our work toward equity, excellence, and shared responsibility for student success.

Goals and Actions

Goal

Goal #	Description	Type of 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. (SP 1.1) HIGH INTELLECTUAL PERFORMANCE (SP 1.2) STRENGTHENING INSTRUCTION & STUDENT ENGAGEMENT (SP 1.3) STUDENT PROFILE-DRIVEN LESSON DESIGN (SP 1.4) MULTILINGUALISM (SP 1.5) TECHNOLOGY	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal has been developed in alignment with the Oxnard EMPOWERS Strategic Plan Goal 1, which focuses on Improving Student Academic Engagement and Achievement. The Oxnard School District recognizes the imperative to significantly accelerate student engagement and achievement across all Oxnard populations through coherent additive approaches, essential pedagogical principles, and high-leverage practices. The district is confident that through evidence-based first instruction relevant to our students' experiences, teachers will deliver the rigorous instruction necessary for student success.

Current student data underscore the urgent need for the Oxnard School District to enhance the academic achievement of all students, including English Learners, Foster Youth, Low-Income students, and student groups experiencing performance gaps. The district's overall growth has been relatively stagnant since 2015, with the percentage of students meeting or exceeding academic standards significantly trailing behind that of the county and state averages. Additionally, the 2024 Local Indicator Self-Reflection Tool identified areas for growth, which will also be addressed within this goal.

To effectively monitor progress toward achieving goal 1, the district will utilize statewide and local assessment metrics that can be disaggregated by student group, ensuring that all student demographics are addressed and held to high standards. Various data sources, including the CA Dashboard results, statewide assessment outcomes, reclassification rates, the Panorama Staff Survey, and the percentage of students with IEPs served within the regular classroom, will be used to track progress. These metrics will enable the district to measure and monitor year-to-year growth for all students, including those with performance gaps.

The following acronyms will be used throughout the 'Metrics' section of this document to refer to specific student groups: Emergent Multilingual Learners/Students Learning English (EL), Youth in Foster Care (FY), Youth Experiencing Homelessness (HOM), Youth Experiencing Socioeconomic Disadvantages (SED), Students Receiving Special Education Services (SWD).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Panorama - Staff Survey Percentage of staff responding “Yes, most of the time or all the time” (State Priority 7B)	Source: 2023-24 Panorama Report District Providing Services to Unduplicated Pupils: 68%	Source: 2024-25 Panorama Report District Providing Services to Unduplicated Pupils: 75%	Source: 2025-26 Panorama Report District Providing Services to Unduplicated Pupils: 79%	Source: 2026-27 Panorama Report District Providing Services to UnduplicatedPpupils: 90%	Source: Panorama Report +11%
1.2	Statewide Assessment - SBAC English Language Arts (ELA) Percent of All Grades students Met or Exceed Standard for ELA (State Priority 4A)	Source: 2022-23 DataQuest ALL: 28.8% EL: 10.80% FY: 21.05% HOM: 19.39% SED: 26.24% SWD: 5.73%	Source: 2023-24 DataQuest ALL: 30.14% EL: 9.66% FY: 18.18% HOM: 20.74% SED: 28.03% SWD: 6.35%	Source: 2024-25 DataQuest ALL: 33.65% EL: 12.47% FY: Student group too small to report HOM: 22.72% SED: 31.22% SWD: 6.68%	Source: 2025-2026 DataQuest ALL: 50% EL: 30% FY: 40% HOM: 40% SED: 45% SWD: 25%	Source: DataQuest ALL: +7.85% EL: +1.67% FY: Student group too small to report HOM: +3.33% SED: +4.98% SWD: -.95%
1.3	Statewide Assessment - SBAC Mathematics Percent of All Grades students Met or Exceed Standard for Math (State Priority 4A)	Source: 2022-23 DataQuest ALL: 18.35% EL: 8.78% FY: 15.79% HOM: 12.85% SED: 16.53% SWD: 3.44%	Source: 2023-24 DataQuest ALL: 20.16% EL: 8.76% FY: 9.09% HOM: 14.83% SED: 18.46% SWD: 4.91%	Source: 2024-25 DataQuest ALL: 21.75% EL: 9.55% FY: Student group too small to report HOM: 14.26% SED: 19.08% SWD: 5.04%	Source: 2025-2026 DataQuest ALL: 40% EL: 30% FY: 35% HOM: 35% SED: 35% SWD: 20%	Source: DataQuest ALL: +3.4% EL: +.77% FY: Student group too small to report HOM: +1.41% SED: +2.55% SWD: +1.6%
1.4	Statewide Assessment - California Science Test (CAST)	Source: 2022-23 DataQuest	Source: 2023-24 DataQuest	Source: 2024-25 DataQuest	Source: 2025-26 DataQuest	Source: DataQuest ALL: +18.22%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percent of All Grades students Met or Exceed Standard for Science (State Priority 4A)	ALL: 14.44% EL: 1.63% FY: Student group too small to report HOM: 6.91% SED: 12.64% SWD: 3.14%	ALL: 16.23% EL: 1.77% FY: Student group too small to report HOM: 9.64% SED: 14.24% SWD: 2.82%	ALL: 32.66% EL: 2.81% FY: 9.92% HOM: 14.88% SED: 22.34% SWD: 9.89%	ALL: 35% EL: 20% FY: Student group too small to report HOM: 30 SED: 35% SWD: 20%	EL: +1.18% FY: Student group too small to report HOM: +7.97% SED: +9.7% SWD: +6.75%
1.5	English Learner Proficiency/Summative ELPAC Percentage of students at each overall performance level (State Priority 4E)	Source: 2022-23 DataQuest Level 1: 18.55% Level 2: 29.83% Level 3: 36.43% Level 4: 15.19%	Source: 2023-24 DataQuest Level 1: 22.57% Level 2: 33.05% Level 3: 34.90% Level 4: 9.48%	Source: 2024-25 DataQuest Level 1: 21.57% Level 2: 31.87% Level 3: 34.39% Level 4: 12.17%	Source: 2025-26 DataQuest Level 1: 10% Level 2: 20% Level 3: 30% Level 4: 40%	Source: DataQuest Level 1: +5.01% Level 2: -1.41% Level 3: -4.03% Level 4: +.34%
1.6	English Learner Reclassification Rates (State Priority 4F)	Source: 2023-24 Fall 1 Data CALPADS 2.8 English Acquisition Status Report Grades K-8 ALL: 27% Grades K-2 ALL: 0% Grades 3-8 ALL: 27%	Source: 2024-25 (as of 2/05/25) Data CALPADS 2.8 English Acquisition Status Report Grades K-8 ALL: 18.6% Grades K-2 ALL: 0% Grades 3-8 ALL: 18.6%	Source: 2025-26 (as of 2/05/25) Data CALPADS 2.8 English Acquisition Status Report Grades K-8 ALL: 16% Grades K-2 ALL: 0% Grades 3-8 ALL: 16%	Source: 2026-27 Fall 1 Data CALPADS 2.8 English Acquisition Status Report Grades K-8 ALL: 50% Grades K-2 ALL: 5% Grades 3-8 ALL: 45%	Source: Data CALPADS 2.8 English Acquisition Status Report Grades K-8 ALL: -11% Grades K-2 ALL: Remained at 0% Grades 3-8 ALL: -11%
1.7	Least Restrictive Environment (LRE) Indicator 5A – General Education Participation The percentage of students with IEPs	Source: 2023-24 Fall CALPADS Report 16.13 <40% ALL: 19.47% 40% - < 80%	Source: 2024-25 Fall CALPADS Report 16.13 <40% ALL: 18.49%	Source: 2025-26 Fall CALPADS Report 16.13 <40% ALL: 21.1%	Source: 2026-27 Fall CALPADS Report 16.13 <40% ALL: 15%	Source: CALPADS Report 16.13 <40% ALL: +1.63% 40% - < 80%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	served inside the regular class (State Priority 7C)	ALL: 24.13% >=80% ALL: 52.16%	40% - < 80% ALL: 21.12% >=80% ALL: 46.80%	40% - < 80% ALL: 22.1% >=80% ALL: 56.8%	40% - < 80% ALL: 18% >=80% ALL: 62%	ALL: -2.03% >=80% ALL: +4.64%
1.8	Statewide Assessment: ELA Students meeting grade-level standards on the English Language Arts assessment based on distance from standard (DFS) (State Priority 4A)	Source: 2022-23 CA Dashboard All: -57.2 EL: -77 FY: -116.3 HOM: -84.8 SED: -63.6 SWD: -132.7 African American: -54.6 Hispanic: -60.5 White: -19.3 Two or More Races: -3.3 Asian: 25 Filipino: 28.7	Source: 2023-24 CA Dashboard All: -55.3 EL: -74 FY: -74.2 HOM: -81.3 SED: -59.8 SWD: -127.3 African American: -71.3 Hispanic: -57.5 White: -18.3 Two or More Races: -4.4 Asian: 17.1 Filipino: 41.8	Source: 2024-25 CA Dashboard All: -46 EL: -62.2 FY: Student group too small to report HOM: -74 SED: -51.6 SWD: -120.5 African American: -45.1 Hispanic: -49.1 White: -14.4 Two or More Races: 12.9 Asian: 27.9 Filipino: 44.4	Source: 2025-2026 CA Dashboard All: -25 EL: - 35 FY: - 50 HOM: - 40 SED: -30 SWD: -60 African American:-20 Hispanic: -30 White: -5 Two or More Races: 10 Asian: 40 Filipino: 45	Source: CA Dashboard All: +11.2 EL: +14.8 FY: Student group too small to report HOM: +10.8 SED: +12 SWD: +12.2 African American: +9.5 Hispanic: +11.4 White: +4.9 Two or More Races: +16.2 Asian: +2.9 Filipino: +15.7
1.9	Statewide Assessment: Math Students meeting grade-level standards on the Math assessment based on distance from standard (DFS) (State Priority 4A)	Source: 2022-23 CA Dashboard All: -90.8 EL: - 104.5 FY: -125.1 HOM: -105.3 SED: -96.5 SWD: -158.5 African American: -99.7 Hispanic: -94.5 White: -49.8 Two or More Races: -41.8	Source: 2023-24 CA Dashboard All: -55.3 EL: -74 FY: -74.2 HOM: -81.3 SED: -59.8 SWD: -127.3 African American: -71.3 Hispanic: -57.5 White: -18.3	Source: 2024-25 CA Dashboard All: -79.8 EL: -94.1 FY: Student group too small to report HOM: -105.5 SED: -85.3 SWD: -145.7 African American: -87.9 Hispanic: -83.1 White: -52.7	Source: 2025-2026 CA Dashboard All: -45 EL: - 50 FY: -60 HOM: - 50 SED: -45 SWD: -80 African American: -45 Hispanic: -45 White: -25	Source: CA Dashboard All: +11 EL: +10.4 FY: Student group too small to report HOM: +.2 SED: +11.2 SWD: +12.8 African American: +11.18 Hispanic: +11.4 White: -2.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Asian: 18.2 Filipino: 3.4	Two or More Races: -4.4 Asian: 17.1 Filipino: 41.8	Two or More Races: 12.2 Asian: 21 Filipino: 14.6	Two or More Races: -20 Asian: 30 Filipino: 15	Two or More Races: +54 Asian: +2.8 Filipino: +11.2
1.10	These priorities are specifically designed for high-school and do not apply to TK-8 school districts: A-G requirements completion (State Priority 4B) Career technical education sequences completion (State Priority 4C) A-G and CTE course requirements completion (State Priority 4D) AP exam with score of 3 or higher (State Priority 4G) Participation and demonstration of college preparedness (e.g., EAP) (State Priority 4H) High school dropout rates (State Priority 5D) High school graduation rates (State Priority 5E)	N/A	N/A	N/A	N/A	N/A

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

2025-2026- An analysis of how this goal was carried out in the previous year.

The 2025–2026 school year marked a year of purposeful implementation and continued growth for Oxnard School District in advancing Goal 1: High-Quality Teaching and Learning. The district made significant strides in ensuring equitable access to rigorous, engaging, and standards-aligned instruction through a diverse range of programs and instructional supports.

Across the board, actions such as the expansion of biliteracy programs and the districtwide offering of arts education contributed meaningfully to both academic progress and student engagement. Key instructional platforms, including Renaissance and the district's learning management system, provided valuable data and tools to monitor student learning and guide instructional decision-making. At the same time, foundational work in standards alignment, assessment coherence, and professional collaboration through PLCs laid the groundwork for sustained academic growth.

While most actions were implemented as planned, the district identified opportunities for further growth. Actions such as Project-Based Learning, Universal Design for Learning, and expansion of multilingual opportunities will carry forward into the 2026–2027 school year for deeper implementation and broader reach. Adjustments in staffing models and enhanced professional development are planned to address gaps and accelerate progress.

In the current Local Control and Accountability Plan (LCAP) cycle, actions within this goal are interconnected and structured to be mutually supportive. This integrated design limits how the impact and supporting evidence of each individual action are documented and reported within the LCAP. As a result, the effectiveness of each action is referenced using a broader metric aligned with the overall goal.

Future planning will include the intentional organization of actions within each goal to incorporate specific, identifiable metrics for both implementation and effectiveness.

Overall, the implementation of Goal 1 actions resulted in improved academic outcomes, increased motivation and engagement, and strengthened instructional coherence across schools. As the district moves into the next school year, the work will continue with a strong focus on strategic alignment, inclusive learning environments, and ensuring that every student benefits from high-quality teaching and learning experiences. Below is an analysis of each action included in Goal 1:

1.01 Academic Incentives and Recognitions
The district implemented academic incentives across school sites, including promotion regalia and recognition for biliteracy achievement, which contributed to higher student motivation and improved performance in local and state assessments, especially among 5th and 8th graders.

1.02 Youth Cinema Project

Students at Chavez and Lopez schools participated in the Youth Cinema Project, producing work showcased at the Latino Film Festival, while supporting academic and social-emotional growth.

1.03 Expansion of the Arts
All schools within the district offered at least one visual or performing arts class, while some sites expanded to multiple classes using additional funding.

1.04 Teachers for the Arts
The district hired art teachers and music teachers, though positions were converted to classified roles due to hiring challenges.

1.05 Implementation and Expansion of Biliteracy
Biliteracy programs continue to expand within 10 schoolwide models and two middle school strands, resulting in stronger academic and social-emotional outcomes for students.

1.06 Expand Primary Language Classroom and Site Libraries
Books in students' primary languages were purchased for dual language classrooms, supporting literacy development and engagement.

1.07 Renaissance Software
STAR assessments were administered consistently across TK–8 supporting instructional planning and student progress monitoring.

1.08 Learning Management System
Students and teachers used Canvas to support assignment submissions and feedback, improving access to instructional materials and resources.

1.09 Data Management Systems
Teachers and administrators utilized data platforms to track academic progress and support multilingual learners; while some tools were underused, training increased strategic instructional use.

1.10 Portfolio Management System: TK
The portfolio management system (DRDP) was available to all transitional kindergarten teachers, who used it to track student development and readiness. The system helped support early learning goals, and implementation was consistent across the district without any required changes.

1.11 Implementation of Grade-Level Standards
Professional learning for standards-based instruction, coaching, and lesson design tools supported measurable growth in student achievement at participating schools.

1.12 Alignment of State Standards and Local Assessments
Grade-level teams aligned local assessments with California standards, improving assessment consistency and instructional decision-making.

1.13 Vertical and Horizontal Planning and Communication
Teachers engaged in collaborative planning within and across grade levels, resulting in greater instructional coherence and smoother student transitions.

1.14 Project-Based Learning
This school year, Chavez School has embraced the implementation of project-based learning across content areas and grade levels. The school is actively working to develop a plan that provides students with meaningful learning experiences grounded in real-life situations and applications. Educational Services will support this work through ongoing professional development and the provision of resources. This action will continue into the next school year with the goal of expanding project-based teaching and learning across the school and district.

1.15 Interdisciplinary Units
Teachers refined instructional maps to include interdisciplinary units, particularly in biliteracy and middle school programs, improving writing and engagement.

1.16 Universal Design for Learning (UDL)
Building on the momentum from the previous school year, the district adopted a trainer-of-trainers model, preparing all Teachers on Special Assignment (TOSAs) and Content Specialists to serve in this role. With this approach, rather than offering isolated professional development, the principles of Universal Design for Learning (UDL) are embedded within all professional development and coaching across content areas.

1.17 Implementation of Essential Pedagogical Principles
Student-centered, collaborative, and rigorous instructional strategies were implemented across subjects, especially in mathematics, with aligned supporting materials.

1.18 Implementation of the CA Frameworks
Teachers attended professional development on California content frameworks, supported by coaching.

1.19 Professional Learning Communities
Schools engaged in regular PLC sessions, supported by training and coaching for leadership teams, improving formative data use and instructional coherence.

1.20 Developing Multilingualism
The district sustained multilingual programs.

1.21 Implementation of Oxnard "MAS" / Multilingual Master Plan
The district implemented its multilingual master plan, which aimed to improve academic growth for English Learners through aligned instructional strategies.

1.22 Implementation of Oxnard EMPOWERS / Master Plan

The district's LCAP and the district's master plan were aligned to ensure coherence across instructional practices, supported by extensive professional development and departmental coordination. Although some areas of the plan are more developed than others, the district has a plan to continue building implementation to ensure all components are fully integrated into school site practices next year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

2025-2026
During the 2025–2026 school year, most Goal 1 actions were implemented as planned, with minimal variance between budgeted and estimated actual expenditures. However, a material difference was observed due to a shift in implementation priorities and timelines.

For Action 1.17 (Implementation of Essential Pedagogical Principles), the district allocated approximately $20,000 to support professional development and implementation. However, this action was not implemented during the 2025–2026 school year due to the need to prioritize alignment and coherence across existing initiatives, as well as varying levels of readiness across school sites. As a result, the allocated funds were not expended, creating a variance between budgeted and estimated actual expenditures.

Because the action was not implemented, the planned percentage of improved services associated with this action was not fully realized. The district determined that a more strategic, phased approach would better support long-term success and sustainability.

This action will carry forward into the 2026–2027 school year with a refined implementation plan focused on building staff capacity and integrating essential pedagogical principles into existing structures, including Data Reflection Sessions (DRS) and collaborative planning with teachers. This adjustment is intended to ensure stronger alignment, more effective implementation, and improved outcomes in the coming year.

Overall, aside from this adjustment, expenditures and percentages of improved services across Goal 1 actions remained closely aligned with initial plans.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

2025-2026- A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The majority of Goal 1 actions continue to demonstrate effectiveness in advancing the district’s commitment to high-quality teaching and learning, with evidence of strengthened instructional coherence, increased student engagement, and improved systems to support academic achievement.

Academic Incentives and Recognitions (Action 1.01) continues to show strong effectiveness in promoting student motivation and celebrating achievement. Districtwide recognition efforts remained consistent, with events such as the Biliteracy Gala well represented across all schools. These efforts reinforce a culture that values academic success and student accomplishment.

Implementation and Expansion of Biliteracy (Action 1.05) remains a cornerstone of the Oxnard School District’s instructional program. The district continues to implement the biliteracy program with a focus on continuous improvement, engaging in an annual cycle of analysis and

refinement to strengthen the quality and consistency of implementation. Through this process, adjustments are made each year to increase fidelity across schools and grade levels. With the support of Teachers on Special Assignment and an aligned biliteracy framework, this action has strengthened coherence and continues to support positive outcomes for students.

Instructional alignment efforts, including Alignment of State Standards and Local Assessments (Action 1.12), proved effective in supporting teaching and learning. Increased curriculum alignment has enabled practitioners to be more intentional in lesson planning and has strengthened the Professional Learning Community (PLC) process. PLCs (Action 1.19) continue to serve as a central structure for continuous improvement, with school teams engaging in collaborative cycles focused on data analysis, instructional planning, and responsive teaching practices.

Universal Design for Learning (Action 1.16) continues to be an area of emphasis and growing effectiveness. UDL practices are increasingly being embedded across content areas, supporting greater access and engagement for all students. While progress has been made, the district will continue to build capacity to ensure consistent implementation across all schools.

The Implementation of Oxnard EMPOWERS / Master Plan (Action 1.22) demonstrated strong effectiveness. The alignment between the district's LCAP and Strategic Plan has provided clear guidance and coherence across instructional practices, supported by ongoing professional development and cross-departmental collaboration. This alignment continues to be reflected in consistent practices across schools and progress on state metrics and assessments.

Action 1.01 demonstrated strong effectiveness, as evidenced by increased student motivation and improved outcomes measured by state metrics and assessments, with no significant challenges encountered and no changes needed.

Action 1.02 demonstrated strong effectiveness, as evidenced by student projects and academic growth measured by state metrics and assessments, with the program operating as intended without adjustments.

Action 1.03 demonstrated strong effectiveness, as evidenced by improved student engagement and outcomes measured by state metrics and assessments, with no changes necessary.

Action 1.04 shows emerging effectiveness, as evidenced by expanded arts instruction across schools despite staffing adjustments, measured by state metrics and assessments, supporting creative learning environments.

Action 1.05 demonstrated strong effectiveness, as evidenced by improved student outcomes measured by state metrics and assessments with no changes required.

Action 1.06 demonstrated strong effectiveness, as evidenced by improved literacy development and engagement measured by state metrics and assessments, with implementation proceeding as planned.

Action 1.07 demonstrated strong effectiveness, as evidenced by high participation rates informing instructional decisions measured by state metrics and assessments, requiring no changes.

Action 1.08 shows emerging effectiveness, as evidenced by improved access to learning measured by state metrics and assessments, though inconsistent use by some teachers indicates a need for continued support to ensure equitable implementation.

Action 1.09 shows emerging effectiveness, as evidenced by improved platform use following training efforts measured by state metrics and assessments, with plans for expanded training.

Action 1.11 demonstrated strong effectiveness, as evidenced by improved student achievement outcomes measured by state metrics and assessments.

Action 1.12 demonstrated strong effectiveness, as evidenced by improved alignment and data reliability for instructional decisions measured by state metrics and assessments, with no modifications needed.

Action 1.13 demonstrated strong effectiveness, as evidenced by improved instructional coherence and student transitions measured by state metrics and assessments, with no changes needed.

Action 1.15 demonstrated strong effectiveness, as evidenced by improved writing and engagement outcomes measured by state metrics and assessments.

Action 1.16 shows emerging effectiveness, as evidenced by improved instructional access for participating teachers, as measured by state metrics and assessments, with broader implementation planned for the coming year.

Action 1.17 demonstrated strong effectiveness, as evidenced by enhanced instructional practices across subjects measured by state metrics and assessments.

Action 1.18 demonstrated strong effectiveness, as evidenced by improved framework-aligned instruction measured by state metrics and assessments.

Action 1.19 demonstrated strong effectiveness, as evidenced by improved formative data use and instructional alignment measured by state metrics and assessments, requiring no revisions.

Action 1.20 shows emerging effectiveness, as evidenced by partial implementation with promising early outcomes measured by state metrics and assessments.

Action 1.21 shows emerging effectiveness, as evidenced by some gains in student outcomes measured by local and state assessments.

Action 1.22 demonstrated strong effectiveness, as evidenced by aligned instructional practices and system coherence measured by state metrics and assessments.

The actions under Goal 1 were effective and aligned with the district's strategic priorities. Where actions were fully implemented, evidence shows increased coherence, stronger instructional practices, and enhanced systems of support. For areas still in progress, the district has established a clear path forward to deepen implementation and sustain progress in the coming year.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

2025-2026- A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Following a comprehensive review of the 2025–2026 implementation year, the district has reflected on its progress toward Goal 1: High-Quality Teaching and Learning and used these insights to guide planning for the 2026–2027 cycle. While the overarching goal, metrics, and target outcomes remain unchanged, several adjustments have been made to specific actions and implementation strategies to strengthen effectiveness, increase coherence, and ensure more strategic use of resources.

As part of the LCAP development process, educational partners, including families, teachers, advisory groups, and survey participants, continued to affirm that Goal 1 actions align with the academic priorities and values of the community. Input gathered through FACE meetings, the Curriculum Council, LCAP Committee, and Panorama surveys reinforced the importance of engaging instructional practices, recognition of student achievement, access to inclusive learning environments, and the continued strengthening of biliteracy and instructional coherence across the district.

Based on reflection and implementation data, Action 1.02, Youth Cinema Project, will not continue in the 2026–2027 school year. Participating schools will instead integrate project-based learning into existing elective courses such as Journalism and Careers. This shift allows for a more sustainable and scalable approach to real-world, applied learning experiences within established site programs.

Action 1.09 supports the purchase of Ellevation. The Language Strategies component of this action will be discontinued due to minimal utilization of the modules by teachers. This refinement ensures that district resources and professional learning efforts are focused on tools and strategies demonstrating higher levels of implementation and impact. Aside from this adjustment, the action will be carried forward into the next school year.

Action 1.16, Universal Design for Learning (UDL), will continue with an adjusted implementation approach. The district has developed internal capacity through Teachers on Special Assignment, and moving forward, UDL implementation will be more strategically guided by the Teaching and Learning Department. This shift is intended to ensure greater coherence, consistency, and sustainability as UDL practices are expanded across schools.

Additionally, the district will continue to refine implementation practices across actions by strengthening professional development, increasing alignment across departments, and deepening the integration of key initiatives such as project-based learning and inclusive instructional strategies. These changes reflect targeted adjustments based on prior practice and implementation data, ensuring that actions remain responsive, effective, and aligned to the district's mission of providing high-quality, equitable instruction for all students.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Academic Incentives and Recognitions	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Aligned with the district's strategic plan and reflective of its student profile, this action focuses on implementing incentives tailored for unduplicated student groups. It aims to motivate and encourage students by emphasizing the importance of continuing their career and/or college paths, consistent with the district's strategic goal to foster a college-going culture and promote post-secondary education. This approach underscores the district's commitment to nurturing the holistic development of our unduplicated student groups, in accordance with the student profile traits of the Oxnard School District. This action includes gowns for eighth grade promotion ceremonies, the pathway towards biliteracy as well as other academic incentives and recognitions. Progress will be tracked through state metrics and assessments (SP 3.3.2).	$193,882.30	No
1.2	Youth Cinema Project	Discontinued- The Youth Cinema Project action will not be included in the 2026–2027 LCAP, as the district has shifted to leveraging internal capacity and resources to support similar instructional and enrichment opportunities.	$0.00	
1.3	Expansion of the Arts	The Oxnard School District's unduplicated student groups, which constitute more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments.	$435,357.00	No

Action #	Title	Description	Total Funds	Contributing
		The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action involves allocating resources to support a diverse array of arts instruction, encompassing technology, visual arts, music, theater, and dance. By investing in the district's arts program, the district aims to ensure equitable access to high-quality arts education that fosters creativity, critical thinking, and cultural appreciation among all unduplicated student groups. With this action, the district seeks to enhance the educational experience of its unduplicated student groups and cultivate a vibrant arts community within the district, in alignment with the district's strategic plan. This action will be monitored through site master schedules (SP 1.2.3).		
1.4	Teachers for the Arts	The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district’s student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. By hiring teachers to support arts instruction, the district aims to enhance unduplicated student groups' musical proficiency, foster a deeper appreciation for music, and develop valuable skills such as discipline, focus, and creativity. Through this action, the district is committed to providing unduplicated student groups with a well-rounded education that includes robust opportunities to participate in the arts, contributing to their overall academic success and personal development. This action will be monitored through site master schedules (SP 1.2.3).	$2,520,623.44	No

Action #	Title	Description	Total Funds	Contributing
1.5	Implementation and Expansion of Biliteracy	The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The Oxnard School District will continue to develop and refine coherent TK-8 multilingual pathways in alignment with its Strategic Plan. The district will maintain its established plan to transition seven of its schools to full biliteracy sites while adding and developing strands in two of its three comprehensive middle schools. The development and refinement of coherent TK-8 multilingual pathways are crucial to the academic achievement of Emergent Multilingual Learners (EMLs). By implementing a structured biliteracy program, the district ensures that EMLs receive systematic and sustained instruction in both their native language and English. This approach not only supports language development but also enhances cognitive skills, cultural awareness, and self-esteem. Research shows that strong bilingual education programs can lead to improved academic performance, higher graduation rates, and better long-term educational outcomes for multilingual students (SP 1.4).	$40,000.00	Yes
1.6	Expand Primary Language Classroom and Site Libraries	The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework,	$6,201.00	No

Action #	Title	Description	Total Funds	Contributing
		parent and community engagement, and mental health services, while benefiting all students within the district. Expanding the primary language libraries and instructional resources at school sites, classrooms, and homes is essential for promoting inclusivity and supporting diverse learners within the district. This action not only fosters a sense of belonging and validation among unduplicated student groups but also facilitates their academic success by ensuring that they can access learning materials in a variety of languages. This action plays a crucial role in creating equitable learning opportunities for all unduplicated student groups and fostering a supportive educational ecosystem where every learner can thrive. This action will be monitored through state metrics and assessments (SP 1.4.6).		
1.7	Renaissance Software	The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The Renaissance Star Assessment Program is employed across the district as an assessment tool to identify unduplicated student groups for intervention placement and leveled instruction. In addition, another aspect of this program is its role as a local assessment tool to meet reclassification metrics for English Learners in Reading and Mathematics. Furthermore, the Accelerated Reader Program is utilized to bolster reading comprehension and fluency. The use of the myON program further enhances reading comprehension, accessed through 1:1 devices both at school and at home. This action will be monitored through state metrics and assessments (SP 1.5.1). The funding for this action was included in a previous LCAP as part of a multi-year contract.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.8	Learning Management System	The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The district's Learning Management System (LMS) serves as a versatile platform to facilitate online learning and manage educational resources across all grade levels. It enables educators to create interactive lessons, share materials, and effectively communicate with unduplicated student groups and parents. The LMS allows educators to organize curriculum materials for various subjects and grade levels, deliver engaging content, assess student progress, and provide timely feedback. Additionally, the LMS provides parents with access to monitor student performance. This action will be monitored through state metrics and assessments (SP 1.5.1). Action addresses students identified for 2025 Differentiated Assistance: Students with Disabilities and African American Students	$163,149.53	Yes
1.9	Data Management Systems	The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action allows for the continuous monitoring of student achievement and informs instructional practices. The district will continue to utilize data management systems	$80,443.75	Yes

Action #	Title	Description	Total Funds	Contributing
		including Illuminate and Ellevation to monitor and track interventions for English language learners/Emergent Multilingual Learners and all unduplicated student groups to manage assessment data and create disaggregated reports. This action will accurately monitor student progress and inform instructional actions, including intervention and enrichment. Progress will be tracked through state metrics and assessments (SP 1.5.1).		
1.10	Portfolio Management System: Transitional Kindergarten	The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action provides TK educators access to tools that enable accurate documentation of student progress across various domains. Teachers will input observational data and evidence of student learning, facilitating ongoing assessment and personalized instruction tailored to benchmarks. Student portfolios facilitate efficient communication with parents, offering real-time updates on their child's developmental milestones and academic achievements. This action enhances the accuracy and effectiveness of assessments, promotes data-driven decision-making, and supports holistic development among TK unduplicated student groups district-wide. Progress will be tracked through state metrics and assessments (SP 1.5.1).	$22,120.00	Yes
1.11	Implementation of Grade-Level Standards	The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing	$74,795.49	No

Action #	Title	Description	Total Funds	Contributing
		resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Ensuring the implementation of grade-level standards for unduplicated groups is vital for promoting equity and academic excellence. Unduplicated groups, which include English learners, low-income students, and foster youth, often face systemic challenges that hinder their academic performance. By rigorously adhering to grade-level standards, the district ensures that all students receive a consistent, high-quality education that prepares them for future academic success and closes achievement gaps. Implementing these standards provides a clear framework for what students should know and be able to do at each grade level, enabling targeted instruction that meets their unique needs. This action includes resources, support, and monitoring of implementation. Progress will be tracked through state metrics and assessments (SP 1.1.1)		
1.12	Alignment of State Standards and Local Assessments	The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Ensuring the alignment of state standards and local assessments is vital for supporting unduplicated student groups, which include English learners, low-income students, and foster youth. This alignment guarantees that the curriculum taught in classrooms reflects state standards, providing a consistent and equitable framework for student learning and achievement. When local assessments accurately measure mastery of these standards, educators gain valuable insights into the progress of these students and can identify specific areas needing support. This allows for targeted interventions and data-driven	$11,783.80	Yes

Action #	Title	Description	Total Funds	Contributing
		instruction tailored to meet the unique needs of unduplicated student groups. By holding all students to the same rigorous academic expectations, the district promotes equity and works to close achievement gaps. This action includes resources, support, and monitoring of implementation. Progress will be tracked through state metrics and assessments (1.3.5)		
1.13	Vertical and Horizonal Planning and Communiction	The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Creating authentic vertical and horizontal planning and communication from PreK-12 is essential for supporting the learning expectations of unduplicated student groups, including English learners, low-income students, and foster youth. Effective communication among educators at all levels ensures that instructional practices are aligned and that there is a shared understanding of academic expectations. This holistic approach not only fosters a supportive and inclusive learning environment but also enhances the ability of educators to provide targeted interventions and support. Ultimately, authentic vertical and horizontal planning and communication are crucial for ensuring that unduplicated student groups receive a high-quality, equitable education that enables them to meet or exceed academic standards at every stage of their educational journey. This action will be monitored through state metrics and assessments (SP 1.13).	$6,115.61	Yes
1.14	Project Based Learning	The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent	$33,343.17	Yes

Action #	Title	Description	Total Funds	Contributing
		multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Project-based learning (PBL) is crucial for supporting unduplicated student groups by providing engaging, real-world learning experiences that promote critical thinking, collaboration, and problem-solving skills. PBL accommodates diverse learning styles, making education more accessible and meaningful for English learners, low-income students, and foster youth. It empowers students to take ownership of their learning and develop essential 21st-century skills. Integrating PBL into the curriculum ensures equitable opportunities for all students, supports academic achievement, and prepares them for future success, aligning with the district's commitment to closing achievement gaps and promoting educational excellence. This action includes resources, support, and monitoring of implementation. Progress will be tracked through state metrics and assessments (SP 1.3.4).		
1.15	Interdisciplinary Units	The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Interdisciplinary units are essential for supporting the district's student profile. For unduplicated groups, interdisciplinary units offer opportunities to engage with content in meaningful ways, fostering critical thinking, creativity, and the ability to make connections across disciplines. This approach not only enhances academic achievement but also prepares students for future success by equipping them with the skills necessary to navigate a complex and	$28,343.23	Yes

Action #	Title	Description	Total Funds	Contributing
		interconnected world. By incorporating interdisciplinary units into the curriculum, the district ensures that all students receive a well-rounded education that addresses their unique needs and promotes equity in learning outcomes. Ultimately, this approach aligns with the district's commitment to providing high-quality, inclusive education for all students, regardless of their background or circumstances. This action includes resources, support, and monitoring of implementation. Progress will be tracked through state metrics and assessments (SP 1.2.1).		
1.16	Universal Design for Learning	The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Universal Design for Learning (UDL) plays a pivotal role in fostering academic achievement for unduplicated student groups within the district. This action ensures that instructional practices cater to the diverse needs and learning styles of all students. UDL promotes flexible and adaptable learning environments that remove barriers to learning, enabling every student to access the curriculum effectively. Through UDL strategies, educators can provide personalized support, offer multiple means of representation, engagement, and expression, and foster a culture of inclusivity and belonging. By prioritizing UDL in the educational framework, the district not only enhances academic outcomes but also nurtures the development of essential skills crucial for lifelong success. This action includes resources, support, and monitoring of implementation. Progress will be tracked through state metrics and assessments (SP (1.1.2). Action addresses students identified for 2025 Differentiated Assistance: Students with Disabilities	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.17	Implementation of Essential Pedogogical Principles	The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. By integrating a holistic approach that encompasses recognizing and amplifying strengths, affirming identities, fostering belonging, building relationships, encouraging high performance, embracing diversity, and making education relevant, educators create an environment where unduplicated students can excel. This comprehensive approach ensures that students receive the support, encouragement, and resources they need to thrive academically, regardless of the challenges they may face. It empowers students to recognize their potential, engage critically, and take ownership of their learning journey, ultimately leading to greater academic success and equitable opportunities for all. This action includes resources, support, and monitoring of implementation. Progress will be tracked through state metrics and assessments (SP 1.1.1).	$18,343.30	Yes
1.18	Implementation of the CA Frameworks	The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Focusing specifically on unduplicated student groups, the implementation of the California	$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Frameworks becomes even more crucial for enhancing their academic achievement. These frameworks offer a standardized yet flexible approach to education, ensuring that all students, regardless of background or circumstance, have access to high-quality instruction and resources. By providing ongoing support and monitoring of the implementation of the frameworks, educators can effectively address the unique needs of unduplicated students, fostering a supportive learning environment where every student can thrive academically. This action includes resources, support, and monitoring of implementation. Progress will be tracked through state metrics and assessments (SP 1.1.2).		
1.19	Professional Learning Communities	The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. The framework of PLCs significantly supports the academic achievement of unduplicated student groups due to its collaborative nature and emphasis on data-driven decision-making. Within PLCs, educators collaborate to tailor instructional approaches and interventions to meet the diverse needs of unduplicated student groups, drawing upon a collective pool of expertise and experience. Additionally, PLCs foster a culture of continuous improvement among educators, leading to more impactful instruction and greater academic success for unduplicated student groups. Overall, PLCs serve as a catalyst for promoting student academic achievement by fostering collaboration, data-driven decision-making, and culturally responsive practices among educators, ultimately ensuring equitable opportunities for unduplicated student groups to succeed academically. This action includes resources, support, and monitoring of implementation. Progress will be tracked through state metrics and assessments (SP 1.1.3).	$81,229.61	Yes
1.20	Developing Multilingualism	The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. Developing multilingualism among unduplicated student groups is essential to support academic achievement in all schools within the Oxnard School District. This action encompasses various initiatives aimed at providing opportunities for all students to develop multilingualism. One such initiative involves offering resources in multiple languages to ensure equitable access to educational materials and support services. Additionally, interactive opportunities will be provided to facilitate the acquisition of multiple languages, allowing students to engage actively in language learning. By implementing these initiatives, the Oxnard School District aims to create an inclusive and supportive environment where all students have the opportunity to develop multilingualism, thereby enhancing their academic success and promoting cultural understanding and diversity. This action will be monitored through state metrics and assessments (SP 1.4).		
1.21	Implementation of Oxnard "MAS"/Emergent Multilingual Master Plan	The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. The implementation of Oxnard's "MAS"/Emergent Multilingual Master Plan will significantly support academic achievement for Emergent Multilingual Learners (EMLs) or English Learners (ELs) through several key strategies. Aligned with the CA EL Roadmap and the district's strategic plan, the MAS plan ensures that EMLs receive high-quality, standards-based instruction tailored to their unique linguistic and academic needs. Emphasizing data-driven approaches, the plan fosters an inclusive and supportive learning environment. Specific programs and resources designed to enhance language acquisition and literacy skills, such as dual-language immersion and sheltered instruction, are integral components of	$4,945.50	Yes

Action #	Title	Description	Total Funds	Contributing
		the plan. Active collaboration with families and communities further supports EMLs' education, engaging parents and guardians through workshops, resources, and regular communication. The implementation of Oxnard's "MAS"/Emergent Multilingual Master Plan aims to close achievement gaps, promote equity, and ensure that all Emergent Multilingual Learners or English Learners achieve their full academic potential. This action includes resources, support, and monitoring of implementation. Progress will be tracked through reclassification rates and the English learner proficiency/ELPAC (SP 1.4)		
1.22	Implementation of Oxnard EMPOWERS/ OSDs Master Plan	The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. The implementation of the district's strategic plan, in alignment with the Local Control and Accountability Plan (LCAP), promotes academic achievement for unduplicated students by focusing on five key goals: Student Academic Engagement & Achievement, Learning Environment & School Climate, Guidance & Support to Sites and District Departments, Family/Community Alliances for Student Success, and Transformational Leadership & Infrastructure. By providing high-quality, standards-based instruction, fostering an inclusive and supportive school climate, offering targeted resources and support, engaging families and communities, and building strong leadership and infrastructure, the district aims to close achievement gaps, promote equity, and ensure that all unduplicated students reach their full academic potential. This action includes resources, support, and monitoring of implementation. Progress will be tracked through state metrics and assessments (SP 5.1)	$1,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Learning Environment and School Climate: Create and maintain safe, inclusive, 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. (SP 2.1) MULTI-TIERED SYSTEM OF SUPPORT (MTSS) (SP 2.2) ACCESS, EQUITY, & INCLUSION (SP 2.3) RESTORATIVE PRACTICES (SP 2.4) AFFIRMING LEARNING ENVIRONMENT & RELATIONSHIPS (SP 2.5) FACILITIES & GROUNDS	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The Oxnard School District serves a diverse and rich community with abundant assets to build upon. The district is committed to developing programs that are asset-based and that recognize and celebrate the tapestry of traditions, customs, language, and cultural intricacies upon which our district community is built, while still responding to students' academic and social-emotional needs.

Goal 2 was developed to embrace and capitalize on such dynamics while recognizing that a large percentage of the students, approximately 91%, who attend the Oxnard School District, are considered economically disadvantaged by state standards. Additionally, it is important for the district to respond to and support students who have been impacted by trauma due to their social and economic circumstances. The Oxnard School District is committed to building on students’ strengths to support them academically, socially, and emotionally, setting them up for academic and social success. This includes providing wrap-around services for them and their families.

Although wrap-around services have always been a priority for the district, the need for social-emotional support has become strikingly evident after students returned to full-time, in-person learning following the COVID-19 pandemic. The Oxnard School District is well aware of the urgency to address the social-emotional needs of all students, particularly students experiencing homelessness, foster youth, English Learners, and students receiving special education services within the district’s multi-tiered systems of support, which address both academic and social-emotional needs.

Furthermore, as part of the multi-tiered approach, the Oxnard School District has redesigned its academic programs and focus to align with the best practices and guidance of the state of California. The California EL Roadmap, as well as the content frameworks adopted by the

state, have served as blueprints to identify frameworks, pedagogy, and practices that will support not only the vision of California but also that of the Oxnard School District as outlined in its Strategic Plan.

Similarly, the district has adopted a Positive Behavioral Interventions and Supports (PBIS) framework that guides the design of tiered programs fostering a climate where all students feel valued, accepted, safe, and engaged in meaningful learning reflective of their unique life experiences and identities. Through the district's PBIS work, the district aims to increase students' positive engagement with their school community.

The following acronyms will be used throughout the 'Metrics' section of this document to refer to specific student groups: Emergent Multilingual Learners/Students Learning English (EL), Youth in Foster Care (FY), Youth Experiencing Homelessness (HOM), Youth Experiencing Socioeconomic Disadvantages (SED), Students Receiving Special Education Services (SWD).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Suspension Rates (State Priority 6A)	Source: 2022-23 CA Dashboard All: 4.9% EL: 4.2% FY: 11.3% HOM: 5.7% SED: 5.2% SWD: 6% African American: 5.7% Hispanic: 4.9% White: 5.7% Two or More Races: 6.7% Asian: 0% Filipino: 3.7%	Source: 2023-24 CA Dashboard All: 3.3% EL: 2.7% FY: 9.8% HOM: 3.5% SED: 3.5% SWD: 4.7% African American: 5.3% Hispanic: 3.3% White: 5% Two or More Races: 2.7% Asian: 0% Filipino: .7%	Source: 2024-25 CA Dashboard All: 2.3% EL: 2% FY: 6.3% HOM: 2.2% SED: 2.4% SWD: 4.2% African American: 7.9% Hispanic: 2.3% White: 2.8% Two or More Races: 1.3% Asian: 0% Filipino: 0%	Source: 2025-26 CA Dashboard All: 0% EL: 0% FY: 0% HOM: 0% SED: 0% SWD: 0% African American: 0% Hispanic: 0% White: 0% Two or More Races: 0% Asian: 0% Filipino: 0%	Source: CA Dashboard All: -2.6% EL: -2.2% FY: -5% HOM: -3.5% SED: -2.8% SWD: -1.8% African American: +2.2% Hispanic: -3.3% White: 2.9% Two or More Races: 5.4% Asian: Remained at 0% Filipino: -3.7%
2.2	Chronic Absenteeism (State Priority 5B)	Source: 2022-23 CA Dashboard All: 27.2% EL: 24.8%	Source: 2023-24 CA Dashboard All: 20.9% EL: 18.3%	Source: 2024-25 CA Dashboard All: 20.6% EL: 17.8%	Source: 2025-26 CA Dashboard All: 15% EL: 10%	Source: CA Dashboard All: -6.6% EL: -7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FY: 38.7% HOM: 27.4% SED: 27.7% SWD: 37.5% African American: 23.7% Hispanic: 27.4% White: 26.4% Two or More Races: 24% Asian: 20.8% Filipino: 15.3%	FY: 35% HOM: 21% SED: 21.5% SWD: 28.7% African American: 20% Hispanic: 21.1% White: 19.1% Two or More Races: 18.8% Asian: 12.7% Filipino: 15.2%	FY: 14.8% HOM: 18.9% SED: 21.2% SWD: 28.9% African American: 25.3% Hispanic: 20.7% White: 20.1% Two or More Races: 20% Asian: 12.6% Filipino: 11.7%	FY: 20% HOM: 15% SED: 15% SWD: 15% African American: 10% Hispanic: 15% White: 15% Two or More Races: 15% Asian: 10% Filipino: 7%	FY: -23.9% HOM: -8.5% SED: -6.5% SWD: -8.6% African American: +1.6% Hispanic: -6.7% White: -6.3% Two or More Races: -4% Asian: -8.2% Filipino: -3.6%
2.3	School Attendance Rates – Average Daily Attendance (ADA) (State Priority 5A)	Source: 2022-23 Q-SIS AD-ADM Audit- Summary Report ALL: 92.2% EL: 92.6% FY: 88.1% HOM: 91% SED: 91.8% SWD: 89.7%	Source: 2023-24 Q-SIS AD-ADM Audit- Summary Report ALL: 93.1% EL: 93.4% FY: 81.65% HOM: 93.1% SED: 93% SWD: 84.2%	Source: 2024-25 Q-SIS AD-ADM Audit- Summary Report ALL: 93.1 EL: 93.4 FY: 93.1 HOM: 93.3 SED: 92.9 SWD: 91.7	Source: 2025-26 Q-SIS ALL: 99% EL: 99% FY: 99% HOM: 99% SED: 99% SWD: 99%	Source: Q-SIS ALL: +.9% EL: +.5% FY: +5% HOM: +2.3% SED: +1.1% SWD: +2%
2.4	Middle School Dropout Rates (State Priority 5C)	Source: 2023-24 CALPADS Report 8.1B 0%	Source 2024-2025 CALPADS Report 8.1B 0%	Source 2025-2026 CALPADS Report 8.1B 0%	Source: 2026-27 CALPADS Report 8.1B 0%	Source: CALPADS Report 8.1B Remained at 0%
2.5	Pupil Expulsion Rates (State Priority 6B)	Source: 2023-24 CALPADS Report 7.16 and 7.10 0.036%	Source: 2024-2025 CALPADS Report 7.16 and 7.10 0.015%	Source: 2025-2026 CALPADS Report 7.16 and 7.10 0.024%	Source: 2026-27 CALPADS Report 7.16 and 7.10 0%	Source: CALPADS Report 7.16 and 7.10 +0.009%

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

2025-2026- An analysis of how this goal was carried out in the previous year.

During the 2025–2026 LCAP cycle, actions aligned to this goal were implemented consistently across schools, reflecting the district's ongoing and continuous focus on supporting both academic and social-emotional outcomes. These efforts have been sustained over time and will remain a central priority moving forward. Academic interventions in literacy, mathematics, and Tier II–III supports were implemented in a systematic manner, contributing to measurable gains. The use of digital platforms, targeted tutoring, and the continued deployment of literacy intervention teachers strengthened instructional support and helped ensure that students received timely, data-informed interventions.

Social-emotional and behavioral initiatives, including PBIS, restorative practices, counseling programs, and alternative disciplinary approaches, were implemented across sites and contributed to reductions in office referrals, suspensions, and expulsions. Student attendance also showed improvement, supported by the coordinated efforts of attendance technicians, clinicians, and the SARB process. These outcomes reflect the district's continued focus on early identification, intervention, and family engagement.

Efforts to support safe and inclusive learning environments remained a priority and were implemented as part of the district's continuous improvement efforts. Programs such as campus assistant training, School Resource Officer (SRO) support, social-emotional learning (SEL) instruction, digital monitoring, and schoolwide assemblies supported a culture of safety, belonging, and student connectedness. Student and family engagement efforts, including newcomer services, migrant education outreach, and expanded learning opportunities, were maintained and strengthened. Core operational services, such as transportation, nutrition, and targeted supports for vulnerable student groups, were delivered consistently, supporting equitable access to learning and will continue to be a focus.

As part of the district's commitment to continuous improvement, refinement efforts during the 2025–2026 cycle focused on strengthening existing systems. This included increasing participation in migrant education programs, expanding and formalizing Tier II interventions at the middle school level, continuing the integration of diverse and representative library materials, and improving student survey administration to enhance data quality. These refinements reflect an ongoing cycle of analysis and adjustment that will continue moving forward.

In the current LCAP cycle, actions within this goal continue to be interconnected and designed to support one another. While this integrated approach strengthens overall implementation, it also limits the ability to isolate and report on the effectiveness of individual actions within the LCAP. As a result, effectiveness is primarily measured through broader metrics aligned to the overall goal.

Moving forward, the district will continue to refine the organization of actions and metrics to ensure clearer identification of both implementation and effectiveness measures, while maintaining alignment across initiatives. This work reflects a sustained commitment to continuous improvement in support of all students.

Overall, Goal 2 actions were implemented with fidelity, yielding positive results in student learning, wellness, and engagement. The district remains committed to sustaining and deepening these supports in the 2025–2026 school year to ensure that every student is well-positioned to succeed academically and thrive socially and emotionally.

2.01 English Literacy Intervention
All K–5 students accessed Lexia Core 5, and 6–8 students used Lexia Power Up, with teachers using data to guide Tier II instruction.

2.02 Spanish Literacy Intervention
iStation was available to all K–5 students in biliteracy programs, and teachers used program data for intervention planning.

2.03 Mathematics Intervention: IXL
Students in grades 3–8 showed measurable skill growth using IXL.

2.04 Mathematics Intervention: Math Labs
Action 2.04, Math Intervention: Math Labs, was implemented across all sites through before- and/or after-school offerings; however, student participation was limited. While the action provided access to math intervention, low attendance impacted overall effectiveness as measured by local and state assessments. These challenges affected the level of implementation as originally planned. This action will continue into the next school year with adjustments to strengthen participation and overall impact.

2.05 Tier III and Special Education Interventions
Tier III and specialized supports were implemented across all school sites and aligned to student needs.

2.06 Tier III and Specialized Support
This action was implemented districtwide to provide targeted interventions.

2.07 Alternative Disciplinary Approaches
Suspension and expulsion rates declined.

2.08 Social Emotional Development
Second Step and SEL lessons were implemented by teachers and counselors, leading to declines in office referrals and suspensions.

2.09 Tutoring
Action 2.09, Tutoring, was made available to students across grade levels using ELOP funding, with interventions varying by site and focus. However, implementation was partial due to limited teacher participation in providing after-school tutoring. While tutoring services that were provided supported student academic progress as measured by local and state assessments, inconsistent implementation across sites impacted overall effectiveness. This action will continue into the next school year with adjustments, including the inclusion of educational partners to expand access and strengthen implementation.

2.10 Literacy Intervention Teachers
Each K–5 and K–8 site had a dedicated literacy intervention teacher using LLI to provide targeted supports.

2.11 Middle School Intervention
Action 2.11, was not implemented during the 2025–2026 school year due to scheduling constraints and therefore did not achieve the desired outcomes. However, progress was made by addressing these barriers; in collaboration with labor partners, the district negotiated a 7-period middle school schedule to be implemented in 2026–2027. This added period will support Tier II intervention while maximizing Tier I instruction. The action will roll over into 2026–2027 with this revised structure and added staffing to support implementation.

2.12 English Language Development Interventions
Action 2.12, ELD Interventions, was funded through ELOP and Title III; however, implementation occurred on a limited basis and did not fully align with the planned action. When intervention was provided, it supported multilingual learner progress, as evidenced by local and state assessment data; however, variability in implementation impacted overall effectiveness. This action will continue into the next school year with adjustments to strengthen consistency and expand implementation.

2.13 Universal Screening: Gifted and Talented
All second graders were screened, and referrals occurred for grades 3–8.

2.14 Migrant Education Program (MEP)
Services such as Saturday school, preschool readiness, and family events were offered, though attendance was low.

2.15 Newcomer Academy
The Newcomer Academy is designed to support recently arrived English Learners in transitioning to the school system through targeted language development, academic instruction, and family engagement.

2.16 Attendance Technicians
Attendance technicians monitored chronic absenteeism and supported families through interviews and interventions, collaborating closely with site administration and ORCs to address attendance barriers.

2.17 School Attendance Review Board (SARB)
SARB was used to address severe attendance cases, with support from a district clinician. In addition, Building Relationships and Reducing Incidents through Interventions and Mentoring (BRRIIM) sessions were added for families in need to provide targeted mentoring and intervention support.

2.18 Expanded Summer Learning
Summer learning programs were fully implemented and well attended, with engagement data indicating positive outcomes.

2.19 Expansion of Learning Opportunities
Expanded learning was fully implemented with improved student participation and academic indicators.

2.20 Library/Media Technicians
All sites had a library/media technician.

2.21 Maintain Diverse School Libraries
Action 2.21, Maintain Diverse School Libraries, was implemented as planned, with Educational Services providing funding to support access to inclusive and representative texts. A challenge identified was limited site flexibility in selecting materials that reflect specific school communities. Moving forward, implementation will be refined to allow greater site-level choice within district guidelines.

2.22 AVID Implementation
AVID was implemented both as an elective and through schoolwide strategies to promote college readiness and academic skills.

2.23 Annual Parent Rights Notification
The Annual Parent Rights Notification (APRN) was posted online and distributed in hard copy to families as required. Action 2.23 demonstrated strong effectiveness, as evidenced by full implementation measured by local metrics, with parent survey data still pending for further evaluation.

2.24 Restorative Practices
Training, community circles, and restorative conversations were conducted to build positive school climate, resulting in decreased office referrals and suspensions.

2.25 Positive Behavior Supports (PBIS)
PBIS teams were active at all schools, implementing Tier I supports and attending Safe and Civil Schools training.

2.26 Safe Learning Environments
Campus assistant training and digital monitoring through Securly improved student safety, with bullying and physical altercation referrals declining.

2.27 School Resource Officers (SROs)
Two SROs supported student safety, family engagement, and wellness checks, contributing to decreased behavioral incidents and positive family feedback.

2.28 School Safety Plans
All school safety plans were updated, and drills were conducted and monitored across sites.

2.29 Student Assemblies: Social Media and Positive Interactions
Assemblies for grades 6–8 addressed online behavior and respectful interactions, resulting in decreased bullying referrals.

2.30 Transportation for General Education, Homeless, and Foster Youth
Transportation services were provided without disruption, supporting student access to school.

2.31 Materials and Supplies for Youth Experiencing Homelessness

Weekly food bags, hygiene kits, gift cards, and other supports were provided to McKinney-Vento students, with referrals made for housing and health needs.

2.32 Child Nutrition
Child nutrition services were provided consistently across all sites to support student health and readiness to learn.

2.33 Substance Abuse Prevention
Students in grades K–8 received counseling and prevention education.

2.34 Facilities
Facilities-related actions were implemented as planned to ensure safe, clean, and well-maintained learning environments.

2.35 Student Mentoring Opportunities
Mentoring programs were implemented to support student connection and engagement.

2.36 Superintendent Fellows
The Superintendent Fellows program was implemented successfully, providing leadership development opportunities to students.

2.37 Special Programs
Special programs were implemented with fidelity to provide targeted supports and enrichments, positively contributing to student success.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

2025-2026

During the 2025–2026 school year, most Goal 2 actions were implemented as planned, with actual expenditures closely aligning with budgeted amounts and service delivery meeting expected levels. However, a few material differences were noted due to programmatic adjustments, implementation challenges, and the use of external funding sources.

A notable variance occurred with Math Intervention: Math Labs (Action 2.04). While funding was allocated, no funds were expended. Math labs were offered at school sites; however, low student attendance limited participation, and staff compensation was supported through ELOP funds rather than the allocated budget. This resulted in a difference between planned and actual expenditures and a lower level of improved services than anticipated.

Tutoring (Action 2.09) also showed a difference between budgeted and actual expenditures. Tutoring services were made available; however, implementation was partial due to limited teacher participation in after-school programs. Most tutoring that did occur was funded through ELOP, resulting in reduced use of allocated funds and a lower percentage of improved services than planned.

For Middle School Intervention (Action 2.11), allocated funds were not expended as the action was not implemented. Implementation challenges, including staffing and scheduling considerations, contributed to this variance and to the difference between planned and actual services.

A similar pattern was observed in ELD Interventions (Action 2.12), where allocated funds were not expended. While some intervention supports were provided through ELOP and Title III funding, the planned action was implemented on a limited basis, resulting in differences in both expenditures and the percentage of improved services delivered.

In contrast, AVID Implementation (Action 2.22) exceeded the budgeted amount due to increased program costs and expansion to additional TK–8 sites. This resulted in higher expenditures than planned while expanding access to services.

Outside of these few examples, all other Goal 2 actions were implemented with fidelity, and there were no substantive differences between budgeted and estimated actual expenditures or between planned and actual percentages of improved services. Minor cost variances, such as those related to staffing seniority or timing of service delivery, did not significantly impact program quality or student outcomes. Overall, the district demonstrated sound fiscal alignment with its LCAP goals while maintaining a high level of service to students.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

2025-2026- A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The implementation of Goal 2 actions during the 2025–2026 school year supported student well-being, academic intervention, behavior, attendance, and access to services. These initiatives have been an ongoing focus for the district and will continue to guide efforts moving forward. Most actions contributed to progress toward the goal of providing comprehensive student support, with evidence of growth in both academic outcomes and school climate.

Academic intervention strategies, including Lexia, iStation, IXL, and site-based literacy teachers, supported students in need of Tier II intervention. Student data reflected progress in reading comprehension and mathematics skill development, particularly in grades 3–8. Tutoring and expanded learning opportunities funded through ELOP provided additional academic support; however, implementation of tutoring varied across sites due to staffing and participation challenges, which impacted overall reach and consistency. These supports will remain a focus as the district works to strengthen implementation.

Social-emotional and behavioral supports, including Second Step, 7 Mindsets, PBIS, and restorative practices, were implemented across schools and contributed to reductions in office referrals and suspension rates. Panorama survey results showed mixed outcomes, with some increases in students' sense of belonging at the secondary level and more favorable perceptions of student well-being among staff at the elementary level. The district will continue to refine survey administration and data use to better target areas of need.

Efforts to address chronic absenteeism through attendance technicians, SARB coordination, and family outreach contributed to improvements in attendance. Clinicians provided targeted support to students and families with higher needs, supporting consistent engagement in school. These efforts will continue as part of the district's ongoing attendance improvement strategy.

Programs supporting English learners and newcomer students, including ELD interventions, the Newcomer Academy, and Lexia English, were implemented with varying levels of consistency. While these supports provided access to language development and academic assistance, implementation varied across sites. The Migrant Education Program continued to offer services; however, participation levels remained an area for improvement. The district will continue to strengthen outreach and coordination to improve access and participation.

Safety-related actions, including campus assistant training, student assemblies, SRO engagement, and school safety planning, were implemented and supported a positive school environment. Data reflected reductions in incidents such as physical altercations and bullying, and students reported access to supportive adults. Digital monitoring tools, including Securly, continued to support student safety. These efforts will remain a continued focus.

A small number of actions were implemented on a limited basis or not fully implemented. Middle school intervention was not implemented due to scheduling constraints; however, progress was made toward future implementation through the development of a revised schedule model. Math labs, tutoring, and some intervention services were offered but experienced limited participation, affecting overall impact. These actions will continue into the 2026–2027 school year with adjustments to strengthen implementation.

Action 2.01 shows emerging effectiveness, as evidenced by improved English literacy outcomes measured by local and state assessments, though variability in teacher and student use indicates a need for continued support to ensure consistent implementation across all sites.

Action 2.02 shows emerging effectiveness, as evidenced by improved Spanish literacy support measured by local and state assessments, though consistent and effective use across classrooms remains an area for growth.

Action 2.03 shows emerging effectiveness, as evidenced by improved math skills measured by local and state assessments, while variability in usage patterns indicates a need for ongoing training to maximize program impact.

Action 2.05 demonstrated strong effectiveness, as evidenced by effective service delivery supporting student academic and intervention goals measured by local and state assessments, with no implementation challenges reported.

Action 2.06 demonstrated strong effectiveness, as evidenced by successful implementation supporting student progress measured by local and state assessments, with no changes or adjustments required.

Action 2.07 demonstrated strong effectiveness, as evidenced by decreased disciplinary referrals and improved behavioral outcomes measured by local and state assessments, with next year’s plan including expanded professional development and program access.

Action 2.08 shows emerging effectiveness, as evidenced by improved discipline data and mixed survey outcomes measured by local and state assessments, with survey frequency to be reduced next year to improve data quality.

Action 2.10 demonstrated strong effectiveness, as evidenced by full implementation supporting student literacy growth measured by local and state assessments, with no implementation gaps or differences.

Action 2.13 demonstrated strong effectiveness, as evidenced by consistent implementation of GATE screening processes measured by local and state assessments, with additional eligibility criteria being explored for future refinement.

Action 2.14 shows emerging effectiveness, as evidenced by partial participation outcomes measured by local and state assessments.

Action 2.15 demonstrated moderate effectiveness, as evidenced by partial implementation measured by local and state assessments, with areas of growth including the need to provide ongoing targeted professional development and coaching to teachers.

Action 2.16 demonstrated strong effectiveness, as evidenced by reduced absenteeism measured by local and state assessments, with no differences reported.

Action 2.17 demonstrated strong effectiveness, as evidenced by consistent implementation supporting improved attendance outcomes measured by local and state assessments.

Action 2.18 demonstrated strong effectiveness, as evidenced by high participation and improved summer learning outcomes measured by local and state assessments, with no challenges reported.

Action 2.20 demonstrated strong effectiveness, as evidenced by high library usage and access to literacy resources measured by local and state assessments, with no overall impact from staffing variations.

Action 2.22 demonstrated strong effectiveness, as evidenced by full implementation and improved student engagement and college readiness outcomes measured by local and state assessments.

Action 2.24 demonstrated strong effectiveness, as evidenced by improved behavioral outcomes measured by local and state assessments, the action will continue next year.

Action 2.25 demonstrated strong effectiveness, as evidenced by full implementation and strengthened positive behavior systems measured by local and state assessments, with additional funding used for large-scale trainings.

Action 2.26 demonstrated strong effectiveness, as evidenced by improved student safety outcomes measured by local and state assessments, with no major challenges reported.

Action 2.27 demonstrated strong effectiveness, as evidenced by improved safety and engagement outcomes measured by local and state assessments, with full implementation.

Action 2.28 demonstrated strong effectiveness, as evidenced by full compliance with safety protocols measured by local and state assessments, with no variations reported.

Action 2.29 demonstrated strong effectiveness, as evidenced by improved behavioral outcomes and favorable student responses measured by local and state assessments, despite Panorama scores remaining flat.

Action 2.30 demonstrated strong effectiveness, as evidenced by consistent service delivery supporting school attendance measured by local and state assessments.

Action 2.31 demonstrated strong effectiveness, as evidenced by full implementation supporting student basic needs and access to education measured by local and state assessments.

Action 2.32 demonstrated strong effectiveness, as evidenced by successful implementation measured by local and state assessments, with no reported issues.

Action 2.33 demonstrated strong effectiveness, as evidenced by reduced substance-related incidents measured by local and state assessments, with future funding dependent on grant renewal.

Action 2.34 demonstrated strong effectiveness, as evidenced by full implementation measured by local and state assessments, with no differences or challenges reported.

Action 2.35 demonstrated strong effectiveness, as evidenced by full implementation and improved student engagement outcomes measured by local and state assessments, with no changes made.

Action 2.36 demonstrated strong effectiveness, as evidenced by successful program participation and outcomes measured by local and state assessments, with no implementation issues.

Action 2.37 demonstrated strong effectiveness, as evidenced by successful implementation and improved student outcomes measured by local and state assessments.

In summary, Goal 2 actions reflect a sustained and ongoing focus on supporting the whole child. Most actions contributed to progress toward the district's student support goals, and the district will continue to build on these efforts while refining areas where implementation was limited.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

2025-2026- A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on reflection and review of implementation during the 2025–2026 school year, the district has made targeted adjustments to Goal 2 actions to strengthen delivery, improve access, and address implementation challenges. While the overarching goal, metrics, and target outcomes remain unchanged, several refinements have been identified to improve implementation and responsiveness to student needs in the 2026–2027 school year.

Importantly, most actions included in the 2025–2026 LCAP will roll over into the 2026–2027 LCAP. These actions continue to align with the district's commitment to equity, wellness, and academic support for all students and will be sustained to ensure consistency and continuity of services.

One of the key adjustments is the redesign of the middle school intervention strategy (Action 2.11). This action was not implemented during the current year due to scheduling constraints. In response, and in collaboration with labor partners, the district developed a 7-period schedule model that will be implemented in 2026–2027. This additional period will support Tier II interventions embedded within the school day while maintaining access to core instruction.

Adjustments have also been made to Tutoring and Intervention Supports (Action 2.09). While tutoring services were available, implementation was limited due to low teacher participation in after-school programs. To address this, the district will expand tutoring and intervention opportunities for all students through the inclusion of educational partners, increasing access and consistency of services across sites.

Similarly, refinements have been identified for ELD Interventions (Action 2.12). While funding sources supported some level of service, implementation varied across sites. Moving forward, the district will strengthen coordination and expand intervention supports for multilingual learners to ensure more consistent delivery and access to targeted language development services.

Another key refinement involves AVID Implementation (Action 2.22). This action was previously focused on middle school students; however, due to declining enrollment and staffing constraints, TK–8 sites began implementing AVID Elementary. As a result, this action will be expanded to include elementary students at TK–8 sites in the 2026–2027 school year, supporting continuity of AVID strategies across grade spans.

The district also identified a need to increase participation in the Migrant Education Program (Action 2.14). Although services were offered, participation was lower than expected. In response, the district will strengthen coordination with VCOE, improve communication with families, and refine outreach strategies to increase participation.

Additionally, Action 2.21, Maintain Diverse School Libraries, will be refined to strengthen implementation. While access to previously purchased materials continued, future implementation will prioritize site-based selection of culturally and linguistically relevant materials, guided by district criteria to ensure representation and inclusivity.

These changes reflect the district's ongoing effort to refine actions based on implementation data, educational partner input, and site needs, while maintaining alignment with the overall goal of supporting student success.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	English Literacy Intervention: Lexia	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. As part of the district's Multi-Tiered System of Supports (MTSS) Framework, Lexia operates as a Tier 2 intervention program, providing personalized learning experiences tailored to individual student needs in English literacy. Through its adaptive technology and data-driven approach, Lexia identifies areas for improvement, allowing educators to deliver targeted instruction and interventions. By integrating Lexia into our MTSS framework, the district ensures that unduplicated student groups requiring additional support receive focused attention to enhance their English literacy skills. In alignment with the district's strategic plan, this action underscores the district's commitment to evidence-based interventions that support academic growth and achievement, fostering an inclusive learning environment where every student can succeed. This action will be monitored through the ELA CA Dashboard (SP 2.1.3). The funding for this action was included in the previous LCAP as part of a multi-year contract.	$0.00	No
2.2	Spanish Literacy Intervention: iStation-District Licenses	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		students within the district. Within the district's Multi-Tiered System of Supports (MTSS) framework, iStation is a tool that provides personalized learning experiences tailored to individual student needs in Spanish literacy. Through its adaptive technology and data-driven approach, iStation identifies areas for improvement, allowing educators to deliver targeted instruction and interventions. By integrating iStation into the district's MTSS framework, the district ensures that unduplicated student groups requiring additional support receive focused attention to enhance their Spanish literacy skills. In alignment with the district's strategic plan, the implementation of iStation underscores the district's commitment to evidence-based interventions that support academic growth and achievement, fostering an inclusive learning environment where every student can succeed. This action will be monitored through the ELA CA Dashboard (SP 2.1.3). The funding for this action was included in the previous LCAP as part of a multi-year contract.		
2.3	Mathematics Intervention: IXL	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Tier 2 Math Intervention Program: IXL is an online educational platform with a particular focus on providing targeted math instruction and practice for unduplicated student groups. It offers personalized learning experiences designed to address the specific needs of unduplicated student groups who require additional support in mathematics. IXL helps teachers monitor student progress, identify math skill gaps, and provide differentiated instruction to support unduplicated student groups as part of Tier 2 interventions. This action will be monitored through the Mathematics CA Dashboard (SP 2.1.3).	$100,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	Mathematics Intervention: Math Labs	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. To address the diverse learning needs of our unduplicated student groups and ensure equitable access to academic support, the district implements Math Labs as a key component of Tier 2 intervention. Math Labs provide targeted instruction and support to unduplicated student groups who require additional assistance to meet grade-level math standards. Math Labs incorporate ongoing progress monitoring and data analysis to inform instruction and track student growth over time. By integrating Math Labs into the district's Tier 2 intervention framework, the district aims to accelerate student learning, close achievement gaps, and ensure that all unduplicated student groups have the foundational math skills necessary for future success in college, career, and life. This action will be monitored through the Mathematics CA Dashboard (SP 2.1.3). Action addresses students identified for 2025 Differentiated Assistance: Students with Disabilities	$10,747.56	Yes
2.5	Interventions: Tier III and Special Education	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities,	$41,564,561.97	Yes

Action #	Title	Description	Total Funds	Contributing
		support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Specialized interventions and materials are meticulously designed to cater to unduplicated student groups in need of additional support. These initiatives encompass a range of targeted supports, including the implementation of Reading Horizons as a supplemental curriculum for reading intervention, ST Math Intervention tailored specifically for unduplicated student groups in special education, and comprehensive teacher leader training aimed at enhancing professional development across subject areas. Complemented by robust instructional and behavioral support systems, these interventions underscore the district's dedication to fostering inclusive and equitable learning environments where every student has the opportunity to thrive academically and personally. This action will be monitored through the CA Dashboard (SP 2.2.3). Action addresses students identified for 2025 Differentiated Assistance: Students with Disabilities and African American Students		
2.6	Tier III and Specialized Support	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. To achieve this goal, the district has outlined a strategic approach that includes the appointment of a Social Emotional Specialist through VCOE, offering counseling services specifically tailored for unduplicated student groups with Individualized Education Programs (IEPs), deploying 1:1 behavioral aides to address individual student needs, and assigning additional duties and assessments to our Special Education staff to ensure a holistic and inclusive support system. Through these measures, the district aims to create a nurturing and inclusive environment	$2,704,151.75	No

Action #	Title	Description	Total Funds	Contributing
		where every student feels valued, supported, and empowered to achieve their full potential academically and personally. This action also includes home/hospital and non-ADA teaching hours (SP 2.1.4).		
2.7	Alternative Disciplinary Approaches	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Recognizing the profound and lasting effects of school expulsion on unduplicated student groups, the Oxnard School District is committed to implementing alternative disciplinary approaches that prioritize support, intervention, and rehabilitation. In response, the district offers a range of proactive measures aimed at addressing behavioral issues effectively while fostering a supportive and inclusive learning environment, including Opportunity Classes for grades 6-8 at the Comprehensive Middle Schools. By providing academic and social-emotional support and prioritizing intervention and rehabilitation over punitive measures, the district intends to create a conducive environment where unduplicated student groups feel valued, supported, and empowered to overcome challenges and succeed both academically and personally. This action will be monitored through various metrics, including Panorama Survey, CA Dashboard: Suspension Rate, School Attendance Rate, Middle School Dropout Rates, and Pupil Expulsion Rates (SP 2.3.3). Action addresses students identified for 2025 Differentiated Assistance: Students with Disabilities and African American Students	$11,093.75	Yes
2.8	Social Emotional Development Supports: Panorama	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The	$314,345.00	Yes

Action #	Title	Description	Total Funds	Contributing
		unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Tiered social/emotional supports provide a comprehensive system that addresses the diverse needs of students, promotes positive mental health, and creates a supportive school environment where all students can thrive academically, socially, and emotionally. A universal SEL screening through Panorama provides data on student perspectives on school culture, positive relationships, and social/emotional competencies. The data is used to strengthen SEL supports and implement strategies to promote a positive school culture. By prioritizing social-emotional learning, the district ensures that its unduplicated student groups not only excel academically but also thrive socially, emotionally, and personally, preparing them for a lifetime of success and well-being (SP 2.1.4). Action addresses students identified for 2025 Differentiated Assistance: African American Students		
2.9	Tutoring	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The Oxnard School District will support the practice of before and after-school tutoring as part of its Multi-Tiered System of Support (MTSS) framework. This action provides additional academic support to unduplicated student groups beyond regular school	$88,427.56	No

Action #	Title	Description	Total Funds	Contributing
		hours. This action will be expanded to increase access for all students and will include the use of educational partners to provide tutoring services, ensuring more consistent delivery and broader availability across school sites. These sessions offer personalized instruction tailored to individual student needs, allowing for focused attention on areas requiring extra help. Through one-on-one or small group interactions, unduplicated student groups can deepen their understanding of challenging concepts, clarify doubts, and reinforce learning from the classroom. Tutors' approach to remediation and the materials they utilize will be research-based and aligned with best practices (SP 2.1.6).		
2.10	Literacy Intervention Teachers	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. As part of the district's Multi-Tiered System of Support (MTSS), Literacy Intervention Teachers (LIT) will be provided for all K-8 and elementary schools. Collaborating with classroom teachers, LIT teachers will support Tier 2 of the MTSS framework by identifying gaps in literacy among unduplicated student groups through assessments and delivering evidence-based Tier 2 interventions. Their approach to remediation and the materials they utilize is research-based and aligned with best practices. This action will be monitored through the Mathematics CA Dashboard, the Science CA Dashboard, and the English Language Arts CA Dashboard (SP 2.1.6). Action addresses students identified for 2025 Differentiated Assistance: Students with Disabilities	$2,943,019.87	Yes

Action #	Title	Description	Total Funds	Contributing
2.11	Intervention: Middle School	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Implementing Tier 2 Interventions for unduplicated student groups in need at middle schools is a vital component of the district's commitment to equity and student success. By providing targeted support beyond core instruction, the district ensures that all unduplicated student groups have access to the resources and assistance they need to thrive academically and socio-emotionally. This action will be supported through the implementation of a 7-period schedule model at middle schools, providing dedicated time within the school day for Tier II interventions while maintaining access to Tier I core instruction. This action not only acknowledges the diverse needs of the district's student population but also removes barriers to access. This action aligns with the district's multi-tiered system of support (MTSS) framework. Through these additional, focused, and targeted interventions, the district aims to foster a supportive and inclusive learning environment where all unduplicated student groups can reach their full potential. This action will be monitored through the Mathematics CA Dashboard, the Science CA Dashboard, and the English Language Arts CA Dashboard (SP 2.1.6). Action addresses students identified for 2025 Differentiated Assistance: Students with Disabilities	$10,000.00	Yes
2.12	Interventions: English Language Development	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing	$224,910.00	Yes

Action #	Title	Description	Total Funds	Contributing
		resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Offering intervention opportunities to English Language Learners (ELLs) or Emergent Multilingual Learners (EMLs) is essential for their academic success and overall development. This action will be refined to strengthen consistency of implementation across sites and expand access to targeted language development supports, including the use of additional service providers where appropriate. By providing targeted intervention to accelerate English language development, the district fosters an inclusive learning environment where all unduplicated student groups, including Emergent Multilingual Learners, have the resources to excel and thrive. Investing in the language development of EMLs not only prepares them for academic success but also sets them up for long-term success in higher education, careers, and society as a whole, aligning with the district's strategic plan and reflected in the district's student profile. This action will be monitored through the English Language CA Dashboard (SP 2.1.6). Action addresses students identified for 2025 Differentiated Assistance: Students with Disabilities		
2.13	Universal Screening: Gifted and Talented	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The district will implement universal screening for gifted and talented education at the end of the second grade for all unduplicated student groups across the district. This action aims to ensure equitable access to gifted and talented programs for all unduplicated	$24,834.13	Yes

Action #	Title	Description	Total Funds	Contributing
		student groups. By implementing universal screening, the district will identify gifted students who may have been previously overlooked or underrepresented in gifted education programs. Additionally, early identification through screening will enable the district to provide appropriate educational opportunities and support from an early age, helping to prevent underachievement and ensure that gifted unduplicated student groups are challenged and engaged in their learning. This action will be monitored through the Mathematics CA Dashboard, the Science CA Dashboard, and the English Language Arts CA Dashboard (SP 2.2.1).		
2.14	Migrant Education Program (MEP)	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Migratory youth in California face significant educational challenges as they often move between schools throughout the year, crossing school district and state lines to follow work in industries such as agriculture, fishing, dairy, or logging. The MEP focuses on meeting the needs of migratory unduplicated student groups arising from their mobility, with the intent to ensure that all such unduplicated student groups can meet the same challenging state academic standards as their peers. Through a combination of federal and state support, the MEP strives to provide targeted assistance to migratory youth, helping them overcome the educational barriers associated with their transient lifestyle and achieve academic success. This action will be monitored through various CA Dashboard metrics (SP 2.2.1).	$30,111.38	No
2.15	Newcomer Academy	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The	$37,000.00	No

Action #	Title	Description	Total Funds	Contributing
		unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The district will offer newly arrived student student groups to the country, in grades 3-8, the opportunity to enroll in the district's Newcomer Academy. The Newcomer Academy is a specialized program that prioritizes intensive English language development, employing evidence-based strategies to facilitate rapid language acquisition and active participation in academic activities. Moreover, social and emotional support follows best practices in counseling and mentorship, offering unduplicated student groups the guidance and encouragement needed to navigate the challenges of adjusting to a new school and culture. This action will be monitored through various CA Dashboard metrics (SP 2.2.1).		
2.16	Attendance Technicians	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. In an effort to combat absenteeism and enhance truancy prevention, the Oxnard School District will hire Attendance Technicians for each school. They will play a vital role in monitoring attendance, identifying patterns of absenteeism, and implementing strategies to address these issues proactively. By having dedicated staff members focused on attendance, the district intends to create a supportive environment where unduplicated student groups feel encouraged to attend school regularly, leading to improved academic	$1,482,830.49	Yes

Action #	Title	Description	Total Funds	Contributing
		outcomes and overall student success. This action will be monitored through the Chronic Absenteeism CA Dashboard and School Attendance Rates (SP 2.2.2).		
2.17	School Attendance Review Board (SARB)	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. By aligning with state priorities and leveraging county support, particularly through monthly meetings where an Assistant District Attorney collaborates with the School Attendance Review Board (SARB) team, the action ensures a coordinated approach to address truancy. This collaboration offers legal guidance and support to families, equipping them with resources to address underlying issues contributing to student absences. By reducing truancy rates and improving overall attendance, this initiative directly supports academic achievement by ensuring students are present and engaged in their learning. This action will be monitored through the Chronic Absenteeism CA Dashboard and School Attendance Rates (SP 2.2.2).	$81,049.00	No
2.18	Expanded Summer Learning	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all	$2,902,674.88	No

Action #	Title	Description	Total Funds	Contributing
		students within the district. To address this disparity, funds will support additional time in school with a variety of learning opportunities. The Oxnard School District has developed a robust Summer School program, specifically the Summer Writing, Science, and Math Camp, which is a full-day program available to students in Grades K-8. The program, led by credentialed teachers, offers an enrichment-based academic curriculum in the morning and collaborates with the Afterschool program for activities in the afternoons. It will run for one month during the summer, with district-wide transportation provided to ensure access for all students. These actions aim to increase access to the core curriculum and provide specific interventions tailored to each low-income and English learner or Emergent Multilingual Learner student, ultimately leading to improved student performance on state and local assessments. This action will be monitored through various California Dashboard Metrics (SP 2.2.3).		
2.19	Expansion of Learning Opportunities	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Expanded Learning Opportunities during out-of-school time offer a valuable supplement to students' instructional programs rather than replacing them. This action aims to provide students with additional time in school, where adults will offer academic support, social and emotional support, as well as enrichment and intervention opportunities. These supports include access to counselors, arts programs, field trips, and more. The goal is to extend the school day to nine hours, incorporating before and after-school activities. This action will be monitored through various California Dashboard Metrics (SP 2.2.3).	$13,167,483.58	Yes

Action #	Title	Description	Total Funds	Contributing
2.20	Library/Media Technicians	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Library/Media Technicians (LMTs) play a vital role in fostering literacy, supporting academic achievement, and promoting a love for learning among unduplicated student groups. They curate diverse and inclusive collections that reflect the interests and backgrounds of students, providing access to a wide range of materials. They also collaborate with teachers to integrate information literacy skills into the curriculum, empowering unduplicated student groups to navigate the vast landscape of information effectively. Since LMTs do not hold Library Services Credentials, the district contracts with the Ventura County Office of Education, which employs a full-time credentialed librarian to provide support and professional development to the district's LMTs. This action will be monitored through various California Dashboard Metrics (SP 2.2.4).	$976,198.10	No
2.21	Maintain Diverse School Libraries	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. School libraries play a crucial role in closing the achievement gap by providing equal access to resources for learning, ensuring they embrace diversity and inclusion. These libraries will be supported for use both in the classroom and at home, fostering a culture of	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
		literacy and inclusivity throughout the community. This action will be monitored through various California Dashboard Metrics (SP 2.2.4).		
2.22	AVID Implementation	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. For unduplicated student groups, access to classes preparing them for college is crucial. The district offers Advancement Via Individual Determination (AVID) and AVID Excel elective courses in all middle and K-8 schools. AVID is an educational program aimed at supporting middle school students in achieving academic success and preparing for college and careers. This action will be expanded to include AVID Elementary implementation at TK–8 sites, providing earlier access to AVID strategies and supporting continuity of college and career readiness skills across grade spans. It equips students with academic skills, organizational strategies, and college-readiness resources to excel in rigorous coursework. The program emphasizes critical thinking, collaboration, inquiry, and reading and writing skills. Additionally, AVID fosters student engagement, a sense of belonging, and a growth mindset. Research indicates that AVID participation correlates with increased academic achievement, higher graduation rates, and greater college enrollment among middle school students. This action will be monitored through various California Dashboard Metrics (SP 2.2.6).	$192,797.46	No
2.23	Annual Parent Rights Notification	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action	$3,100.00	No

Action #	Title	Description	Total Funds	Contributing
		directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The purpose of the Annual Parent Rights Notification is to inform parents or guardians about their rights regarding their child's education, including privacy rights, disciplinary procedures, and other important information mandated by state and federal laws. It serves as a crucial document to ensure transparency and communication between the school district and families. Envision Consulting's role in reviewing the notification ensures that it is comprehensive, up-to-date, and compliant with all legal requirements, thereby safeguarding the rights of parents and unduplicated student groups while promoting accountability and adherence to educational regulations. By involving and empowering families through comprehensive and transparent communication, this action ensures that parents or guardians are well informed about their rights, thereby supporting the academic achievement of unduplicated student groups. This action will be monitored through various California Dashboard Metrics (SP 2.4.4).		
2.24	Restorative Practices	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The Oxnard School District recognizes the crucial importance of reducing suspensions and expulsions for unduplicated student groups. To address this need, professional development will be offered to staff, accompanied by resources to bolster restorative practices district-wide. These initiatives will be implemented utilizing existing personnel and school time, with monitoring facilitated	$227,432.50	No

Action #	Title	Description	Total Funds	Contributing
		through the Panorama Survey. By ensuring the effective implementation of support across all student demographics, the district aims to foster a more inclusive and supportive educational environment for everyone. This action will be monitored through the Panorama Survey, the Suspension Rate CA Dashboard, the Chronic Absenteeism CA Dashboard, the School Attendance Rate, the Middle School Dropout Rates, and the Pupil Expulsion Rates (SP 2.3.1). This action was funded through the LCSSP grant and encompasses several initiatives within the LCAP that support restorative practice systems. The funding associated with Action 2.24 is integrated into and supports the implementation of these related actions.		
2.25	Positive Behavior Supports (PBIS)	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The action supports the implementation of district-wide positive behavior interventions aimed at fostering a supportive and conducive learning environment for all unduplicated student groups. Through this initiative, the district intends to adopt evidence-based strategies and practices that promote positive behaviors, social-emotional development, and academic success across all schools. By providing comprehensive training to educators and staff members, the district ensures consistent implementation of these interventions, thereby establishing clear expectations for behavior and creating a culture of respect, responsibility, and inclusion throughout the school community. Tier 2 behavior supports within the PBIS framework are crucial for addressing the needs of students who require additional support beyond universal interventions but who do not need intensive, individualized interventions. These supports help to prevent the escalation of behavioral	$305,322.50	Yes

Action #	Title	Description	Total Funds	Contributing
		challenges and provide targeted interventions to promote positive behavior and academic success. Examples of Tier 2 behavior supports might include small group social skills instruction, check-in/check-out systems, and mentorship programs. By prioritizing positive behavior interventions district-wide, the district demonstrates its commitment to creating safe, supportive, and nurturing learning environments that empower students to reach their full potential. This action will be monitored through the Suspension Rate CA Dashboard, the Chronic Absenteeism CA Dashboard, the School Attendance Rate, the Middle School Dropout Rates, and the Pupil Expulsion Rates (SP 2.3.4). Action addresses students identified for 2025 Differentiated Assistance: African American Students		
2.26	Safe Learning Environments	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. As part of the district's ongoing commitment to maintaining a safe and secure environment in schools, the district will implement comprehensive safety measures. These actions include the implementation of safety protocols, staff training, and the deployment of appropriate resources when necessary. This action aims to cultivate a positive learning environment where students feel safe, supported, and empowered to reach their full potential. This action will be monitored through the Panorama Survey (SP 2.4.4). Action addresses students identified for 2025 Differentiated Assistance: African American Students	$368,951.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.27	School Resource Officers	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Integrating School Resource Officers (SROs) into our school community serves as a key component of the district's commitment to creating safe, welcoming, and inspiring environments that foster positive connections among students, staff, and families. These trained professionals collaborate with school educational partners to promote a culture of safety, trust, and respect. By prioritizing positive relationships and emphasizing effort, persistence, and engagement, the district's SROs contribute to a conducive learning environment where unduplicated student groups can thrive academically and socially. Through their proactive approach and commitment to building positive relationships, SROs play a vital role in establishing an inclusive and supportive school climate that prioritizes the holistic development of every student. This action intends to cultivate a positive learning environment where students feel safe, supported, and empowered to reach their full potential. This action will be monitored through the Panorama Survey (SP 2.4.4).	$261,771.00	Yes
2.28	School Safety Plans	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. School safety plans are updated annually in	$65,750.00	No

Action #	Title	Description	Total Funds	Contributing
		accordance with the Education Code. The school teams collaborate with educational partners to identify resources and elements crucial to school safety and climate. This action aims to cultivate a positive learning environment where students feel safe, supported, and empowered to reach their full potential. This action will be monitored through the Panorama Survey (SP 2.4.4). This action encompasses several initiatives within the LCAP that support creating a safe and welcoming environment for students. The funding associated with Action 2.28 is integrated into and supports the implementation of these related actions.		
2.29	Student Assemblies: Social Media and Positive Interactions	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Through student assemblies focused on the proper use of social media and positive interactions, the district promotes a culture of safety, respect, and kindness within our schools. With this action, the district not only enhances physical security measures but also fosters a supportive environment where everyone feels valued and empowered to thrive academically, socially, and emotionally. This action reflects an ongoing dedication to creating inclusive and nurturing school environments that prioritize the well-being and success of all members of the school community. This action will be monitored through the Panorama Survey (SP 2.4.4).	$10,000.00	No
2.30	Transportation for General Education,	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The	$7,313,015.82	Yes

Action #	Title	Description	Total Funds	Contributing
	Homeless and Foster Youth	unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Providing transportation for homeless and foster youth is essential for ensuring their educational continuity and access to vital resources. By offering transportation services, to homeless and foster youth can maintain stability by attending their home school, providing a sense of familiarity and consistency in their education. Moreover, transportation facilitates access to enrichment programs, extracurricular activities, and support services crucial for their holistic development. These programs offer opportunities for socialization, academic support, and emotional well-being. Overall, providing transportation ensures equal opportunities for education, support, and enrichment activities, empowering unduplicated student groups to thrive academically and socially despite their housing instability or foster placement. This action will be monitored through the Chronic Absenteeism CA Dashboard, the School Attendance Rate, and the Middle School Dropout Rates (SP 2.2.7).		
2.31	Materials and Supplies for Youth Experiencing Homelessness/ McKinney-Vento	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The proposed action outlines the implementation of a Backpack Food Program tailored to support McKinney-Vento youth within the district. It also includes support through additional resources that families experiencing homelessness can use to	$14,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		provide basic necessities. This initiative acknowledges the unique circumstances faced by McKinney-Vento youth and seeks to address food insecurity in a practical and proactive manner. Through partnerships with local food banks and community organizations, the program will provide eligible McKinney-Vento youth with backpacks containing non-perishable food items to supplement their nutritional needs over weekends and breaks. By providing tangible support to unduplicated student groups, the program aims to enhance their overall well-being and academic success. This action will be monitored through the Panorama Survey (SP 2.2.7).		
2.32	Child Nutrition	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Recognizing the critical link between student well-being and academic success, the district prioritizes creating optimal learning conditions for all students. As part of this commitment, OSD provides healthy breakfast, lunch, snack, and supper meals to students, in order to enhance their ability to learn and thrive. To ensure the sustainability of these efforts, the district may supplement the Child Nutrition programs with contributions from the General Fund as necessary. Providing meals for unduplicated student groups supports their academic achievement by ensuring they are well-nourished, which enhances their ability to focus, learn, and perform effectively in school. This action will be monitored through the various CA Dashboard metrics (SP 2.4.5).	$19,309,249.00	No
2.33	Substance Abuse Prevention	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
		learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Through comprehensive educational initiatives, the district prioritizes equipping unduplicated student groups with the knowledge, skills, and resilience needed to make informed decisions regarding substance use. By emphasizing prevention strategies alongside intervention and support measures, the district aims to address the root causes of substance misuse and empower students to lead healthy, substance-free lives. Collaborating closely with students, educators, families, and community partners, the district collectively works to dismantle stigmas surrounding substance abuse, foster empathy, and promote a culture of well-being and responsibility. This commitment underscores the district's dedication to safeguarding the holistic development and success of each student. By providing tangible support to unduplicated student groups, this action aims to enhance their overall well-being and academic success. This action will measured through the Panorama Survey (SP 2.4.5).		
2.34	Facilities/Deferred Maintenance	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. A growing body of research indicates that school facilities have a measurable impact on student achievement and connectedness. A conducive learning environment can enhance student engagement, motivation, and overall academic performance. By maintaining 21st-century schools with modern facilities and resources, the	$1,500,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Oxnard School District ensures that unduplicated student groups have access to the tools and spaces necessary for effective teaching and learning. Additionally, well-maintained and updated school facilities can foster a sense of pride and belonging among unduplicated student groups, staff, and the broader school community. Ultimately, investing in school infrastructure is an investment in the future success and well-being of unduplicated student groups. This action will be monitored through the CA Dashboard metrics as well as the Panorama Survey (SP 2.5.1).		
2.35	Student Mentoring Opportunities	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. By creating partnerships with local universities and organizations and connecting unduplicated student groups with mentors who share similar backgrounds or career interests, students can gain valuable insights, advice, and encouragement to help them set and achieve their goals. Additionally, these partnerships offer access to resources, networks, and experiences beyond what is available within the school setting, enriching their learning journey and broadening their horizons. Overall, these partnerships play a vital role in promoting student success, personal growth, and academic achievement. This action will be monitored through various CA Dashboard Metrics (SP 2.6.1).	$9,000.00	No
2.36	Superintendent Fellows	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
		resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action involves appointing a student representative from each school site to collaborate directly with the superintendent, facilitating a dialogue about the student experience within the Oxnard School District. These student representatives serve as liaisons between the superintendent and their peers, providing a platform for student voices and perspectives to be heard and considered in district-level decision-making processes. By actively involving students in discussions about their educational experiences, the district ensures that student needs, concerns, and ideas are central to its policies and practices. This action not only empowers unduplicated student groups by giving them a voice in shaping their education but also promotes transparency, accountability, and inclusivity within the school community. Through this collaborative approach, the district will continue to foster a culture of mutual respect, trust, and shared responsibility for the success of all unduplicated student groups. This action will be monitored through the CA Dashboard Metrics and the Panorama Survey (SP 2.6.1).		
2.37	Special Programs	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. By providing diverse and enriching assemblies and experiences tailored to support academic, social, and emotional development, the action seeks to enhance student engagement and learning outcomes. With a particular focus on unduplicated student groups, this action aims to rectify resource inequities and foster a more inclusive educational environment aligned with state priorities. Ultimately, by	$25,000.00	No

Action #	Title	Description	Total Funds	Contributing
		prioritizing inclusivity and holistic development, the initiative not only addresses the specific needs of underserved student populations but also benefits the entire district by creating a more equitable and enriching educational landscape. This action will be monitored through the CA Dashboard Metrics and the Panorama Survey (SP 1.3.1).		
2.38	Gifted and Talented Education (GATE)	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action supports the allocation of resources necessary to effectively implement the district’s established Gifted and Talented Education (GATE) program, within-school cluster models, to ensure the needs of all GATE-identified students are met, particularly those who are also members of unduplicated student groups. Progress will be monitored using California School Dashboard metrics and the Panorama Survey (SP 2.2.1).	$5,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of 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. (SP 3.1) CULTURE OF EMPOWERMENT (SP 3.2) PROFESSIONAL LEARNING & SUPPORT (SP 3.3) RECOGNITIONS (SP 3.4) STUDENT ASSESSMENT (SP 3.5) SUPPORT TO SITES	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The district developed this goal to foster coherence and alignment across all educational sites and departments in pursuit of equitable and high-quality student outcomes. In a diverse and evolving learning environment, schools and district departments benefit from clear direction, meaningful collaboration, and sustained support to meet the academic and developmental needs of every learner.

Across the district, many schools are implementing promising practices, supported by strong leadership and purposeful instruction, that are yielding positive results for students. At the same time, variations in performance across school sites and among student groups, such as Reclassified Fluent English Proficient (RFEP) students and Emerging Multilingual Learners (EMLs), highlight valuable opportunities for deeper alignment and shared growth. These differences point not to shortcomings, but to the potential for mutual learning, where effective strategies can be shared and scaled to ensure all schools are well-equipped to support student success.

In particular, mathematics has emerged as an area requiring focused attention across all grade levels. While some bright spots exist, overall achievement in math suggests a need for more consistent instructional approaches and stronger systemwide supports. By working collaboratively, the district can enhance coherence in this subject area and ensure that all students have access to high-quality mathematics instruction.

This goal is grounded in the belief that educational excellence is intentional; it grows from systems of guidance, collaborative professional learning, and a shared commitment to high expectations. The focus on instructional quality, student engagement, and meaningful interactions reflects the district's understanding that student outcomes are shaped by the daily experiences they have in classrooms.

In addition, the goal acknowledges the importance of educating the whole child. Preparing students for success in today's interconnected world requires not only academic achievement but also multilingual fluency, cultural understanding, and the development of a healthy identity, agency, and voice. The district is committed to supporting these dimensions by ensuring that schools and departments have access to the tools, resources, and direction needed to create inclusive, affirming learning environments.

Ultimately, this goal reflects the district's dedication to purposeful leadership, ensuring that every educator and staff member is empowered to contribute to a collective vision of educational equity and excellence, where every student can thrive in every school, every classroom, every day.

The following acronyms will be used throughout the 'Metrics' section of this document to refer to specific student groups: Emergent Multilingual Learners/Students Learning English (EL), Youth in Foster Care (FY), Youth Experiencing Homelessness (HOM), Youth Experiencing Socioeconomic Disadvantages (SED), Students Receiving Special Education Services (SWD).

The explanation for why the LEA developed this goal has been updated from the 2024–25 LCAP to more clearly articulate the rationale.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Implementation of the academic content and performance standards adopted by the State Board Rating Scale (lowest to highest): 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability	Source: 2022-2023, CA Dashboard Local Indicators Professional Development/Academic Standards ELA-CCSS: 5 ELD (Aligned to ELA): 4 Mathematics-CCSS: 5 NGSS: 5 History-Social Science: 5 Instructional Materials ELA-CCSS: 5	Source: 2023-2024, CA Dashboard Local Indicators Professional Development/Academic Standards ELA-CCSS: 5 ELD (Aligned to ELA): 4 Mathematics-CCSS: 4 NGSS: 4 History-Social Science: 4	Source: 2024-2025, CA Dashboard Local Indicators Professional Development/Academic Standards ELA-CCSS: 5 ELD (Aligned to ELA): 4 Mathematics-CCSS: 4 NGSS: 4 History-Social Science: 4	Source: 2025-2026, CA Dashboard Local Indicators Professional Development/Academic Standards ELA-CCSS: 5 ELD (Aligned to ELA): 5 Mathematics-CCSS: 5 NGSS: 5 History-Social Science: 5	Source: 2025-2026, CA Dashboard Local Indicators Professional Development/Academic Standards ELA-CCSS: Remained at 5 ELD (Aligned to ELA): Remained at 4 Mathematics-CCSS: -1 NGSS: -1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(State Priority 2A & 2B)	ELD (Aligned to ELA): 5 Mathematics-CCSS: 5 NGSS: 5 History-Social Science: 5 Policy & Program Support: ELA-CCSS: 4 ELD (Aligned to ELA): 4 Mathematics-CCSS: 4 NGSS: 4 History-Social Science: 4 Implementation of Standards Career Technical Education: 0	Instructional Materials ELA-CCSS: 5 ELD (Aligned to ELA): 5 Mathematics-CCSS: 5 NGSS: 5 History-Social Science: 5 Policy & Program Support: 4 ELA-CCSS: 4 ELD (Aligned to ELA): 4 Mathematics-CCSS: 4 NGSS: 4 History-Social Science: 4 Implementation of Standards Career Technical Education: N/A	Instructional Materials ELA-CCSS: 5 ELD (Aligned to ELA): 5 Mathematics-CCSS: 5 NGSS: 5 History-Social Science: 5 Policy & Program Support: ELA-CCSS: 4 ELD (Aligned to ELA): 4 Mathematics-CCSS: 4 NGSS: 4 History-Social Science: 4 Implementation of Standards Career Technical Education: N/A	Instructional Materials ELA-CCSS: 5 ELD (Aligned to ELA): 5 Mathematics-CCSS: 5 NGSS: 5 History-Social Science: 5 Policy & Program Support: ELA-CCSS: 5 ELD (Aligned to ELA): 5 Mathematics-CCSS: 5 NGSS: 5 History-Social Science: 5 Implementation of Standards Career Technical Education: 5	History-Social Science: -1 Instructional Materials ELA-CCSS: Remained at 5 ELD (Aligned to ELA): Remained at 5 Mathematics-CCSS: Remained at 5 NGSS: Remained at 5 History-Social Science: Remained at 5 Policy & Program Support: ELA-CCSS: 0 ELD (Aligned to ELA): Remained at 4 Mathematics-CCSS: Remained at 4 NGSS: Remained at 4 History-Social Science: Remained at 4 Implementation of Standards

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Career Technical Education: N/A
3.2	STAR 360 – Early Literacy Percentage of students performing At or Above Benchmark (State Priority 8)	Source: 2023-24 STAR 360 Spring Report – Early Literacy ALL: 18.3%	Source: 2024-25 STAR 360 Spring Report – Early Literacy ALL: 35.9%	Source: 2025-26 STAR 360 Spring Report – Early Literacy ALL: 38.6%	Source: 2026-27 STAR 360 Spring Report – Early Literacy ALL: 50%	Source: STAR 360 Spring Report – Early Literacy ALL: +20.3%
3.3	STAR 360 – Spanish Early Literacy Percentage of students performing At or Above Benchmark (State Priority 8)	Source: 2023-24 STAR 360 Spring Report – Spanish Early Literacy ALL: 53.4%	Source: 2024-25 STAR 360 Spring Report – Spanish Early Literacy ALL: 56.4%	Source: 2025-26 STAR 360 Spring Report – Spanish Early Literacy ALL: 66.1%	Source: 2026-27 STAR 360 Spring Report – Spanish Early Literacy ALL: 75%	Source: STAR 360 Spring Report – Spanish Early Literacy ALL: +12.7%
3.4	STAR 360 – English Percentage of students performing At or Above Benchmark	Source: 2023-24 STAR 360 Spring Report – English ALL: 28.9%	Source: 2024-25 STAR 360 Spring Report – English ALL: 31%	Source: 2025-26 STAR 360 Spring Report – English ALL: 30.5%	Source: 2026-27 STAR 360 Spring Report – English ALL: 50%	Source: STAR 360 Spring Report – English ALL: +1.6%
3.5	STAR 360 – Spanish Percentage of students performing At or Above Benchmark (State Priority 8)	Source: 2023-24 STAR 360 Spring Report – Spanish ALL: 50.22%	Source: 2024-25 STAR 360 Spring Report – Spanish ALL: 50.6%	Source: 2025-26 STAR 360 Spring Report – Spanish ALL: 49.6%	Source: 2026-27 STAR 360 Spring Report – Spanish ALL: 70%	Source: STAR 360 Spring Report – Spanish ALL: -0.62%
3.6	STAR 360 – Mathematics Percentage of students performing At or Above Benchmark	Source: 2023-24 STAR 360 Spring Report – Mathematics ALL: 21.24%	Source: 2024-25 STAR 360 Spring Report – Mathematics ALL: 23.1%	Source: 2025-26 STAR 360 Spring Report – Mathematics ALL: 23.2%	Source: 2026-27 STAR 360 Spring Report – Mathematics ALL: 50%	Source: STAR 360 Spring Report – Mathematics ALL: +1.96%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(State Priority 8)					
3.7	Pathway Toward Biliteracy - Percentage of Students Meeting Recognition Criteria OSD Board Policy: AR 5126(a) (State Priority 8)	Source: 2023-24 Eligible Students to be Recognized with the Pathway Towards Biliteracy Award based on OSD Board Policy AR 5126(a) Grade 5: 26.25% Grade 8: 50.48%	Source: 2024-25 Eligible Students to be Recognized with the Pathway Towards Biliteracy Award based on OSD Board Policy AR 5126(a) Grade 5: 33% Grade 8: 70%	Source: 2025-26 Eligible Students to be Recognized with the Pathway Towards Biliteracy Award based on OSD Board Policy AR 5126(a) Grade 5: 30% Grade 8: 73%	Source: 2026-27 Eligible Students to be Recognized with the Pathway Towards Biliteracy Award based on OSD Board Policy AR 5126(a) Grade 5: 50% Grade 8: 75%	Source: Eligible Students to be Recognized with the Pathway Towards Biliteracy Award based on OSD Board Policy AR 5126(a) Grade 5: +3.75% Grade 8: +22.52%

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

2025-2026- An analysis of how this goal was carried out in the previous year

The implementation of Goal 3 during the 2025–2026 school year continues to reflect the district's strong commitment to cultivating a highly skilled and supported workforce through sustained professional learning, leadership development, and strategic resource allocation. Actions within Goal 3 are being implemented, supporting improved instructional practices, strengthened leadership capacity, and continued alignment with the district's Strategic Plan and the EMPOWERS framework.

Professional development opportunities are being delivered across all employee groups, including teachers, site leaders, central office staff, substitutes, and classified personnel. Teachers are engaging in ongoing learning in standards-based instruction, biliteracy, mathematics, transitional kindergarten, restorative practices, and newcomer education.

Building on staff feedback and observed needs from the prior year, all teachers have been trained in Nonviolent Crisis Intervention (NCI) to enhance classroom management and student support strategies. Additionally, all counselors and principals have been trained through a Train-the-Trainer model, ensuring site-based capacity to sustain and expand NCI implementation across the district.

Targeted support through Teachers on Special Assignment (TOSAs), consulting teachers, and peer coaching continues to strengthen classroom instruction and provide differentiated support for both new and veteran staff. TOSAs provide job-embedded coaching, model effective instructional strategies, and support the implementation of district-adopted curriculum and instructional frameworks.

Leadership development remains a central focus, with administrators and aspiring leaders participating in leadership academies and job-embedded coaching to deepen instructional leadership practices. The continued partnership with Orenda Education supports both schoolwide transformation and Comprehensive Support and Improvement (CSI) efforts, providing coaching and systems-level development at identified sites.

Actions supporting emergency preparedness, staff and student wellness, and communication systems are being implemented to ensure safe, responsive, and well-coordinated learning environments. Key operational supports—including curriculum implementation, baseline staffing, report card systems, and state assessment administration—remain aligned to districtwide instructional priorities and are being monitored for effectiveness.

As implementation progresses, the district continues to refine areas identified in the previous cycle, including expanded professional learning in cultural proficiency, GATE education, and strengthened follow-up within peer coaching structures. These areas are receiving additional attention to ensure deeper implementation and measurable impact.

In the current Local Control and Accountability Plan (LCAP) cycle, actions within Goal 3 are intentionally designed to be interconnected and mutually reinforcing. While this integrated approach strengthens coherence across initiatives, it can present challenges in isolating the impact of individual actions. As a result, effectiveness is often measured through broader indicators aligned to the overall goal.

Ongoing efforts include refining the organization of actions and strengthening the use of specific, measurable implementation and effectiveness metrics to enhance the district's ability to monitor progress and demonstrate outcomes.

Overall, Goal 3 actions were highly effective in building staff capacity, promoting equity-centered professional learning, and reinforcing high-quality teaching and leadership practices. The district will continue to deepen this work in the coming year by refining implementation strategies, expanding targeted supports, and ensuring coherence with other goals of the LCAP and Strategic Plan.

3.01 Developing Human Capital: PD for Strategic Plan Recommendations
Strategic Plan Implementation Team members and staff received professional development aligned with EMPOWERS and LCAP priorities.

3.02 Teachers on Special Assignment/Content Specialists
Teachers on Special Assignment (TOSAs) provided instructional coaching and professional development aligned to strategic initiatives.

3.03 Professional Learning: Implementation of State Standards
Standards-aligned professional development was provided to teachers across grade levels and content areas.

3.04 Professional Learning: Central Management
District leaders engaged in professional development opportunities to support strategic and LCAP-aligned goals.

3.05 Professional Learning for Educational Leaders
Site administrators participated in leadership development focused on instructional leadership and school improvement.

3.06 Professional Learning for TOSAs and Content Specialists
TOSAs received targeted professional development to strengthen coaching practices and classroom support.

3.07 Professional Learning: Spanish Language and World Language Standards
Professional learning in Spanish Language instruction, Common Core en Español, and World Language Standards (Action 3.07) was not implemented during the 2025–2026 school year due to competing district priorities, including curriculum alignment and the impact of multiple release days for participating teachers. This action is planned for implementation in the 2026–2027 school year.

3.08 Professional Learning for Teachers: Biliteracy
New and returning biliteracy teachers were supported with professional development on the district's biliteracy framework.

3.09 Professional Learning: Mathematics
Teachers received professional development by grade band on fluency, fractions, rigor, and lesson design, and student STAR data showed growth.

3.10 Professional Learning for Middle School Teachers
Middle school staff received content-specific professional development aligned to instructional priorities.

3.11 Professional Learning for Teachers: Newcomer Academy
Teachers supporting the Newcomer Academy received targeted professional development and TOSA support.

3.12 Professional Learning: Health Education
Science teachers were trained to deliver the district's health curriculum.

3.13 Professional Learning: Transitional Kindergarten
TK teachers engaged in professional development around play-based learning and DRDP assessments.

3.14 Professional Learning: Gifted and Talented Education
This action was implemented as part of an initial stage of professional development for teachers. Next steps will include specific professional development for grade levels and programs

3.15 Training: STAR/myOn
Renaissance training was delivered during pre-service days at no extra cost, with additional PD scheduled for next year.

3.16 Professional Learning: Cultural Proficiency and Equity
While some professional development included embedded equity content, standalone cultural proficiency sessions did not occur.

3.17 Professional Learning: Planning for Access and Equity (Orenda)
Three schools participated in Orenda PD on standards alignment and data use, with additional schools joining next school year.

3.18 CSI Support for Fremont Academy
Year 2 of Orenda implementation at Fremont supported staff PD and instructional planning, with modest student growth in the first year.

3.19 Professional Learning: Restorative Practices
Professional development was provided district-wide on restorative practices, contributing to reduced discipline referrals.

3.20 Professional Learning: Counselors
Counselors participated in professional development to enhance SEL, wellness, and student services.

3.21 Professional Learning and Wellness for Staff
Staff received professional learning and wellness sessions aligned to supporting staff well-being.

3.22 Professional Learning for Outreach Consultants (ORCs)
Outreach Consultants (ORCs) received training aligned with their roles in student engagement and family support.

3.23 Professional Learning for Substitute Teachers
Substitute teachers received training to improve classroom continuity and instructional quality.

3.24 Professional Learning for Classified Staff
Classified staff participated in professional development sessions aligned with school and district needs.

3.25 Training: Medical Response
Staff voluntarily participated in medical response training to strengthen site emergency readiness.

3.26 Training: Action Preparedness
All staff received emergency preparedness training, ensuring site-level consistency in safety protocols.

3.27 Training: Data Management Systems
Teachers and site administrators received training on Illuminate and EduClimber during pre-service days.

3.28 Training: Communication Platforms
Staff were trained to use platforms for internal and external communication.

3.29 Future Administrators Academy
Twelve staff members participated in the Future Administrators Academy, which was well received.

3.30 Consulting Teacher
A total of 61 new teachers received support from a consulting teacher, and teachers requiring additional assistance were provided with targeted resources.

3.31 Peer Assistance Review (PAR)
Three teachers received extended support through the PAR program.

3.32 Review/Redesign Report Cards
A redesign of report cards is in progress, including revisions to college and career readiness indicators, with feedback gathered from various groups.

3.33 Implementation of Required State Assessments
All required assessments (ELPAC and CAASPP) were administered, with additional staff hired to support 1:1 ELPAC testing. In addition, the district implemented the Amira state-required assessment to identify students at risk for reading difficulties, expanding its assessment system beyond prior measures.

3.34 Baseline Instruction for Unduplicated Student Groups
Unduplicated students received foundational academic support aligned to district expectations.

3.35 Textbook Adoptions
All instructional materials were provided as needed, with orders filled for new classes and replacements and a new math adoption planned for next year.

3.36 Additional Teachers Above Base Staffing
Additional teachers were hired beyond base staffing levels to meet student needs.

3.37 Maintain 24:1 TK–3rd Grade Average
Class size averages were maintained at or below 24:1 across TK–3.

3.38 School Site Allocations to be Prioritized by School Site Council
Sites received funding aligned to their SPSAs and site priorities.

3.39 Above Base/Assistant Principals
Assistant principals were retained at schools above the base staffing model to support leadership capacity.

3.40 Teacher Substitutes/Site Assigned
Fourteen site-assigned substitute teachers were deployed and consistently used for SSTs and IEPs.

3.41 Supplemental Instructional Materials
Instructional materials were provided to supplement core curriculum and support student learning.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

2025-2026

Most actions under Goal 3 during the 2025–2026 school year were implemented as planned, with estimated actual expenditures generally aligned to budgeted amounts and targeted services delivered as intended. These actions supported districtwide efforts to enhance professional learning, strengthen instructional leadership, and build organizational capacity. Across all employee groups, teachers, administrators, classified staff, and substitutes, professional development and support were provided consistently.

While implementation was strong overall, some actions reflected material differences between budgeted and estimated actual expenditures due to adjustments in implementation and evolving district priorities. Specifically, professional learning focused on Spanish Language instruction, Common Core en Español, and World Language Standards was not implemented during the 2025–2026 school year. This was due to competing district priorities, including curriculum alignment efforts, and the impact of multiple release days for the same teachers throughout the year. As a result, expenditures for this action were lower than planned, and the associated percentage of improved services was not fully realized. This action is planned for implementation in the 2026–2027 school year.

In cases where not all budgeted funds were expended as originally planned, the district reallocated resources to related professional learning and capacity-building efforts within Goal 3 to ensure continuity of services. This strategic approach allowed the district to remain responsive to staff needs while maintaining alignment with the Strategic Plan and the EMPOWERS framework.

Overall, differences between planned and actual expenditures and percentages of improved services were minimal and did not significantly impact the district's ability to implement actions or meet the intended outcomes of Goal 3. The district will continue refining resource allocation and implementation planning to ensure effective use of funds and sustained impact in future LCAP cycles.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

2025-2026- A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal

The majority of Goal 3 actions during the 2025–2026 school year were effective in advancing the district's goal of building educator and leadership capacity, supporting high-quality instruction, and aligning professional learning to the Strategic Plan and EMPOWERS framework. Building on prior years of implementation, professional development continued to be provided across all employee groups, including teachers, site and central office administrators, classified staff, and substitutes. These sustained efforts contributed to increased coherence in instructional practices and stronger alignment across school sites.

Ongoing professional learning opportunities continued to demonstrate effectiveness in strengthening instructional practice. Actions supporting teacher development (Actions 3.03, 3.08–3.13) and educational leadership (Actions 3.04–3.06) reinforced standards-based instruction, deepened content knowledge, and promoted consistency across classrooms. Continued focus on key areas such as mathematics, biliteracy, transitional kindergarten, restorative practices, and newcomer education supported district instructional priorities. In addition, job-embedded supports, including TOSAs, consulting teachers, and peer coaching, continued to provide differentiated assistance to both new and veteran teachers, reinforcing a culture of continuous improvement.

Support for school and district leaders remained a strength of Goal 3. Administrators, TOSAs, and central office staff continued to engage in ongoing professional learning and coaching (Actions 3.02, 3.05, 3.17), including collaboration with Orenda Education to strengthen curriculum alignment, data use, and instructional planning. These sustained efforts contributed to stronger systems of coherence, accountability, and instructional leadership across the district. Actions supporting operational systems, including emergency preparedness, assessment coordination, staffing, and curriculum implementation (Actions 3.25–3.40), were also effectively implemented and contributed to stable and well-functioning school environments.

While most actions were implemented effectively, not all planned actions were fully realized. Professional learning in Spanish Language instruction, Common Core en Español, and World Language Standards (Action 3.07) was not implemented during the 2025–2026 school year due to competing priorities, including curriculum alignment efforts and the impact of multiple release days for participating teachers. This action is planned for implementation in the 2026–2027 school year. Additional areas, such as cultural proficiency and deeper peer coaching follow-up, showed partial implementation and will continue to be refined.

Action 3.01 demonstrated strong effectiveness, as evidenced by full implementation supporting strategic plan outcomes measured by local and state assessments, with no changes or challenges reported.

Action 3.02 demonstrated strong effectiveness, as evidenced by consistent implementation across schools supporting instructional improvement measured by local and state assessments, with no variations or issues.

Action 3.03 demonstrated strong effectiveness, as evidenced by improved instructional consistency measured by local and state assessments, with implementation as planned.

Action 3.04 demonstrated strong effectiveness, as evidenced by full participation supporting leadership capacity measured by local and state assessments, with no changes needed.

Action 3.05 demonstrated strong effectiveness, as evidenced by full implementation supporting leadership growth measured by local and state assessments, with fidelity.

Action 3.06 demonstrated strong effectiveness, as evidenced by improved coaching capacity and measured by local and state assessments, with no changes required.

Action 3.08 demonstrated strong effectiveness, as evidenced by improved instructional practices measured by local and state assessments, with successful implementation.

Action 3.09 demonstrated strong effectiveness, as evidenced by improved math outcomes and planned expansion of 1:1 coaching in 2025–2026 measured by local and state assessments.

Action 3.10 demonstrated strong effectiveness, as evidenced by improved instructional practices measured by local and state assessments, with no changes needed.

Action 3.11 demonstrated strong effectiveness, as evidenced by improved teacher capacity to support newcomers measured by local and state assessments.

Action 3.12 demonstrated strong effectiveness, as evidenced by successful curriculum implementation measured by local and state assessments.

Action 3.13 demonstrated strong effectiveness, as evidenced by improved early learning instructional practices measured by local and state assessments, with no variations reported.

Action 3.14 Demonstrated effectiveness in equipping teachers with foundational knowledge of gifted and talented education.

Action 3.15 demonstrated strong effectiveness, as evidenced by improved teacher readiness to use STAR/myOn measured by local metrics.

Action 3.16 did not achieve desired outcomes due to limited implementation.

Action 3.17 demonstrated strong effectiveness, as evidenced by improved instructional alignment and data use measured by local and state assessments.

Action 3.18 demonstrated emerging effectiveness, as evidenced by partial student outcome improvements measured by local and state assessments, with Year 3 focusing on strengthened instructional practices.

Action 3.19 demonstrated strong effectiveness, as evidenced by improved school climate outcomes measured by local and state assessments.

Action 3.20 demonstrated strong effectiveness, as evidenced by improved counseling practices measured by local and state assessments, with no changes needed.

Action 3.21 demonstrated strong effectiveness, as evidenced by improved staff wellness and professional capacity measured by local and state assessments, with implementation successful and consistent.

Action 3.22 demonstrated strong effectiveness, as evidenced by improved ORC practices supporting family engagement measured by local metrics, with implementation completed as planned.

Action 3.23 demonstrated strong effectiveness, as evidenced by improved substitute preparedness and instructional consistency measured by local and state assessments, with no changes or challenges reported.

Action 3.24 demonstrated strong effectiveness, as evidenced by improved classified staff skills and services measured by local and state assessments, with full implementation.

Action 3.25 demonstrated strong effectiveness, as evidenced by improved emergency preparedness capacity measured by local metrics.

Action 3.26 demonstrated strong effectiveness, as evidenced by full implementation and improved safety readiness measured by local metrics.

Action 3.27 demonstrated strong effectiveness, as evidenced by improved data platform use for instructional decisions measured by local metrics, with positive feedback and ongoing sessions planned.

Action 3.28 demonstrated strong effectiveness, as evidenced by improved communication efficiency measured by local metrics, with no changes needed.

Action 3.29 demonstrated strong effectiveness, as evidenced by increased leadership capacity and professional growth measured by local metrics, and the program will continue next year.

Action 3.30 demonstrated strong effectiveness, as evidenced by improved new teacher instructional practices and retention measured by local metrics.

Action 3.31 demonstrated strong effectiveness, as evidenced by improved teacher practices and support outcomes measured by local metrics.

Action 3.32 shows emerging effectiveness, as evidenced by partial implementation and stakeholder feedback measured by local metrics, with continued work planned.

Action 3.33 demonstrated strong effectiveness, as evidenced by full compliance with state requirements and improved testing processes.

Action 3.34 demonstrated strong effectiveness, as evidenced by improved student outcomes and access measured by local and state assessments, with full implementation conducted.

Action 3.35 demonstrated strong effectiveness, as evidenced by timely instructional material availability supporting teaching and learning measured by local and state assessments.

Action 3.36 demonstrated strong effectiveness, as evidenced by improved student access to instruction and reduced class sizes measured by local and state assessments, with full implementation.

Action 3.37 demonstrated strong effectiveness, as evidenced by consistent class size ratios supporting early literacy and numeracy outcomes measured by local assessments.

Action 3.38 demonstrated strong effectiveness, as evidenced by site-driven funding decisions supporting student needs measured by local and state assessments, with implementation conducted with site input, no changes needed.

Action 3.39 demonstrated strong effectiveness, as evidenced by improved school leadership support and continuity measured by local and state assessments.

Action 3.41 demonstrated strong effectiveness, as evidenced by improved student access to high-quality materials measured by local and state assessments, with implementation completed as planned.

Overall, Goal 3 actions were effective in making progress toward the goal, with sustained and ongoing professional learning efforts continuing to build the capacity of educators, leaders, and support staff. The district will continue to refine implementation in targeted areas to ensure consistent impact and alignment with district priorities.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

2025-2026- A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Following a comprehensive review of Goal 3 implementation during the 2025–2026 school year, the district identified key strengths as well as areas for refinement in building educator capacity and ensuring that professional learning is both effective and responsive to site needs. While the overarching goal, metrics, and target outcomes will remain unchanged for the 2026–2027 school year, several refinements to implementation strategies and specific actions will be made to strengthen fidelity, increase participation, and ensure continued alignment with district priorities.

Importantly, the majority of Goal 3 actions from the 2025–2026 LCAP will roll over into the 2026–2027 LCAP, reflecting the district's ongoing commitment to developing a highly skilled and well-supported workforce. These actions continue to serve as the foundation for professional development, instructional leadership, and systemwide coherence.

A key change involves Action 3.15 – Training and Professional Learning: STAR/myON, which will be revised to reflect actual implementation. The action will be refocused on Renaissance professional learning, including STAR and Illuminate (DnA and EduClimber), and the reference to myON will be removed. This refinement also responds to inconsistent participation across sites, with adjustments planned to improve access and engagement.

Another adjustment involves Action 3.18 – CSI Support for Fremont Academy, which will be discontinued as Fremont Academy has exited Comprehensive Support and Improvement (CSI) status. Resources previously allocated to this action will be reallocated to support broader district priorities.

The district will also refine Action 3.17 – Professional Learning: Planning for Access and Equity/Orenda. This includes a reduction in the cost of the Orenda contract and a strategic shift toward building internal capacity through the addition of two staff members to support curriculum alignment. Additional resources for substitute coverage will be incorporated to ensure effective implementation of professional learning and collaboration.

Ongoing work on report card redesign (Action 3.32) will continue. Feedback from teachers, administrators, and families will continue to inform refinements, with minor costs associated with teacher timecards to support this work.

Adjustments to Action 3.33 – Implementation of Required State Assessments include the addition of the state-mandated Reading Risk Difficulties Screener for grades K–2. While the assessment itself is funded through state allocations, additional costs may include substitute coverage and materials, such as headphones with microphones, to support administration.

Professional learning in Spanish Language instruction, Common Core en Español, and World Language Standards (Action 3.07), which was not implemented during the 2025–2026 school year due to competing priorities and scheduling constraints, will be carried forward and implemented in the 2026–2027 school year.

Action 3.40 will not be continued for the 2026-27 school year. This is being absorbed into various actions throughout the goals.

Additionally, based on reflections from prior practice, the district will add a new action under Goal 3 to provide one release day for Transitional Kindergarten (TK) teachers to engage in structured collaboration and data review. This addition reflects the identified need to strengthen early learning systems by providing dedicated time for teachers to analyze student data, align instructional practices, and plan targeted supports. This action is intended to enhance instructional coherence and support improved outcomes for early learners, particularly among unduplicated student groups, and aligns with the district's continued focus on data-driven instruction and early literacy and numeracy development.

While no structural changes are being made to other actions, the district will refine implementation by strengthening participation structures, aligning professional learning more closely to site needs, and enhancing systems used to evaluate the impact of professional development on instructional practices and student outcomes.

These refinements reflect the district's commitment to continuous improvement, grounded in implementation data and feedback from staff and educational partners. All adjustments remain aligned with the Oxnard School District Strategic Plan and EMPOWERS framework. By maintaining current actions and strengthening their delivery, the district will continue to build instructional quality and leadership capacity across all schools.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Developing Human Capital: PD for Strategic Plan Recommendations	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual	$335,828.75	Yes

Action #	Title	Description	Total Funds	Contributing
		learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Implementing a coherent professional development program for teachers, support staff, and administrators is crucial for enhancing the district's capacity to successfully implement the strategic plan recommendations. This action ensures that all staff members receive the necessary training and support to effectively execute the strategies outlined in the plan. By providing targeted professional development opportunities, the district can empower its employees with the knowledge and skills needed to address the diverse needs of unduplicated student groups and communities. Additionally, such training fosters a culture of continuous improvement and innovation, ultimately leading to improved student outcomes. This action will be monitored through, the Panorama Staff Survey, the Local Indicator Metrics, STAR 360 Assessments, and the Pathway Towards Biliteracy Percentage of Eligible Students (SP 3.2.1).		
3.2	Teachers on Special Assignment/Content Specialists	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action is aimed at providing coaching and support to classroom teachers, equipping them with valuable resources to enhance their instructional practices. Teachers on Special Assignment (TOSAs) collaborate closely with teachers, offering personalized guidance, sharing best practices, and facilitating professional development initiatives. Additionally, Content Specialists provide specialized expertise in specific	$1,731,512.90	Yes

Action #	Title	Description	Total Funds	Contributing
		subject areas, offering tailored resources and guidance to educators seeking to deepen student learning experiences. Through their coaching and support, TOSAs/Content Specialists empower classroom teachers to implement evidence-based strategies, personalize instruction, and meet the diverse needs of all learners. This action will be monitored through, the Panorama Staff Survey, the Local Indicator Metrics, STAR 360 Assessments, the Pathway Towards Biliteracy Percentage of Eligible Students, and the Physical Fitness Test (SP 3.2.7).		
3.3	Professional Learning: Implementation of State Standards	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The action aims to provide comprehensive professional development opportunities for teachers, administrators, and classified staff. Beginning with a thorough needs assessment, the initiative will identify specific areas requiring attention in the implementation of state standards. Collaborating closely with district departments and schools, a tailored curriculum will be developed, emphasizing best practices and strategies for supporting diverse learners, including second language learners/Emergent Multilingual Learners. The professional development will integrate seamlessly with the district's strategic plan, aligning with its goals and objectives to enhance student and staff profiles. Continuous support and mentoring will be offered post-training sessions, accompanied by robust evaluation mechanisms to gauge effectiveness and gather feedback for ongoing improvement. Through this holistic approach, the initiative aims to empower practitioners with the knowledge and skills necessary for successful state standards implementation, ultimately enriching the learning experiences of all unduplicated student groups within the district. This action will be monitored through, the Panorama Staff Survey, the Local Indicator Metrics, STAR 360 Assessments, the	$94,760.55	No

Action #	Title	Description	Total Funds	Contributing
		Pathway Towards Biliteracy Percentage of Eligible Students, and the Physical Fitness Test (SP 3.2.14).		
3.4	Professional Learning: Central Management	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The action aims to provide professional learning opportunities and memberships to professional organizations tailored specifically for Central Office Management personnel, with a direct focus on benefiting unduplicated student groups and improving learning outcomes. By investing in professional development and fostering connections with other professionals, Central Office Management personnel will be better equipped to address the complex challenges and responsibilities inherent in their roles, ultimately leading to more efficient and effective district operations that directly impact student outcomes and experiences. This action will be monitored through, the Local Indicator Metrics, STAR 360 Assessments, the Pathway Towards Biliteracy Percentage of Eligible Students, and the Physical Fitness Test (SP 3.2.14).	$165,354.00	No
3.5	Professional Learning for Educational Leaders	The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district’s student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. School leaders bear the responsibility of instituting equitable practices within our schools, ensuring the adoption of high-impact instructional methodologies. A critical component of a school leader's success lies in their ability to drive teaching and learning outcomes by establishing clear expectations regarding learning practices within the	$165,354.00	Yes

Action #	Title	Description	Total Funds	Contributing
		school community. This entails fostering a culture where organizational values and behaviors are unequivocally aligned with the overarching goal of enhancing student success. To equip school leaders for this pivotal role, targeted professional development is imperative, focusing on key areas including the development of instructional equity to promote student success, data-driven decision-making processes, fostering inclusive school cultures through an equity lens, implementing Universal Design for Learning practices, and integrating Multi-Tiered Systems of Support (MTSS). This action is primarily aimed at addressing the specific needs of unduplicated student groups, ensuring that every student within the district has equitable access to quality education and opportunities for academic advancement. This action will be monitored through the Local Indicator Metrics, STAR 360 Assessments, the Pathway Towards Biliteracy Percentage of Eligible Students, and the Physical Fitness Test (SP 3.2.14).		
3.6	Professional Learning for Teachers on Special Assignment (TOSAs) and Content Specialists	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Providing professional development to Teachers on Special Assignment (TOSAs) and Instructional Specialists is crucial for the academic achievement of unduplicated student groups. TOSAs and instructional specialists coach and support classroom teachers in best practices, equipping them with the tools and strategies needed to effectively teach unduplicated student groups. This advanced skill and knowledge enable TOSAs and instructional specialists to guide and assist teachers in delivering high-quality, differentiated instruction. By fostering collaboration and sharing best practices, professional development ensures a cohesive and supportive learning environment, ultimately leading to improved academic performance and the closing of achievement gaps for unduplicated student groups. This action will be monitored	$127,227.81	Yes

Action #	Title	Description	Total Funds	Contributing
		through, the Local Indicator Metrics, STAR 360 Assessments, the Pathway Towards Biliteracy Percentage of Eligible Students, and the Physical Fitness Test (SP 3.2.14).		
3.7	Professional Learning: Spanish Language, Common Core en Espanol and World Language Standards	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action entails providing professional learning opportunities for teachers focused on the Spanish Language, Common Core en Español, and World Language Standards. Through targeted workshops and ongoing training sessions, educators will gain a deep understanding of the standards and best practices for teaching Spanish language proficiency and promoting cultural competency. The professional learning will encompass curriculum development, instructional strategies, assessment methods, and resources aligned with the standards. This action aims to strengthen the district's biliteracy programs, empower teachers with the skills and knowledge to meet the needs of diverse learners and promote language acquisition and appreciation within the district's school community. This action will be monitored through the Star 360 Spanish and the Pathway Towards Biliteracy Percentage of Eligible Students (SP 3.2.14).	$24,893.17	No
3.8	Professional Learning for Teachers: Biliteracy	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced	$20,345.90	Yes

Action #	Title	Description	Total Funds	Contributing
		teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. To effectively support practitioners in implementing the district's biliteracy framework and uphold the district's vision of multilingualism and additive approaches reflective of unduplicated student groups' identities, the district has developed a comprehensive staff development and support plan, which includes district and site leaders, educators, and support staff. Practitioners will receive professional development tailored to their roles and collaborative opportunities to enhance their practice within biliteracy. Providing professional development supports the academic achievement of unduplicated student groups by equipping educators with the skills and knowledge needed to effectively implement the district's biliteracy framework, thereby addressing resource inequities and enhancing instructional practices. This action will be monitored through the Panorama Staff Survey, the STAR 360 Spanish, and the Pathway Towards Biliteracy Percentage of Eligible Students (SP 3.2.14).		
3.9	Professional Learning: Mathematics	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. To enhance instructional quality, subject-expert staff leaders will provide professional learning based on the CA Mathematics Framework and best practices, including the Thinking Classrooms Philosophy. Offering training on state standards implementation will effectively meet the needs of unduplicated student groups by ensuring access to quality instruction. Effective initial teaching is crucial for learning state standards, fostering a culture of continuous improvement and innovation, ultimately leading to improved student	$228,184.87	Yes

Action #	Title	Description	Total Funds	Contributing
		outcomes. This action will be monitored through STAR 360 Mathematics (SP 3.2.14).		
3.10	Professional Learning for Teachers: Middle School Content Specific	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The initiative aims to enhance the instructional practices and content knowledge of educators within our middle schools. Through focused professional learning and coaching, teachers delve into the California frameworks specific to each content area, gaining a comprehensive understanding of the standards and expectations outlined. Moreover, educators will engage in a deep dive into standards and high-leverage practices supporting academic shifts, closely aligning with the implementation of the district's strategic plan. By investing in the professional development of the district's middle school teachers, the district reinforces its commitment to academic excellence, ensuring that every student receives a rigorous and enriching educational experience that prepares them for success in school and beyond. This action will be monitored through the Staff Panorama Survey, the Local Indicator Metrics, STAR 360 Assessments, and the Pathway Towards Biliteracy Percentage of Eligible Students (SP 3.2.14).	$31,933.99	Yes
3.11	Professional Learning for Teachers: Newcomers Academy	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced	$49,568.75	No

Action #	Title	Description	Total Funds	Contributing
		teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Teachers instructing at the Newcomer Academy receive tailored training focused on effectively supporting students who are recent immigrants and English Language Learners (ELLs)/Emergent Multilingual Learners (EML). This professional learning encompasses culturally responsive pedagogy, language acquisition strategies, and trauma-informed practices. Through collaborative learning experiences, educators gain invaluable insights and practical tools to create inclusive, supportive, and academically rigorous learning environments for newcomer unduplicated student groups. By ensuring that teachers are equipped with the necessary skills and knowledge to meet the unique needs of this population, the district aims to guarantee equitable access to high-quality education and promote the success of all unduplicated student groups, regardless of their linguistic or cultural backgrounds. This action will be monitored through the Staff Panorama Survey, the Local Indicator Metrics, and the STAR 360 Assessments (SP 3.2.14).		
3.12	Professional Learning: Health Education	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The district is committed to providing comprehensive health education, including Human Growth and Development, in accordance with California Education Code Sections 51930-51939. This education is designed to equip unduplicated student groups with accurate, age-appropriate information and skills necessary to make informed decisions about their physical, mental, and social well-being. The Oxnard School District ensures its health education curriculum	$46,364.63	Yes

Action #	Title	Description	Total Funds	Contributing
		is inclusive of diverse perspectives, culturally sensitive, and aligned with state standards. Prior to instruction, parents or guardians are notified and provided with the opportunity to review instructional materials and opt their child out if desired. Providing comprehensive health education, including Human Growth and Development, equips unduplicated student groups with the information and skills necessary for informed decision-making about their well-being, thereby addressing resource inequities, supporting their overall development, and positively impacting their academic achievement. This action will be monitored through the Staff Panorama Survey (SP 3.2.14).		
3.13	Professional Learning: Transitional Kindergarten	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action will encompass all new UTK instructional mandates, such as Preschool Foundations, Frameworks, Desired Results Developmental Profile (DRDP), and Socio-Emotional practices. Emphasizing the significance of these initiatives, the professional development will also delve into Developmentally Appropriate Instructional Practices tailored to the delivery of the current District-adopted TK curriculum. By equipping educators with these tools and insights, the district aims to enhance teaching efficacy and promote optimal learning experiences for young, unduplicated student groups, fostering their holistic development and academic success. This action will be monitored through the Staff Panorama Survey and the STAR 360 Early Literacy Assessments (SP 3.2.14).	$10,003.66	Yes

Action #	Title	Description	Total Funds	Contributing
3.14	Professional Learning: Gifted and Talented Education	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Historically, unduplicated student groups have been underrepresented in accelerated programs. In acknowledgment of this disparity, the district will prioritize providing professional learning opportunities tailored to Gifted and Talented Education (GATE) for teachers. This action highlights the imperative of fostering the potential of all unduplicated student groups, including those with exceptional abilities. Through targeted training and development, educators will enhance their capacity to identify and effectively serve gifted learners, particularly unduplicated student groups. This action will be monitored through, the Staff Panorama Survey, the Local Indicator Metrics, and the STAR 360 Assessments (SP 3.2.14).	$38,784.60	Yes
3.15	Training and Professional Learning: Renaissance	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. To optimize student learning outcomes and support educator proficiency, the district will implement a comprehensive training and professional learning program focused on the effective utilization of the Star, Illuminate, and EduClimber educational platforms. This action aims to equip teachers with the necessary skills and knowledge	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		to leverage the diverse features and resources offered by Star, Illuminate, and EduClimber thereby enhancing student engagement and academic growth. This action will be monitored through, the Staff Panorama Survey, the Local Indicator Metrics, and the STAR 360 Assessments (SP 3.2.14).		
3.16	Professional Learning: Cultural Proficiency and Focus on Equitable Practices	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Recognizing the critical link between cultural proficiency and academic achievement, the district will bolster its efforts in supporting cultural proficiency and focusing on equitable practices. This entails prioritizing the enhancement of teacher and leadership capacity through various professional development opportunities, such as webinars, workshops, literature review/book studies, and summer PD sessions. This action aims to equip staff with the necessary skills and knowledge to create inclusive learning environments that support the academic success of all students, particularly unduplicated student groups. This action will be monitored through the Staff Panorama Survey, the Local Indicator Metrics, STAR 360 Assessments, and the Pathway Towards Biliteracy Percentage of Eligible Students (SP 3.5.1).	$2,720.00	Yes
3.17	Professional Learning: Planning for Access and Equity/Orenda	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities,	$504,951.75	Yes

Action #	Title	Description	Total Funds	Contributing
		support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Recognizing the critical link between equity and academic success, a study conducted by Orenda Education in the Spring of 2024 identified areas for improvement in promoting equity within the district. The findings from this study will inform professional learning opportunities for practitioners aimed at enhancing their cultural competency and enabling the implementation of culturally responsive teaching practices. Orenda Education will provide guidance, support, and professional development for identified school teams, including teachers, TOSAs, as well as central office and site leaders. This comprehensive support system is crucial for fostering an inclusive and supportive learning environment, ultimately enhancing academic success for all students within the district. This action will be monitored through the Staff Panorama Survey, the Local Indicator Metrics, STAR 360 Assessments, and the Pathway Towards Biliteracy Percentage of Eligible Students (SP 3.5.4).		
3.18	CSI Support for Fremont Academy	The CSI Support for Fremont Academy action will not be included in the 2026–2027 LCAP, as Fremont Academy has exited Comprehensive Support and Improvement (CSI) status. As a result, targeted CSI resources and supports are no longer required, and the school will continue to be supported through the district's broader systems and core actions outlined in the LCAP.	$0.00	
3.19	Professional Learning: Restorative Practices	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This initiative directly addresses this data, aligning with state priorities and rectifying resource disparities while	$36,682.50	Yes

Action #	Title	Description	Total Funds	Contributing
		benefiting all students. The district's proactive approach to reducing suspension and expulsion rates among unduplicated student groups not only aligns with state priorities and addresses resource disparities but also underscores its significance in enhancing academic success. By prioritizing professional development and resources to bolster restorative practices district-wide, the district aims to create a more inclusive and supportive learning environment for all students. Recognizing the correlation between a positive school climate and academic achievement, these efforts emphasize the crucial role of equitable disciplinary practices in fostering student success. This action will be monitored through, the Staff Panorama Survey and the Local Indicator Metrics (SP 3.2.14).		
3.20	Professional Learning: Counselors	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Providing professional development to school counselors is essential for enhancing the academic achievement of unduplicated student groups. Through targeted professional development, counselors can gain expertise in culturally responsive practices, effective communication strategies, and data-driven interventions tailored to the needs of unduplicated student groups. This specialized training empowers counselors to provide both academic and socio-emotional support, fostering resilience and promoting a positive school climate. By equipping school counselors with the necessary skills and knowledge, the district ensures they can effectively advocate for and implement strategies that enhance the academic success and emotional well-being of unduplicated student groups. This comprehensive support system ultimately contributes to closing achievement gaps and ensuring equitable access to educational opportunities for all students. This action will be monitored through the Staff Panorama Survey and the Local Indicator Metrics (SP 3.2.14).	$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.21	Professional Learning and Wellness for Staff	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Unduplicated student groups exhibit higher absenteeism rates and feelings of disconnectedness from school. Therefore, it's crucial that staff members undergo ongoing professional development equipped with strategies and tools to effectively cater to their unique needs. The Professional Growth for OSSA members, including nurses, counselors, speech pathologists, program specialists, behaviorists, and psychologists, plays a pivotal role in this effort. This action primarily targets meeting the needs of unduplicated student groups and all students alike, acknowledging the necessity of comprehensive support across all demographics for effective implementation. This action will be monitored through the Staff Panorama Survey and the Local Indicator Metrics (SP 3.2.14).	$43,000.00	No
3.22	Professional Learning for Outreach Consultants (ORCs)	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action is essential for Outreach Consultants (ORCs) who serve as crucial liaisons between the school	$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		district and its families, particularly for unduplicated student groups such as English learners, students from low-income families, and foster youth. By focusing on culturally proficient practices, enhancing family engagement strategies, and aligning their efforts with the district's strategic plan, professional development ensures that ORCs are equipped with the skills and knowledge needed to effectively bridge communication and support between schools and families. This action will be monitored through the Staff Panorama Survey and the Local Indicator Metrics (SP 3.2.14).		
3.23	Training and Professional Learning for Substitute Teachers	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This initiative underscores the importance of ensuring a seamless continuum of learning experiences for unduplicated student groups, even in the absence of their regular teachers. By providing comprehensive training and professional development opportunities tailored specifically to substitute teachers, the district acknowledges the pivotal role they play in maintaining continuity and fostering a conducive learning environment. Through specialized curricula covering essential aspects such as classroom management strategies, instructional techniques, and adherence to district policies, substitutes are empowered with the tools and knowledge needed to effectively navigate diverse classroom scenarios. This action not only enhances the professional growth and satisfaction of substitute teachers but also bolsters the district's capacity to deliver high-quality education consistently. This action will be monitored through, the Staff Panorama Survey, the Local Indicator Metrics, STAR 360 Assessments, the Pathway Towards Biliteracy Percentage of Eligible Students, and the Physical Fitness Test (SP 3.2.14).	$3,057.38	Yes

Action #	Title	Description	Total Funds	Contributing
3.24	Training and Professional Learning for Classified Staff	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Recognizing the indispensable roles classified staff play in the daily operations of our schools, this initiative underscores the importance of investing in their skills, knowledge, and job performance. By providing comprehensive training opportunities tailored to their needs, we not only empower them to excel in their current roles but also pave the way for future career advancement within the district. Moreover, this initiative aligns closely with the district's strategic goals and priorities, emphasizing the integral part classified staff members play in achieving student success and fostering a supportive educational environment. This action will be monitored through the Staff Panorama Survey and the Local Indicator Metrics (SP 3.2.14).	$15,850.00	Yes
3.25	Training: Medical Response	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Annually, the school office staff and healthcare personnel undergo CPR training. This action contributes to creating a safer environment conducive to learning for all unduplicated student groups. By equipping staff members with essential CPR skills, the initiative enhances the school's preparedness to respond effectively to medical emergencies	$44,100.00	No

Action #	Title	Description	Total Funds	Contributing
		that may arise on campus. Furthermore, the voluntary nature of the training ensures that staff members who opt to participate are not only empowered with life-saving knowledge but also demonstrate a commitment to the well-being of unduplicated student groups and the entire school community. By ensuring safety measures, such as crisis management plans and trained staff, schools can protect students' physical well-being and create a supportive atmosphere that enhances their overall academic performance. This action will be monitored through the Staff Panorama Survey (SP 3.2.14).		
3.26	Training: Action Preparedness	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Action Preparedness Training is crucial for ensuring the safety and well-being of students and staff members in schools. This level of preparedness is essential for creating a safe and secure environment within the school community, instilling confidence among students, staff, and parents that the school is equipped to handle emergencies and safety concerns effectively. Overall, Action Preparedness Training plays a vital role in promoting safety, resilience, and preparedness within the school environment. This level of preparedness contributes to a conducive learning environment where students feel safe, supported, and able to achieve their academic potential. Thus, Action Preparedness Training is not only instrumental in promoting safety but also in supporting academic success within the school community (SP 3.2.14).	$3,200.00	No
3.27	Training and Professional Learning: Data	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Management Systems	unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Professional development sessions will be provided to district and site administrators and teachers on the use of the Student Data Management System (SDMS), highlighting the critical role of data-driven decision-making in enhancing student achievement and fostering academic success. This action empowers administrators and teachers with data-driven decision-making skills to address performance gaps and enhance student success. This action will be monitored through, the Staff Panorama Survey, the Local Indicator Metrics, and the STAR 360 Assessments (SP 3.2.14).		
3.28	Training and Professional Learning: Communication Platforms	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Enhancing communication between schools and families is crucial for fostering a supportive learning environment, especially for unduplicated student groups. By providing professional development sessions to update communication platforms and improve outreach strategies, the district ensures that families are well-informed and engaged in their children's education. This proactive approach not only strengthens the partnership between schools and families but also promotes student achievement by facilitating greater parental involvement and support. This action will be monitored through the Panorama Staff Survey (SP 3.2.14).	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.29	Future Administrators Academy	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. In alignment with our commitment to fostering effective school leadership and professional development, the district allocates funding to support the district's Administrators Academy. By investing in this action, the district demonstrates its commitment to cultivating a pipeline of skilled and effective school leaders who are equipped to drive positive change and enhance student outcomes in the Oxnard School District. This action will be monitored through the Panorama Staff Survey (SP 3.2.4).	$73,863.00	Yes
3.30	Consulting Teacher	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The overarching goal of the consulting teacher is to provide support for teachers and help them develop their capacity, as defined by the California Standards of the Teaching Profession. The consulting teacher will assist teachers in improving instructional performance. This action is crucial as it fosters a collaborative learning environment where teachers receive personalized guidance and	$172,619.60	No

Action #	Title	Description	Total Funds	Contributing
		mentorship tailored to their needs, ultimately leading to enhanced teaching effectiveness and improved student achievement. This action cultivates a culture of continuous professional growth, ensuring that teachers remain engaged, motivated, and equipped with the necessary skills to meet the evolving needs of their unduplicated student groups, thus positively impacting student academic success. This action will be monitored through the Staff Panorama Survey (SP 3.2.7).		
3.31	Peer Assitance Review (PAR)	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The Peer Assistance and Review (PAR) program serves as a platform for ongoing professional development, offering constructive feedback, observation, and mentorship to help teachers refine their instructional techniques and classroom management strategies. By fostering a culture of collaboration and continuous improvement, PAR promotes accountability, job satisfaction, and teacher retention within the district. Through peer support and mentorship, participating teachers have the opportunity to share best practices, collaborate on instructional strategies, and reflect on their practice, ultimately contributing to the overall success of teachers, unduplicated student groups, and the educational community as a whole. This action will be monitored through the Staff Panorama Survey (SP 3.2.7).	$7,336.50	No
3.32	Review/Redesign Report Cards	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action	$12,227.50	Yes

Action #	Title	Description	Total Funds	Contributing
		directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. As part of the district's strategic plan, there will be a review and redesign of report cards to ensure they are parent-friendly, self-explanatory, inclusive of progress on meeting the Student Profile, and grounded in competencies. This initiative aims to enhance communication between schools and families by presenting student progress in a clear and accessible format. The redesigned report cards will provide parents with comprehensive insights into their child's academic growth, including proficiency in key competencies aligned with the Student Profile. Through this approach, we will promote transparency, understanding, and collaboration, fostering a supportive environment for student success. This action will be monitored through the Family Panorama Survey, Local Indicator Metrics, STAR 360 Assessments, and the Pathway Towards Biliteracy Percentage of Eligible Students (SP 3.4.1).		
3.33	Implementation of Required State Assessments	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The district implements and supports required State testing district-wide, including CAASPP, PFT, and ELPAC. The initial administration of the ELPAC takes place in the fall, while the CAASPP, PFT, and ELPAC Summative assessments occur in the spring. The district supports state testing with necessary resources and the provision of professional development to teachers and administrators. The Testing Coordinator plays a crucial role in managing all district and state-required assessments, and providing technical support to staff as needed.	$358,775.77	No

Action #	Title	Description	Total Funds	Contributing
		Participation in required State testing demonstrates the district's commitment to transparency, accountability, and compliance with state and federal education regulations. This action will be monitored through the Staff Panorama Survey (SP 3.4.7).		
3.34	Baseline Instruction for Unduplicated Student Groups	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Ensuring the creation and maintenance of safe, affirming, equitable, and culturally enriched multilingual learning environments is crucial for fostering high intellectual performance across all content areas, which is vital for 21st-century success. By covering all costs associated with delivering instruction to unduplicated student groups, the district aims to provide every student with the necessary support to thrive academically. This comprehensive approach includes providing baseline instruction resources, support staff, and funds for instructional supplies and extra-curricular activities, all of which play a crucial role in enhancing student achievement and success. This action will be monitored through the Local Indicator Metrics, STAR 360 Assessments, the Pathway Towards Biliteracy Percentage of Eligible Students, and the Physical Fitness Test (SP 3.5.1). This action is funded through the district’s General Fund, which is primarily supported by Local Control Funding Formula (LCFF) resources as part of the district’s core instructional program. It supports all students, including unduplicated student groups,	$0.00	No
3.35	Textbook Adoptions	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-	$713,715.00	Yes

Action #	Title	Description	Total Funds	Contributing
		performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The adoption and purchase of new core textbooks are vital for ensuring that unduplicated student groups have access to up-to-date and high-quality instructional materials. By updating textbooks according to the State Board of Education's approved frameworks and assessments, schools can ensure that instructional materials remain current and relevant to unduplicated student groups' learning needs. Additionally, considering the needs of diverse student populations, such as English Learners or Emergent Multilingual Learners, unduplicated student groups receiving special education services, and those in biliteracy programs, is crucial for promoting equity and inclusivity in education. Adopting textbooks that address their unique learning needs is essential for providing equitable learning opportunities for all unduplicated student groups. This action also includes the replenishment of materials. This action will be monitored through the Local Indicator Metrics, STAR 360 Assessments, and the Pathway Towards Biliteracy Percentage of Eligible Students (SP 3.5.1).		
3.36	Additional Teachers Above Base Staffing	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action entails the addition of additional teachers to certain classrooms to allow for low student-to-teacher ratios in	$6,314,279.52	Yes

Action #	Title	Description	Total Funds	Contributing
		some instances. This adjustment enables more personalized attention and targeted support, particularly for classrooms with unduplicated student groups. By ensuring lower ratios, unduplicated student groups can benefit from a more individualized learning experience, which can contribute to academic success and overall well-being. This action will be monitored through, the Local Indicator Metrics, STAR 360 Assessments, the Pathway Towards Biliteracy Percentage of Eligible Students, and the Physical Fitness Test (SP 3.5.8).		
3.37	Maintain 24:1 TK- 3rd Grade Average	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Full implementation of the Local Control Funding Formula (LCFF) mandates the maintenance of a 24-to-1 class size average as a legislative requirement. This ensures that unduplicated student groups receive adequate attention and support in the classroom, fostering a conducive learning environment. By maintaining smaller class sizes, teachers can provide more personalized instruction, address individual student needs more effectively, and create a more engaging and supportive learning atmosphere. This investment in maintaining smaller class sizes reflects the district's commitment to student success and academic achievement. This action will be monitored through Local Indicator Metrics, STAR 360 Assessments, and the Pathway Towards Biliteracy Percentage of Eligible Students (SP 3.5.8).	$1,697,016.70	Yes
3.38	School Site Allocations to be Prioritized by School Site Council	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual	$4,489,954.82	Yes

Action #	Title	Description	Total Funds	Contributing
		learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Each school site receives an allocation based on the school's enrollment of low-income, English learner, and foster youth unduplicated student groups. School personnel are required to evaluate LCAP data points related to these populations to ensure plans focus on their needs. They work with School Site Councils to inform educational partners of goals and targets and revise plans accordingly. Each School Site Plan (SPSA) specifies how LCFF funding addresses identified needs and meets LCAP goals for unduplicated student groups. This action will be monitored through, the Staff Panorama Survey, the Local Indicator Metrics, STAR 360 Assessments, the Pathway Towards Biliteracy Percentage of Eligible Students, and the Physical Fitness Test (SP 3.5.8).		
3.39	Above Base/ Assistant Principals	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action entails the addition of assistant principals to provide supplemental support beyond the identified staffing baseline, aimed at bolstering schools toward achieving high performance. Assistant principals serve as invaluable resources in augmenting school effectiveness, offering specialized assistance to principals and staff in administrative duties, fostering positive school cultures, and implementing strategies to elevate academic standards. Through this strategic investment, we reinforce our commitment to facilitating the success of our	$4,215,945.18	Yes

Action #	Title	Description	Total Funds	Contributing
		schools and empowering them to reach their full potential as centers of excellence in education (SP 3.5.8). LREBG Funds Partially Supporting this Action: $711,135.71 per year through the 2026-27 Metric: This action will be monitored through, the Student Panorama Survey, the Staff Panorama Survey, the Local Indicator Metrics, STAR 360 Assessments, the Pathway Towards Biliteracy Percentage of Eligible Students, and the Physical Fitness Test.		
3.40	Teacher Substitutes/ Site Assigned	This action will not continue in the 2026-2027 school year.		
3.41	Supplemental Instructional Materials	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Materials that complement the core curriculum are carefully selected to enhance classroom instruction and support diverse learning needs. Whether through textbooks, workbooks, digital resources, manipulatives, or other educational tools, Supplemental Instructional Materials offer additional resources and activities to deepen unduplicated student groups' understanding of key concepts and reinforce learning objectives. By integrating these materials into lesson plans, teachers can provide differentiated instruction, address individual learning styles, and foster student engagement and mastery. This action reflects the district's dedication to ensuring equitable access to high-quality educational resources, thereby empowering unduplicated student groups to achieve academic success and reach their full potential. This action will be monitored through, the Student Panorama Survey, the Staff Panorama	$104,600.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Survey, the Local Indicator Metrics, STAR 360 Assessments, the Pathway Towards Biliteracy Percentage of Eligible Students, and the Physical Fitness Test (SP 3.5.8).		
3.42	Professional Learning: English Language Development	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action provides targeted professional learning for teachers to enhance the delivery of high-quality designated and integrated English Language Development (ELD) instruction, with a focus on meeting the distinct needs of both newcomer students and Long-Term English Learners (LTELs). Teachers will receive training on scaffolding academic language, differentiating instruction, and implementing culturally responsive strategies aligned with the California ELD Standards. Support for newcomers will emphasize foundational language acquisition, social-emotional integration, and trauma-informed practices, while LTEL-focused training will address re-engagement, academic language development, and strategies to accelerate progress toward reclassification. This action supports improved outcomes for English learners and will be monitored using CA Dashboard indicators and local assessment data (SP 3.2.2).	$5,894.96	No
3.43	Professional Learning: De-escalation Strategies & Behavior Supports	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced	$67,251.25	No

Action #	Title	Description	Total Funds	Contributing
		teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action provides professional learning for educators and support staff focused on de-escalation strategies and proactive behavior supports to foster safe, inclusive, and emotionally responsive learning environments. Training will equip staff with practical tools to recognize early signs of escalation, implement preventative interventions, and respond effectively to challenging behaviors using trauma-informed, culturally responsive practices. Emphasis will be placed on reducing the need for exclusionary discipline and promoting positive relationships that support student well-being and academic engagement. This action will be monitored using CA Dashboard indicators and local assessment data (SP 3.2.1).		
3.44	Professional Learning: Inclusive Practices	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action provides ongoing professional learning to strengthen educators' understanding and implementation of high-impact inclusive instructional principles, evidence-based practices, and effective classroom strategies that support academic achievement for all students, including those with individualized learning needs in both general education and special education settings. Through collaborative learning, modeling, and reflection, educators will enhance their capacity to deliver rigorous and inclusive instruction that closes opportunity gaps and supports equitable outcomes. This action is directly aligned with the district's strategic goals for instructional excellence and continuous improvement (SP 3.2.14).	$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.45	TK Teacher Release Day for Collaboration and Data Review	New Action 2026-2027 The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district’s student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data by strengthening early learning instruction and aligning with state priorities related to pupil achievement and teacher collaboration. This action provides Transitional Kindergarten (TK) teachers with one dedicated release day to engage in structured collaboration, data analysis, and instructional planning. During this time, teachers will review student data, align instructional practices, and develop targeted strategies to support early literacy, numeracy, and social-emotional development. This collaborative time is intended to strengthen instructional coherence, support data-driven decision-making, and improve outcomes for early learners. This action will be measured through local and state assessment data and implementation metrics related to teacher collaboration and instructional planning (SP 3.2.14).	$5,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of 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. (SP 4.1) STUDENT PROFILE ALLIANCES (SP 4.2) FAMILY ENGAGEMENT & SUPPORT (SP 4.3) PARENT/FAMILY RESOURCES (SP 4.4) COMMUNITY PARTNERSHIPS & RELATIONSHIP BUILDING (SP 4.5) HIGHER EDUCATION (SP 4.6) FAMILY/COMMUNITY COMMUNICATIONS	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

The Oxnard School District developed this goal to strengthen the shared responsibility between schools, families, and community partners in supporting student success as defined by the district's strategic plan. This goal reflects a commitment to cultivating collaborative leadership that places families and communities at the center of the educational experience, working together to support the academic, social-emotional, and personal development of every student.

The district has invested significantly in supportive infrastructure, including dedicated staff and established engagement practices, particularly with Latino and Emerging Multilingual Learner (EML) families. There is also a growing and intentional effort to include and elevate the leadership of African American, Mixteco, and Newcomer Families, ensuring that every family, regardless of background or language, is welcomed, supported, and empowered to engage meaningfully in their child’s education.

While family and community engagement has long been a district priority, it has not consistently focused on how these partnerships directly connect to the Oxnard Student Profile, the district’s vision for what students need to know, do, and be to thrive in today’s world. There is a powerful opportunity to more intentionally align family and community partnerships with this vision, positioning them as key contributors to improved student engagement, achievement, and equity. Central to this effort is the cultivation of family leadership, providing families with the tools, knowledge, and confidence they need not only to support their students today, but to continue advocating for their children’s success and well-being throughout their educational journey.

Additionally, the district recognizes the importance of deepening outreach to the broader community and cultivating authentic partnerships with local organizations, higher education institutions, and other key collaborators. These relationships expand the district’s capacity to

support students through real-world opportunities, academic enrichment, and culturally responsive resources that reflect the diversity and aspirations of the community.

The district also acknowledges that some sectors of the community remain underrepresented and underserved. To address this, it is working to build and sustain environments of trust and mutual respect, spaces where all families are recognized as valued partners, and their contributions are honored as essential to student success.

This goal underscores the belief that when families and communities are engaged as full partners in education, students are more connected, motivated, and equipped to succeed in every classroom, every school, every day.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percentage Reported Positively to the District Seeking Input (State Priority 3a)	Source: 2023-2024 Spring Panorama; Family Survey 86%	Source: 2024-2025 Spring Panorama; Family Survey 89%	Source: 2025-2026 Spring Panorama; Family Survey 91%	Source: 2026-2027 Spring Panorama; Family Survey 95%	Source: 2026-2027 Spring Panorama; Family Survey +5%
4.2	Percentage Reported Positively to the District Seeking Participation (State Priority 3b)	Source: 2023-2024 Spring Panorama; Family Survey 86%	Source: 2024-2025 Spring Panorama; Family Survey 94%	Source: 2025-2026 Spring Panorama; Family Survey 96%	Source: 2026-2027 Spring Panorama; Family Survey 95%	Source: 2026-2027 Spring Panorama; Family Survey +10%
4.3	Percentage Reported Positively to Family Engagement (State Priority 3)	Source: 2023-2024 Spring Panorama; Family Survey 83%	Source: 2024-2025 Spring Panorama; Family Survey N/A	Source: 2025-2026 Spring Panorama; Family Survey N/A	Source: 2025-2026 Spring Panorama; Family Survey 95%	Source: 2026-2027 Spring Panorama; Family Survey N/A
4.4	Percentage Reported Positively to Family Participation in Programs for Students with Disabilities (State Priority 3c)	Source: 2024-2025 Spring Panorama; Family Survey 91%	Source: 2024-2025 Spring Panorama; Family Survey 91%	Source: 2025-2026Spring Panorama; Family Survey 94%	Source: 2026-2027 Spring Panorama; Family Survey 95%	Source: 2026-2027 Spring Panorama; Family Survey +3

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

2025-2026- An analysis of how this goal was carried out in the previous year

Throughout the 2025–2026 school year, the district continued its efforts to strengthen family and community engagement through the implementation of Goal 4 actions aligned to the Family Engagement Framework. Families were provided with a range of opportunities to engage with schools, access resources, and participate in activities designed to support student success. The district maintained a strong foundation of outreach through the Family Resource Center, collaboration with the Enrollment Center, and the continuation of key events and services that promote inclusive and welcoming school environments.

Implementation during this year reflected both successes and necessary adjustments based on participation data, staff capacity, and evolving family needs. Several actions were successfully carried out and integrated into broader district systems. For example, Panorama Paper Surveys (Action 4.15) were implemented as part of the district's Panorama MOU and will continue within that structure, eliminating the need for a separate LCAP action moving forward.

At the same time, some actions were modified to better align with effective practices for engaging families. Action 4.10 (Special Education Parent/Family Supports) was partially implemented, as the district transitioned away from the Special Education Community Council model and instead offered a series of conferences and workshops led by the Director of Special Education. This shift allowed for more flexible and accessible opportunities for families to receive support and information.

Other actions were not implemented as originally planned due to identified challenges. Action 4.06 (Academic Parent Teacher Teams – APTTs) was not carried out due to a lack of teacher volunteers, underscoring the need to better align family engagement strategies with staff capacity and site-level readiness. Additionally, Action 4.05 (Family Workshops: Diversity, Equity, and Inclusion) experienced low participation and will not continue in its current form. Based on this feedback, the district will redesign this effort to focus on Higher Education, College, and Career Opportunities in the 2026–2027 school year to better reflect family interests and priorities.

The district also identified areas for strengthened implementation moving forward. Action 4.18, which includes early family literacy and numeracy workshops for incoming TK and Kindergarten families, was not funded during the current year and therefore was not fully implemented. Recognizing the importance of early engagement, this action will be expanded in 2026–2027 with dedicated funding to ensure full implementation and increased impact.

While challenges such as inconsistent participation in certain workshops and limited staffing capacity impacted full implementation of some actions, the district demonstrated responsiveness by adjusting strategies and refining its approach. Successes included the continued provision of accessible engagement opportunities, increased alignment of services within existing systems, and a commitment to using data to inform decision-making.

In the current Local Control and Accountability Plan (LCAP) cycle, actions within this goal remain interconnected and designed to be mutually reinforcing. This integrated structure continues to present challenges in isolating the impact of individual actions; however, the district is working toward more clearly defined implementation and effectiveness metrics in future planning cycles.

4.01 Coordination of Family Engagement and Parent Support Services
This action was implemented with a variety of family engagement opportunities, including DELAC, PAC, newcomer sessions, literacy workshops, ESL and technology classes, and multicultural events. While community-building events continued to show strong participation, attendance at academic-focused workshops remained lower than expected.

4.02 Equitable Access for Participation (Zoom/Hybrid Engagement)
This action was implemented with continued use of hybrid and virtual meeting formats, increasing access to district and site-based events. Interpretation services were consistently provided. While participation increased overall, some families, particularly newcomer families, experienced technology access barriers.

4.03 Family Resource Center
The Family Resource Center operated consistently, providing a high number of family supports, referrals, and services.

4.04 Enrollment Center
The Enrollment Center continued to function as a centralized access point for families, particularly supporting unduplicated student groups.

4.06 Parent/Teacher Teams (APTTs)
This action was not implemented during the 2025–2026 school year due to a lack of teacher participation and capacity at school sites.

4.07 Systems of Communication to Include Parent Voices
This action was implemented as planned through advisory groups, committees, and engagement structures that elevate parent voice.

4.08 Supporting Cultural Proficiency and Equitable Practices
This action was implemented through family workshops and activities focused on diversity, equity, and inclusion; however, participation in these workshops was lower than anticipated.

4.09 Transition to High School – Parent Engagement
This action was partially implemented through support from school counselors but did not achieve full implementation across all sites.

4.10 Special Education Family Supports
This action was modified during implementation. The Special Education Community Council was discontinued, and the district instead provided conferences and workshops for families led by the Special Education Department.

4.11 Parent Support Liaison (Outreach Consultants)
All sites continued to be supported by Outreach Consultants, providing family engagement, communication, and connection to resources.

4.12 Mixteco Interpreters and Liaisons
This action was implemented with ongoing support for Mixteco-speaking families through interpretation and outreach services.

4.13 Spanish Interpreters
Spanish interpretation services were consistently provided across meetings, events, and communications.

4.14 Interpreting Services (Other Languages)
Interpretation services for languages other than Spanish and Mixteco were provided through contracted services.

4.15 Panorama Surveys – Family Engagement and LCAP
This action was implemented through administration of family surveys with strong participation rates.

4.16 District Website Accessibility (Web Content Analyst)
This action was implemented through continued improvements to the district website platform, enhancing accessibility and communication.

4.18 Early Literacy and Numeracy Workshops for TK/K Families
This action was partially implemented during the 2025–2026 school year, with workshops provided in the summer for incoming TK and Kindergarten families.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

2025-2026

Most actions under Goal 4 continued to be implemented with overall alignment between budgeted expenditures and estimated actual expenditures, consistent with the prior year. As in the previous LCAP cycle, a few actions demonstrated material differences due to adjustments in implementation, participation rates, and evolving program needs.

Similar to last year, Action 4.01 – Coordination of Family Engagement and Parent Support Services showed some variance between budgeted and actual expenditures. While the district continued to offer a wide range of engagement opportunities, participation in academic-focused workshops remained lower than anticipated. As a result, not all allocated funds were fully expended. Building on prior year findings, the district will continue to refine outreach strategies and better align workshop topics to family interests to improve participation and resource utilization.

As in the prior cycle, differences were also observed in actions with implementation challenges. Action 4.06 – Parent/Teacher Teams (APTTs), which was only partially implemented last year, was not implemented during the current year due to continued limitations in teacher participation. This resulted in lower-than-expected expenditures and reduced delivery of planned services. This action will be discontinued in the 2026–2027 LCAP.

Action 4.08 (formerly 4.05) – Family Workshops focused on Diversity, Equity, and Inclusion continued to experience low participation, similar to trends observed in the previous year. Consequently, expenditures were lower than planned. In response, and building on prior year reflections, this action will be restructured in the upcoming LCAP to focus on Higher Education, College, and Career Opportunities.

In Action 4.10 – Special Education Family Supports, material differences in expenditures persisted due to a continued shift in implementation from the originally planned Special Education Community Council to alternative engagement strategies, including conferences and workshops. While services were provided, the variation in delivery model resulted in differences between planned and actual expenditures and percentages of improved services, consistent with adjustments noted in the prior year.

Action 4.15 – Panorama Surveys continued to be implemented with strong participation and alignment to district goals. However, as in the current year, these services are embedded within the district's Panorama Memorandum of Understanding (MOU), and therefore do not require separate LCAP expenditures moving forward.

Additionally, Action 4.18 – Early Literacy and Numeracy Workshops for TK/K Families showed differences between planned and actual expenditures, as implementation occurred on a limited basis through summer workshops. As a result, expenditures and the percentage of improved services were lower than planned. This action will be expanded in the 2026–2027 LCAP to support more consistent and comprehensive implementation.

Consistent with last year, several actions, including interpretation and translation services (Actions 4.12–4.14), Outreach Consultant support (Action 4.11), and core family engagement infrastructure such as the Family Resource Center (Action 4.03) and Enrollment Center (Action 4.04), continued to demonstrate alignment between budgeted and actual expenditures, with services delivered at expected levels.

Overall, as in the previous LCAP cycle, material differences were primarily driven by participation trends, staffing capacity, and intentional program adjustments. The district will continue to build on these insights to refine resource allocation, strengthen implementation, and ensure that expenditures are aligned with high-impact family engagement strategies.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

2025-2026- A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal

Goal 4 actions were largely effective in advancing the district's goal of strengthening family and community engagement, with evidence of continued growth from the prior year. Through the implementation of inclusive, multilingual, and culturally responsive strategies, the district deepened its efforts to foster strong school-home partnerships and ensure families were welcomed, informed, and supported across all campuses.

Several actions continued to be implemented successfully and contributed meaningfully to progress. Action 4.01 – Coordination of Family Engagement and Parent Support Services again resulted in a broad range of activities, including DELAC, PAC, newcomer meetings, multicultural events, and workshops focused on ESL, technology, and family learning. Participation in community-building events remained strong, and Panorama survey data continued to reflect positive perceptions of safety, belonging, and inclusivity. While attendance at

academic-focused sessions continued to be an area for growth, the district has begun refining topics and outreach strategies to better align with family interests, demonstrating increased responsiveness compared to the prior year.

Action 4.03 – Family Resource Center continued to demonstrate strong effectiveness, maintaining high levels of family support, referrals, and coordination of services. The center remained a critical hub for connecting families to resources and worked in close alignment with the Enrollment Center (Action 4.04), which continued to provide equitable access and onboarding support for unduplicated student groups without significant changes in implementation.

Translation and interpretation services (Actions 4.12–4.14) remained highly effective and essential to the district's engagement strategy. Spanish, Mixteco, and other language supports ensured that families could meaningfully participate in meetings, conferences, and school events. These services continued to strengthen trust and accessibility, particularly for multilingual and historically underserved families.

The use of Panorama family surveys (Action 4.15) continued to be an effective tool for gathering feedback and informing decision-making. Participation remained strong, and the data continues to guide improvements at both the district and site levels. This action has now been institutionalized within the district's broader systems, reflecting its sustained value.

While many actions demonstrated strong effectiveness, some showed limited or emerging impact and required adjustment. Action 4.06 – Academic Parent/Teacher Teams (APTTs), which was partially implemented in the prior year, was not implemented during the current year due to limited teacher capacity. As a result, this action did not demonstrate effectiveness and will not continue in its current form. Similarly, Action 4.08 (formerly DEI-focused family workshops) showed limited effectiveness due to consistently low participation, indicating a need to better align engagement opportunities with family priorities. This action will be restructured moving forward.

Action 4.10 – Special Education Family Supports demonstrated emerging effectiveness. While the original structure was not sustained, the shift to conferences and workshops provided more flexible opportunities for families to engage. Initial feedback indicates these efforts were valuable, though continued expansion and refinement are needed to fully meet family needs.

Additionally, Action 4.18 – Early Literacy and Numeracy Workshops for TK and Kindergarten families showed emerging effectiveness. Workshops were successfully offered during the summer, providing an important foundation for early engagement; however, implementation was limited in scope. The district has identified this as a key area for growth and plans to expand these efforts to ensure broader and more consistent access.

Action 4.01 demonstrates emerging effectiveness, as evidenced by consistent participation in engagement events and lower turnout in academic workshops measured by Panorama surveys and family engagement data, with planned adjustments to outreach, incentives, and alignment to family interests in the 2026–2027 school year.

Action 4.02 demonstrates emerging effectiveness, as evidenced by increased participation through hybrid formats and identified access challenges measured by Panorama surveys and family engagement data, with plans to expand support for technology access in 2026–2027.

Action 4.03 demonstrated strong effectiveness, as evidenced by high utilization and service delivery measured by service tracking and family engagement data, with plans to strengthen data systems and feedback mechanisms in the upcoming year.

Action 4.04 demonstrated strong effectiveness, as evidenced by consistent implementation and equitable access to enrollment supports, with no substantive changes planned.

Action 4.06 did not demonstrate effectiveness, as evidenced by lack of implementation, and will be discontinued in the 2026–2027 LCAP.

Action 4.07 demonstrated strong effectiveness, as evidenced by continued family participation and input in district decision-making measured by Panorama surveys and engagement data, with no changes planned.

Action 4.08 demonstrates limited effectiveness, as evidenced by low participation rates measured by family engagement data, and will be modified in the 2026–2027 LCAP to focus on Higher Education, College, and Career Opportunities to better align with family interests.

Action 4.09 demonstrates emerging effectiveness, as evidenced by inconsistent implementation measured by family engagement data, with plans to strengthen coordination and integration in the 2026–2027 school year.

Action 4.10 demonstrates emerging effectiveness, as evidenced by successful workshops and increased flexibility in engagement opportunities measured by family feedback and participation data, with continued expansion planned.

Action 4.11 demonstrated strong effectiveness, as evidenced by consistent implementation and support across sites measured by Panorama surveys and engagement data, with plans to strengthen targeted outreach and data tracking systems.

Action 4.12 demonstrated strong effectiveness, as evidenced by increased access and strengthened relationships with families measured by engagement data, with plans to improve tracking of services and family feedback.

Action 4.13 demonstrated strong effectiveness, as evidenced by equitable access for Spanish-speaking families measured by engagement data, with continued implementation.

Action 4.14 demonstrated strong effectiveness, as evidenced by fulfillment of service requests and equitable access to communication, with continued implementation.

Action 4.15 demonstrated strong effectiveness, as evidenced by increased participation and useful feedback data; however, this action will not continue as a stand-alone LCAP action in 2026–2027, as it is embedded within the district’s Panorama MOU.

Action 4.16 demonstrates emerging effectiveness, as evidenced by improved usability and ongoing development needs measured by family feedback, with continued refinement planned.

Action 4.18 demonstrates emerging effectiveness, as evidenced by initial family participation in summer workshops and an identified need for expanded access.

Overall, Goal 4 actions demonstrate continued progress and growth in strengthening family engagement systems across the district. Areas of lower effectiveness have provided valuable insight into the importance of aligning strategies with family interests and ensuring staff capacity for implementation. The district will continue to build on successful practices while refining or redesigning actions to ensure stronger impact and more meaningful engagement for all families.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

2025-2026- A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice

Following the implementation of Goal 4 during the 2025–2026 school year, the district reflected on areas of success and opportunities for refinement in the pursuit of deeper family and community engagement. While the overall goal statement, metrics, and target outcomes will remain unchanged, the district will make targeted adjustments to strengthen participation, accessibility, and alignment with family and student needs.

Most actions from the 2025–2026 LCAP will roll over into the 2026–2027 LCAP, reflecting the district's ongoing commitment to building inclusive, culturally responsive, and equitable family engagement systems. These actions continue to provide a strong foundation for fostering meaningful partnerships with families across the district.

A key area of refinement involves Action 4.06 – Academic Parent/Teacher Teams (APTTs), which was not implemented during the current year due to limited teacher participation and site-level capacity. Based on this reflection, the district will discontinue this action in the 2026–2027 LCAP and prioritize more sustainable and widely accessible engagement strategies.

Similarly, Action 4.10 – Special Education Family Supports will continue to be strengthened in 2026–2027. While families benefited from conferences and workshops offered during the year, the district moved away from the Special Education Community Council model to provide more flexible and accessible engagement opportunities. Moving forward, the district will expand these offerings and continue to refine supports based on family feedback.

In Action 4.01 – Coordination of Family Engagement and Parent Support Services, strong participation in community-building events continued, while attendance at academic-focused workshops remained lower than desired. Based on this reflection, the district will enhance communication strategies, expand outreach efforts, and better align workshop topics to family interests and needs.

The Family Resource Center (Action 4.03) will continue to play a central role, and in the coming year, the district will strengthen systems for tracking services, referrals, and family feedback to improve coordination and responsiveness.

These refinements reflect a thoughtful, data-informed approach to continuous improvement. As the district continues to prioritize equity and access in family engagement, most current actions will be sustained, while select actions will be modified or discontinued to ensure greater impact.

To better align with family interests and district priorities, the district will replace Action 4.05 – Family Workshops: Diversity, Equity, and Inclusion with a new Action 4.20 – Higher Education/College and Career Opportunities in the 2026–2027 LCAP. This action will support Strategic Plan Goal 4.5 by establishing partnerships with local professionals, colleges, and universities and increasing family awareness of college readiness, application processes, and financial aid.

Additionally, the district will include Action 4.19 – Indian Education Service Plan, which formalizes services provided through the Ventura County Indian Consortium to support the academic, language, and cultural needs of eligible Native American and Alaska Native students. This action replaces the previous 4.19 designation and ensures alignment with federal program requirements. The district further added action 4.20-Higher Education/College and Career Opportunities to support a college going culture in alignment with the district's student profile.

Finally, the district will expand Action 4.18 – Early Literacy and Numeracy Workshops for TK and Kindergarten families. Building on initial summer implementation, this action will be strengthened to provide more consistent and comprehensive early learning support for families.

These changes reflect the district’s commitment to refining strategies based on implementation data, discontinuing actions that are not yielding desired outcomes, and introducing new actions that better support meaningful and equitable family engagement

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Implement Coordination of Family Engagement and Parent Support Services based on a Family Engagement Framework, Family and Community Engagement committees, DELAC, Parent Education and Support	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. To mitigate this, the district aims to enhance parent capacity, empowerment, and advocacy, thereby positively impacting student academic and social-emotional development. Recognizing the crucial role of parental involvement in academic success, this initiative seeks to strengthen collaboration with various parent and community groups, including the District English Learner Advisory Committee, Parent	$309,566.23	Yes

Action #	Title	Description	Total Funds	Contributing
		Advisory Committee, Parent-Teacher Association, African American Steering Committee & African American Parent Group, Asian American Pacific Islander Group, School Site Councils, Mixteco Steering Committee, Mixteco parent group, and a District Family and Community Engagement Committee. These proactive measures are pivotal in fostering increased student performance on state and local assessments. This action ensures a holistic approach to academic achievement, with the ultimate goal of enhancing student outcomes and success. This action will be measured through the Family Panorama Survey (SP 4.2.1).		
4.2	Equitable Access for Participation (Zoom)	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. To mitigate this and enhance the engagement of families of unduplicated student groups, the district will provide accessibility to Zoom, a video conferencing platform, to improve communication. Through Zoom, the district will offer webinars and support instructional activities, fostering a stronger connection between parents, students, and educators. This increased engagement is crucial for academic achievement, as it allows for more effective communication and collaboration between all community partners involved in a student's education. Additionally, by providing access to instructional support and resources through Zoom, the district ensures students from unduplicated student groups receive the necessary assistance to improve their academic performance. This action facilitates access for families who are unable to physically attend school sites or leave work for meetings, thus removing barriers to parental involvement and promoting a supportive learning environment conducive to academic success This action will be measured through the Family Panorama Survey (SP 4.2.2).	$33,660.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.3	Family Resource Center	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action involves the establishment of a dedicated space within the Oxnard School District community aimed at providing comprehensive support and resources to families. This center serves as a hub for families to access a wide range of services, programs, and information designed to meet the diverse needs of unduplicated student groups and enhance their overall well-being. By providing a central location for families to seek support and connect with resources, the Family Resource Center promotes a sense of belonging, empowerment, and resilience within the community. Through this action, the district demonstrates its commitment to fostering strong partnerships between schools and families, promoting equity and access to resources, and supporting the holistic development of unduplicated student groups and their families. This action will be measured through the Family Panorama Survey (SP 4.2.2).	$58,894.13	Yes
4.4	Enrollment Center	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The district's Enrollment Center serves as a	$963,387.25	Yes

Action #	Title	Description	Total Funds	Contributing
		centralized location for families to register and enroll students across all 21 school sites, streamlining the process and ensuring consistency. This centralized hub offers essential services, including student registration, initial language assessments, program placement options, and transfer requests. By providing these services in one location, the Enrollment Center ensures that unduplicated student groups receive timely and accurate assessments, leading to appropriate program placements that cater to their specific needs. The initial language assessment is particularly crucial for identifying English learners and placing them in suitable language support programs, which are vital for their academic success. The enrollment center's comprehensive services support the academic achievement of unduplicated student groups by facilitating access to the right educational resources and support from the outset, thereby promoting a smoother transition into the school system and setting a strong foundation for future learning. This action will be measured through the Family Panorama Survey (SP 4.2.2).		
4.5	Family Workshops: Diversity, Equity, and Inclusion	Discontinued- The Family Workshops: Diversity, Equity, and Inclusion action will not be included in the 2026–2027 LCAP in its current form due to low participation and limited impact. This work has been restructured into a new action focused on Higher Education/College and Career Opportunities to better align with family interests and increase engagement.		
4.6	Parent/Teacher Teams	Discontinued- The Parent/Teacher Teams (APTTs) action will not be included in the 2026–2027 LCAP, as it was not implemented due to limited teacher participation and site-level capacity. The district will prioritize alternative family engagement strategies that are more feasible and sustainable across all school sites.		
4.7	Systems of Communication to Include the Voices of our Different Parent Groups in the Design	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action	$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
	of Learning Experiences for Unduplicated Student Groups and Families	directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. By disseminating accurate information through various channels such as videos, district webpages, and social media platforms, the district ensures that everyone stays informed about important projects, initiatives, and updates related to the student profile. This level of transparency not only promotes accountability but also empowers stakeholders to actively participate in the district's strategic planning and decision-making processes. Furthermore, offering communication in multiple languages, including Mixteco and ASL when needed, demonstrates a commitment to inclusivity and accessibility, ensuring that all members of the community can engage with the information effectively. Ultimately, effective communication fosters a sense of community, strengthens relationships, and contributes to the overall success and well-being of unduplicated student groups. This action will be measured through the Family Panorama Survey (SP 4.2.4).		
4.8	Supporting Cultural Proficiency and Focus on Equitable Practices	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action holds significant importance as it focuses on building the capacity of teachers and leaders in cultural proficiency and effective school-family engagement. By providing professional development opportunities such as webinars, workshops, and literature reviews/book studies, the district empowers staff to better understand and address the needs of unduplicated student groups. Enhancing cultural proficiency and promoting strong school-family	$5,900.00	No

Action #	Title	Description	Total Funds	Contributing
		partnerships are essential for creating inclusive learning environments where all unduplicated student groups can thrive academically and socially. Therefore, investing in professional development in these areas is crucial for improving student outcomes and fostering a supportive and inclusive school community. This action will be measured through the Family Panorama Survey (SP 4.2.5).		
4.9	Transition to High School- Parent Workshops	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. To assist families in supporting their unduplicated student groups' transition to high school, the district provides student and family workshops on 'Going to High School and Beyond.' ORCs and counselors will conduct workshops for families in grades 5 and up to review what they need to consider before their transition to high school. This action includes preparing unduplicated student groups and families with information and support regarding A-G opportunities and requirements in high school. Recognizing the crucial role of parental involvement in academic success, these workshops not only provide essential information but also empower parents to actively support their children's academic journey. By equipping families with the knowledge and resources needed to navigate the transition to high school, this action contributes to improved academic outcomes for unduplicated student groups, fostering a path toward academic achievement and success. This action will be measured through the Family Panorama Survey (SP 4.3.3).	$2,500.00	Yes
4.10	Special Education: Parent/Family Supports	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The	$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
		unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, family and community engagement, and mental health services, while benefiting all students within the district. This action encompasses a multifaceted approach aimed at providing comprehensive assistance and resources to parents of unduplicated student groups receiving special education services within the district. Central to this effort is the establishment of the "Special Education Community Council," a monthly gathering comprising a selected committee representing diverse stakeholders within the community. This council serves as a platform for open dialogue, collaboration, and partnership between families, educators, and other relevant educational partners. In addition to the Community Council, the district offers targeted "Parent/Family Training" tailored to specific groups within the special education community, addressing the unique needs and challenges faced by parents of unduplicated student groups with various disabilities, including Autism, Emotional Disturbance (ED), and those utilizing Augmentative and Alternative Communication (AAC) systems. By providing specialized training, the district aims to empower parents with knowledge, skills, and resources to effectively support their children's academic, social, and emotional development. This action will be measured through the Family Panorama Survey (SP 4.3.3).		
4.11	Parent Support Liaison	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The Parent Support Liaison focuses on	$110,680.75	Yes

Action #	Title	Description	Total Funds	Contributing
		providing support, guidance, and resources to families to help them navigate various aspects of their children's education. Acting as a bridge, the Parent Support Liaison facilitates communication, fosters positive relationships, and addresses concerns or questions that parents may have regarding school policies, programs, or services. Additionally, the liaison collaborates with school staff to organize workshops, informational sessions, and other events aimed at empowering parents to become more actively involved in their children's academic journey. Through this action, the district aims to strengthen partnerships between schools and families, promote parental engagement, and ultimately enhance student success and well-being. This action will be measured through the Family Panorama Survey (SP 4.3.3).		
4.12	Translators/ Interpreters: Mixteco	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action aims to address the linguistic and cultural diversity within the Oxnard School District community, particularly among families who speak Mixteco as their primary language. These translators/interpreters play a critical role in facilitating communication and understanding between school staff, unduplicated student groups, and families who may face language barriers. By providing translation and interpretation services, the district ensures that vital information regarding school programs, policies, and student progress is effectively conveyed to Mixteco-speaking families. This action is crucial for academic achievement, as it ensures that all families, regardless of their linguistic backgrounds, have equal access to important educational information and resources. This action supports the district's broader goal of promoting inclusivity, equity, and access, thereby fostering a community partnership conducive	$189,918.07	Yes

Action #	Title	Description	Total Funds	Contributing
		to academic achievement. This action will be measured through the Family Panorama Survey (SP 4.4.1).		
4.13	Translators/ Interpreters: Spanish	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action aims to address the linguistic and cultural diversity within the Oxnard School District community, particularly among families who speak Spanish as their primary language. These translators/interpreters play a critical role in facilitating communication and understanding between school staff and families who may face language barriers. By providing translation and interpretation services, the district will ensure that vital information regarding school programs, policies, and student progress is effectively conveyed to Spanish-speaking families. This action supports the district's efforts to promote inclusivity, equity, and access to education for all unduplicated student groups and families, regardless of their linguistic backgrounds, fostering a supportive and welcoming environment that values and respects the diverse cultural and linguistic identities of its community members, thereby fostering a community partnership conducive to academic achievement. This action will be measured through the Family Panorama Survey (SP 4.4.1).	$771,140.51	Yes
4.14	Contract for Interpreting Services	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
		teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action recognizes the importance of effective communication between school staff, unduplicated student groups, and families who may speak languages other than English. By contracting with qualified interpreters, the district aims to ensure clear and accurate communication in various contexts, including parent-teacher conferences, school events, and meetings. These interpreting services will enable non-English-speaking families to fully engage with the educational process, understand important information, and actively participate in their children's education. Additionally, by providing access to professional interpreters, the district reinforces its commitment to equity, inclusivity, and cultural responsiveness, thus fostering a supportive and welcoming environment for all members of the school community, thereby fostering a community partnership conducive to academic achievement. This action will be measured through the Family Panorama Survey (SP 4.4.1).		
4.15	Panorama Surveys	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Utilizing the Panorama platform, this action seeks to assess and enhance family engagement practices while also gathering insights to inform the development and refinement of the Local Control and Accountability Plan (LCAP). Through the survey, families are provided with the opportunity to share their perspectives, experiences, and priorities regarding their child's education, as well as their engagement with the school community. By leveraging the Panorama platform, the district aims to streamline the survey administration process, maximize participation rates, and obtain actionable data to drive informed decision-	$500.00	No

Action #	Title	Description	Total Funds	Contributing
		making and strategic planning efforts. This action will be measured through the Family Panorama Survey (SP 4.6.1).		
4.16	Revamp and Maximize Accessibility to the District's Website (Web Content Analyst)	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The district has hired a webmaster tasked with supporting the updating of the Oxnard School District website and individual school sites. The Web Content Analyst possesses expertise in both technical aspects and content management to ensure accurate and timely updates. Additionally, they establish protocols to maintain consistency across all OSD pages and sites, thereby enhancing accessibility and user experience, and fostering a community partnership conducive to academic achievement for unduplicated student groups (SP 4.6.6). LREBG Funds Supporting this Action: $149,757.52 per year through the 2026-27 Metric: This action will be measured through the Family Panorama Survey.	$149,757.52	No
4.17	Board Room	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities,	$24,000.00	No

Action #	Title	Description	Total Funds	Contributing
		support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action involves maintaining the infrastructure of the district's board room as a proactive measure to enhance transparency and foster open communication between the district and the community it serves. By engaging and informing the community, it strengthens family engagement, positively impacting the academic achievement of unduplicated student groups. This action will be measured through the Family Panorama Survey (SP 4.6.6).		
4.18	Home Learning Resources for Student Success	The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district’s student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. This action ensures that families are equipped with a diverse range of educational materials and resources designed to support student learning and achievement outside of the classroom. Materials will be accessible, culturally and linguistically appropriate, and aligned with grade-level standards to help families reinforce key concepts at home. Resources may include literacy and math tools, project-based learning guides, digital learning supports, and tips for fostering positive learning routines. By empowering families as active partners in education, this action promotes stronger home-school connections and contributes to improved academic outcomes for all students. This action will be measured through the Family Panorama Survey (SP 4.3.2).	$32,515.63	No
4.19	Indian Education Service Plan	New Action 2026-2027 The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district’s student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. This action ensures that eligible Native American and Alaska Native students and their families receive comprehensive academic,	$7,046.12	No

Action #	Title	Description	Total Funds	Contributing
		language, and culturally responsive supports that promote student success and strengthen cultural identity. Through the Ventura County Indian Consortium, Ventura Unified School District, as the Local Education Agency, provides coordinated services, resources, and programs designed to meet the unique needs of these students while fostering meaningful family engagement and community connection. This action will be measured through the Family Panorama Survey (SP 4.3.2).		
4.20	Higher Education/College and Career Opportunities	New Action 2026-2027 The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district’s student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. This action supports Strategic Plan Goal 4.5 by establishing partnerships with local professionals, colleges, and universities to expand students’ awareness of career pathways and increase families’ knowledge of college resources, application processes, and financial aid opportunities. Through these efforts, the district aims to strengthen college and career readiness while enhancing meaningful family engagement. This action will be measured through the Family Panorama Survey (SP 4.5).	$36,387.51	Yes

Goals and Actions

Goal

Goal #	Description	Type of 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. (SP 5.1) STRATEGIC PLAN IMPLEMENTATION (SP 5.2) DISTRICTWIDE COHERENCE (SP 5.3) ACCOUNTABILITY & PROGRESS MONITORING (SP 5.4) HUMAN CAPITAL (SP 5.5) COMMUNICATIONS (SP 5.6) FINANCE & TECHNOLOGY INFRASTRUCTURE	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The Oxnard School District developed this goal to build a unified and sustainable infrastructure that fosters a leadership culture capable of effectively implementing the district's Strategic Plan across the entire organization. While strong practices and innovative efforts are evident throughout schools, departments, and classrooms, many of these successes have functioned in isolation. This presents a clear opportunity to build on what's working and expand it systemwide, empowering leadership at all levels to drive greater coherence and achieve more consistent outcomes for all students.

This goal is also foundational to ensuring that the basic conditions for learning are met and sustained across all schools. A coherent and responsive infrastructure enables the district to guarantee that every student has access to essential elements such as safe and inclusive learning environments, well-maintained facilities, effective instructional materials, qualified staff, and up-to-date technology. These core conditions are necessary for academic achievement, student engagement, and overall well-being. By aligning systems and leadership around this foundational work, the district can better ensure that every school is equipped to support meaningful learning and realize the vision outlined in both the Strategic Plan and the Oxnard Student Profile.

In support of this, creating districtwide coherence has become a central priority. The district recognizes the need for a well-organized system that connects the work of schools, divisions, and departments to a common vision. That vision is grounded in the Oxnard Student Profile, which articulates what students should know, do, and become in order to succeed in an ever-changing world. Staff across the district must

clearly understand how their daily work contributes to this vision. When strategies, practices, and resources are aligned to a shared purpose, the system becomes more efficient, equitable, and capable of achieving long-term, sustainable success.

Creating the foundational conditions for learning is central to this goal. A coherent infrastructure ensures that every school has access to the essential elements that support student success—safe and inclusive environments, well-maintained facilities, effective instructional materials, high-quality teaching, and access to technology. By strengthening leadership systems, resource alignment, and internal coherence, the district is better positioned to guarantee that these basic conditions are met consistently across all sites. This work lays the groundwork for deeper learning, meaningful engagement, and equitable outcomes for every student, every day.

As a TK–8 district, Oxnard must also plan with the understanding that students continue their educational journeys well beyond eighth grade. The transition to high school, and to systems outside the district's direct control—limits Oxnard's ability to ensure continuity. This reality highlights the importance of building strong partnerships with local high schools and other educational institutions, so students experience a seamless progression of support and opportunity.

Achieving transformational change relies heavily on human capital. The district's ability to meet its strategic goals depends on the expertise, commitment, and leadership capacity of its people. Recruiting, developing, and retaining highly qualified, diverse staff is essential to driving consistent improvement across all schools and departments. Equipping educators, site leaders, and support staff with high-quality professional development, growth opportunities, and clear pathways for leadership fosters a culture of excellence and innovation. Investing in human capital is not a separate initiative, it is essential as it drives every aspect of systemic improvement.

To advance this work, the implementation of the Strategic Plan must be purposeful and measurable. The district is prioritizing clear, aligned action at all levels to ensure that initiatives are directly tied to districtwide goals and focused on student-centered outcomes. Strengthening internal coherence, through common frameworks, language, and expectations, is central to building the kind of consistency that drives systemic improvement.

Alongside implementation, robust systems for accountability and progress monitoring are equally important. These systems enable staff to evaluate efforts based not only on compliance, but on impact, using data to inform decisions, adjust course, and continuously improve.

Supporting all of this is a strong communications infrastructure that fosters alignment and transparency. Staff and the district's educational partners rely on clear, timely, and consistent messaging to stay informed, collaborate effectively, and remain connected to the district's overarching mission.

These efforts are made possible through modern, responsive finance and technology systems. Equitable resource distribution, streamlined operations, and innovative digital tools provide the foundation needed to support high-quality instruction and sustain progress over time.

Overall, this goal reflects the district's belief that lasting transformation depends on intentional coordination, shared accountability, and aligned leadership. With guidance from the Oxnard Stakeholder Design Team, composed of representatives from across the system, the district will develop actions aligned to each of the five strategic goals. These efforts will ensure every student is supported, every educator is empowered, and every part of the organization is working together to realize the district's vision for educational equity and excellence.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Percentage of Properly Credentialed Teachers (State Priority 1A)	Source: 2022-23 DataQuest – Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE) Clear: 88.5% Out-of-Field: 1.0% Intern: 1.1% Ineffective: 4.0% Incomplete: 4.1% Unknown: 1.3%	Source: 2023-24 DataQuest – Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE) Clear: 92.4% Out-of-Field: 3.3% Intern: .9% Ineffective: 3.4% Incomplete: 0% Unknown: 0%	Source: 2024-25 DataQuest – Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE) Clear: 88% Out-of-Field: 2.5% Intern: 1.1% Ineffective: 1% Incomplete: 0% Unknown: 0%	Source: 2025-26 DataQuest – Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE) Clear: 100% Out-of-Field: 0% Intern: 0% Ineffective: 0% Incomplete: 0% Unknown: 0%	Source: DataQuest – Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE) Clear: -.5% Out-of-Field: +1.5% Intern: -1.1% Ineffective: -4.0% Incomplete: -4.1% Unknown: -1.3%
5.2	Student Access to Standards-aligned Instructional Materials Percent of students without access to their own copies of standards-aligned instructional materials for use at school and at home (State Priority 1B)	2022-23 CA Dashboard Local Indicators 0%	2023-24 CA Dashboard Local Indicators 0%	2024-25 CA Dashboard Local Indicators 0%	2025-2026 CA Dashboard Local Indicators 0%	CA Dashboard Local Indicators Remained at 0%
5.3	Facilities in Good Repair–Facilities Inspection Tool Instances where facilities do not meet the “Good Repair” standard	Source: 2022-23 CA Dashboard Local Indicators Deficiencies and Extreme Deficiencies: 0	Source: 2023-24 CA Dashboard Local Indicators Deficiencies and Extreme Deficiencies: 0	Source: 2024-25 CA Dashboard Local Indicators Deficiencies and Extreme Deficiencies: 0	Source: 2025-2026 CA Dashboard Local Indicators Deficiencies and Extreme Deficiencies: 0	Source: CA Dashboard Local Indicators Deficiencies and Extreme

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(State Priority 1C)					Deficiencies: Remained at 0%

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

2025-2026- An analysis of how this goal was carried out in the previous year

Throughout the 2025–2026 school year, the district continued to build on the strong foundation established in the prior year in advancing Goal 5, which focuses on strengthening systems, structures, and leadership capacity to support student success. Actions under this goal were largely implemented with fidelity and remained aligned with budget expectations and strategic priorities. These efforts further reinforced a cohesive and well-supported infrastructure for instruction, operations, and student services.

Key successes included the continued implementation of strategic plan initiatives, districtwide professional learning, and structured collaboration opportunities for educators. Teachers and administrators again participated in role-alike collaboratives and content-specific planning sessions, strengthening instructional coherence and shared ownership of district goals. Districtwide professional development days and the ongoing use of banked minutes for Professional Learning Communities (PLCs) remained effective in supporting alignment of planning and instructional practices across sites.

The district sustained its investment in leadership development and staff onboarding. New Teacher Institutes and administrative onboarding continued to be well received, with increased attention to ongoing support beyond initial entry. Onboarding sessions for classified staff were again offered, and participation improved compared to the prior year. While some variability in attendance remains, this progress reflects stronger communication and outreach efforts, with continued refinement planned to further increase engagement and consistency.

Student and family services remained a critical area of strength. Investments in counseling, mental health supports, health services, campus supervision, and outreach roles were fully implemented and continued to support students' academic, social-emotional, and health-related needs. Communication systems across internal platforms and public-facing tools were consistently maintained, ensuring timely and accessible information for families and staff.

The district also continued its focus on recruitment and retention, building on prior year progress. Efforts to address staffing shortages remained effective, with improved vacancy rates, earlier hiring timelines, and reduced reliance on outside agencies. Paraeducators across instructional programs continued to play a vital role in supporting student learning and increasing classroom capacity.

While overall implementation was strong, some challenges persisted. Participation in certain professional learning opportunities varied across sites and roles, and continued attention is needed to ensure consistent engagement. These challenges have informed adjustments for the upcoming year to strengthen implementation and impact.
In the current Local Control and Accountability Plan (LCAP) cycle, actions within this goal remain interconnected and mutually supportive. As in the previous year, this integrated design can make it difficult to isolate the impact of individual actions; therefore, effectiveness continues to be measured through broader metrics aligned to the overall goal.

Future planning will continue to focus on refining the organization of actions within the goal to include more specific and measurable indicators for both implementation and effectiveness.

Overall, Goal 5 actions demonstrate sustained progress and clear growth from the prior year, further strengthening the district's systems, leadership capacity, and operational effectiveness. The district remains committed to continuous improvement and will build on this momentum to ensure that all systems, people, and processes work collaboratively to support equitable student outcomes.

5.01 Oxnard Empowers – Implementation of Strategic Plan
This action continued to be implemented and remained aligned with districtwide goals, supporting coherence and long-term planning under the EMPOWERS framework.

5.02 Board of Education
Support for governance and district policy continued as planned, with a focus on advancing priorities for unduplicated student groups.

5.03 Resources: Superintendent
Resources for the Superintendent's office continued to support district operations and strategic alignment.

5.04 Professional Learning: Three District Days
All teachers participated in three professional development days aligned to instructional priorities and district goals.

5.05 Districtwide Banking of Minutes
Teachers continued to utilize banked minutes for collaboration and planning.

5.06 New Teacher Institute
New teachers participated in onboarding sessions with high attendance.

5.07 Institute for New Administrators
New administrators participated in onboarding and networking sessions.

5.08 Professional Collaboratives
Role-alike and content-based collaboratives continued to meet regularly.

5.09 Collaboration: Mathematics

Mathematics collaboration continued to support vertical alignment and standards-based instruction.

5.10 Collaboration: TK and Kindergarten
Early learning educators continued collaborative efforts to support foundational instruction.

5.11 Collaboration: Biliteracy
Biliteracy collaboration continued with a focus on instructional consistency and resource development.

5.12 Collaboration: Middle School
Middle school collaboration structures remained in place.

5.13 Collaboration: Implementation of State Standards and Frameworks
Teachers continued aligning instruction to California State Standards and frameworks.

5.14 Employee Onboarding (Classified)
Monthly onboarding sessions for classified staff were implemented consistently, with improved participation compared to the prior year.

5.15 Educational Services: Management and Support Staff
Leaders participated in professional development aligned to their roles.

5.16 Manager of Equity, Family, and Community Engagement
This position continued to support equity initiatives and family engagement efforts.

5.17 Director of Pupil Services
Oversight of student support systems continued as planned.

5.18 Counselors
Counselors continued to provide SEL, academic advising, and student supports districtwide.

5.19 District Family and Community Liaison
District-level family engagement support continued to support outreach efforts.

5.20 Outreach Specialists
Outreach Specialists continued to support site-level engagement and family connections.

5.21 Mental Health Clinician
Mental health services continued to be provided.

5.22 Healthy Start Social Workers
Social workers continued to support students and families through referrals and partnerships aligned to the district's tiered support system.

5.23 Health Assistants and/or LVNs
Health services were provided across sites.

5.24 Campus Assistants/Supervisors
Campus supervision and safety supports continued to be implemented.

5.25 Recruitment, Selection, and Retention of Human Capital
The district continued recruitment and retention efforts, with improved staffing stability compared to the prior year.

5.26 Recruitment: Classified Positions
Efforts to fill classified positions continued.

5.27 Transitional Kindergarten Paraeducators
TK paraeducators continued to support early learning classrooms.

5.28 Kindergarten Paraeducators
Kindergarten paraeducators continued to support classroom instruction.

5.29 General Education Paraeducators
General education paraeducators continued to support instruction and interventions.

5.30 Opportunity Program Paraeducators
Paraeducators continued to support students in the Opportunity Program.

5.31 District Nurses
District nurses continued to provide health services and ensure compliance.

5.32 Communication Platforms
Communication systems continued to support internal and external messaging.

5.33 Internal Communication Systems
Internal communication tools were maintained.

5.34 Communications from Central Office
Central office communications were maintained.

5.35 Curriculum Council
The Curriculum Council continued to guide instructional decisions.

5.36 Middle School Grading and Policies
The Middle School Task Force continued refining grading practices and promotion criteria.

5.37 Required Accountability Templates
All required reporting was completed and submitted.

5.38 Practi-Cal Medical Billing
Medical billing processes continued.

5.39 Student Technology Access and Annual Refresh
Technology access was maintained through device refresh and distribution.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

2025-2026

Most actions under Goal 5 continued to be implemented as planned, with estimated actual expenditures generally aligning with budgeted amounts. These actions supported the district's efforts to strengthen operational systems, instructional alignment, staffing, and leadership development. As in the prior year, material differences between projected and actual expenditures were primarily driven by staffing patterns, implementation timing, and participation levels.

A material difference was identified in Action 5.36 – Middle School Grading and Policies, as budgeted expenditures and planned percentages of improved services were based on convening a Middle School Task Force and engaging stakeholders throughout the year. Due to other areas of targeted focus and competing district priorities, the task force did not convene during the 2025–2026 school year; therefore, no expenditures were incurred and the planned services were not implemented. This action will roll over into the 2026–2027 school year to support the implementation of the newly added period within the comprehensive middle school day, with plans to reconvene a stakeholder group and align expenditures and services to the revised scope of work.

Variances in expenditures were most often associated with staffing-related actions. Differences in hiring timelines, position vacancies, and onboarding needs resulted in minor fluctuations between budgeted and actual expenditures. In some cases, positions were filled later than anticipated or at different salary placements, while in others, efficiencies in hiring reduced overall costs. When applicable, unspent funds were reallocated within the goal to support continuity of services and overall implementation.

Actions related to paraeducator support (Actions 5.27 through 5.30) were implemented during the year, with minor expenditure differences consistent with typical staffing variations. Services were delivered to support instructional programs across grade levels and specialized settings, and the percentage of improved services remained generally aligned with expectations.

Action 5.14 – Classified Employee Onboarding was implemented during the year, with some variation between projected and actual expenditures related to participation in onboarding sessions. The district will continue to refine onboarding structures to support more consistent participation.

Professional development and collaboration-related actions, including district professional learning days, Professional Learning Communities (PLCs), and role-alike collaboratives, also reflected some variation in expenditures due to differences in participation across sites, grade levels, and staff roles. These differences did not significantly impact overall service delivery.

Across other actions, including leadership development, student services, and communication systems, expenditures remained generally consistent with budgeted amounts, and the planned scope of services was delivered.

Overall, Goal 5 actions were implemented with general alignment between planned and actual expenditures. The district will continue to refine projections and monitor expenditures to ensure alignment with planned services while maintaining effective support for students, staff, and families.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

2025-2026- A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal

Goal 5 actions continued to demonstrate effectiveness in making progress toward strengthening systems, structures, and leadership capacity across the district, building on the foundation established in the 2024–2025 school year. The district sustained implementation of key actions that support operational coherence, instructional alignment, and comprehensive student services, resulting in continued progress toward the goal.

Actions focused on professional learning and collaboration (Actions 5.04–5.13) remained effective in supporting instructional alignment across sites. District professional development days, Professional Learning Communities (PLCs), and role-alike collaboratives continued to provide structured opportunities for educators to engage in shared planning and learning. While participation varied across sites and roles, these actions continued to support alignment to district priorities and state standards, reflecting continuity from the prior year with ongoing refinement.

Leadership development and onboarding actions (Actions 5.06, 5.07, and 5.14) continued to support staff transitions and capacity building. New teacher and administrator onboarding maintained consistent implementation and positive engagement. Classified onboarding showed improvement compared to the prior year, indicating progress in participation and communication efforts, though some variability remains. These actions contributed to more consistent onboarding systems while highlighting the need for continued refinement.

Staffing and human capital actions (Actions 5.25 and 5.26) continued to demonstrate effectiveness, with improved vacancy rates and more stable staffing compared to the prior year. These improvements supported continuity of instruction and services across sites. Paraeducator support actions (Actions 5.27–5.30) also continued to contribute to instructional capacity by providing consistent support across grade levels and specialized programs.

Student and family service actions (Actions 5.17–5.24) remained effective in supporting student well-being and access to services. Counseling, mental health, health services, and outreach roles were implemented as planned and continued to support students' academic and social-emotional needs, reflecting sustained impact from the prior year.
Communication and operational systems (Actions 5.32–5.34, 5.37–5.39) continued to support coordination across departments and with families. These actions maintained consistent communication and compliance processes, contributing to overall system effectiveness and continuity.

Action 5.01 demonstrated effectiveness, as evidenced by continued implementation aligned to local and state operational and implementation metrics, with no substantive changes.

Action 5.02 demonstrated effectiveness, as evidenced by consistent governance implementation and policy actions measured by local operational compliance metrics.

Action 5.03 demonstrated effectiveness, as evidenced by operational coherence and leadership support measured by local operational metrics.

Action 5.04 demonstrated effectiveness, as evidenced by full participation and alignment of instructional practices measured by local and state assessments.

Action 5.05 demonstrated effectiveness, as evidenced by continued PLC structures and instructional alignment measured by local and state assessments.

Action 5.06 demonstrated effectiveness, as evidenced by onboarding participation and retention data measured by HR metrics, with minor refinements based on feedback.

Action 5.07 demonstrated effectiveness, as evidenced by leadership readiness and feedback measured by local leadership development metrics.

Action 5.08 demonstrated effectiveness, as evidenced by collaboration and instructional alignment measured by local and state assessments.

Action 5.09 demonstrated effectiveness, as evidenced by instructional alignment measured by local and state assessments.

Action 5.10 demonstrated effectiveness, as evidenced by alignment in early literacy and numeracy practices.

Action 5.11 demonstrated effectiveness, as evidenced by program alignment measured by local and state assessments.

Action 5.12 demonstrated effectiveness, as evidenced by instructional planning and coordination.

Action 5.13 demonstrated effectiveness, as evidenced by instructional alignment and implementation.

Action 5.14 demonstrates emerging effectiveness, as evidenced by increased attendance measured by HR participation data, with continued refinement planned.

Action 5.15 demonstrated effectiveness, as evidenced by leadership development and alignment to district priorities.

Action 5.16 demonstrated effectiveness, as evidenced by impact on equity-related work measured by Panorama survey results and local metrics.

Action 5.17 demonstrated effectiveness, as evidenced by program alignment and student support systems.

Action 5.18 demonstrated effectiveness, as evidenced by student support services measured by local and state data.

Action 5.19 demonstrated effectiveness, as evidenced by family engagement and communication measured by Panorama surveys and participation data.

Action 5.20 demonstrated effectiveness, as evidenced by home-school connections measured by engagement data.

Action 5.21 demonstrated effectiveness, as evidenced by access to mental health supports measured by local metrics.

Action 5.22 demonstrated effectiveness, as evidenced by coordinated supports.

Action 5.23 demonstrated effectiveness, as evidenced by compliance and service delivery measured by local operational metrics.

Action 5.24 demonstrated effectiveness, as evidenced by school safety and climate outcomes.

Action 5.25 demonstrated effectiveness, as evidenced by improved vacancy rates and reduced reliance on outside agencies measured by HR data.

Action 5.26 demonstrated effectiveness, as evidenced by reduced vacancies and staffing levels measured by HR metrics.

Action 5.27 demonstrated effectiveness, as evidenced by instructional support.

Action 5.28 demonstrated effectiveness, as evidenced by consistent implementation.

Action 5.29 demonstrated effectiveness, as evidenced by classroom support.

Action 5.30 demonstrated effectiveness, as evidenced by access to supports.

Action 5.31 demonstrated effectiveness, as evidenced by service delivery.

Action 5.32 demonstrated effectiveness, as evidenced by communication access.

Action 5.33 demonstrated effectiveness, as evidenced by coordination across departments.

Action 5.34 demonstrated effectiveness, as evidenced by timely communication.

Action 5.35 demonstrated effectiveness, as evidenced by curricular alignment.

Action 5.36 demonstrates emerging effectiveness, as evidenced by ongoing implementation and stakeholder input.

Action 5.37 demonstrated effectiveness, as evidenced by compliance with reporting requirements.

Action 5.38 demonstrated effectiveness, as evidenced by compliance and reimbursement processes.

Action 5.39 demonstrated effectiveness, as evidenced by continued student access to devices.

Overall, Goal 5 actions demonstrate sustained effectiveness and continued growth from the prior year. The district has maintained strong implementation of core systems while making incremental improvements in participation and alignment. Areas for continued focus include increasing consistency in engagement across professional learning and onboarding efforts and completing the implementation of ongoing initiatives. The district will continue to build on this progress to strengthen systems, leadership capacity, and support for equitable student outcomes.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

2025-2026- A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice

Following a comprehensive review of Goal 5 implementation during the 2025–2026 school year, the district identified continued strengths and areas for refinement in building the systems, structures, and leadership capacity necessary to support instructional coherence, staff development, and student wellness. While the goal statement, metrics, and target outcomes will remain unchanged, the district will make targeted adjustments to strengthen alignment, participation, and overall effectiveness.

Most actions from the 2025–2026 LCAP will roll over into the 2026–2027 LCAP, maintaining the district’s strong commitment to ensuring that operational systems, professional learning structures, and leadership initiatives continue to support equitable student outcomes.

One area of continued refinement involves Action 5.14 – Classified Employee Onboarding, which in prior years showed variability in participation. Building on these reflections, the district will continue to refine onboarding structures to improve consistency and engagement, with a focus on ensuring that new employees receive timely and relevant support as they transition into their roles.

Similarly, Action 5.07 – Institute for New Administrators will continue to be reviewed for expansion. As identified in the prior year, the district will explore opportunities to extend support beyond initial onboarding, strengthening leadership development and alignment with district priorities.

Action 5.36 – Middle School Grading and Policies was not implemented during the 2025–2026 school year due to other targeted priorities. As a result, this action will continue into the 2026–2027 LCAP. The district will reconvene a stakeholder group to support the implementation of the newly added period within the comprehensive middle school day and continue efforts to refine grading practices and promotion criteria.

The district will also continue to review paraeducator assignments (Actions 5.27–5.30) to ensure they remain responsive to evolving student and program needs across grade levels and instructional settings. Adjustments will focus on maintaining alignment with instructional priorities and student supports.

In the area of staff recruitment and retention (Actions 5.25–5.26), the district will continue to build on prior efforts to support staffing stability and effective onboarding, maintaining a focus on systems that support employee retention and integration.

Informed by ongoing reflections and site-level input, the district will continue implementation of Action 5.40 – Staff to Provide General Education Behavior Support. This action remains aligned to identified needs for additional support in maintaining safe and structured learning environments and will continue to strengthen school-based systems.

These refinements reflect a continued, data-informed approach to improvement. As the district sustains implementation of core actions, adjustments will focus on strengthening participation, alignment, and overall effectiveness to ensure that Goal 5 continues to support coherent systems and equitable student outcomes.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Oxnard Empowers - Implementation of Strategic Plan	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities,	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
		support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The aim of this initiative is to implement the district's vision-focused and action-oriented strategic plan. This plan articulates a compelling vision for the future we envision for our district and community, clearly outlining how we will engage all Oxnard School District's unduplicated student groups in high-level learning opportunities that prepare them for success in a global 21st-century environment. This action supports the academic achievement of unduplicated student groups by implementing a strategic plan that provides equitable resources and high-level learning opportunities, preparing them for success in a global 21st-century environment. This action will be monitored through the CA Dashboard Metrics (SP 5.1.1).		
5.2	Board of Education	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Recognizing the critical role of the Board of Education in shaping the direction and policies of the district, this action is designed to provide board members with opportunities for ongoing learning and skill enhancement. The professional learning activities for the Board of Education encompass a diverse range of topics relevant to their responsibilities and governance roles, including legal and ethical responsibilities, effective governance practices, educational policy and leadership, fiscal management and accountability, and equity, diversity, and inclusion. By engaging in continuous professional learning, Board of Education members are better equipped to fulfill their governance duties effectively, make informed decisions, and advocate for the needs of unduplicated student groups, staff, and the community. Ultimately, this action contributes to the overall effectiveness and success of the Oxnard	$151,099.44	No

Action #	Title	Description	Total Funds	Contributing
		School District in achieving its educational goals and priorities. This action will be monitored through the CA Dashboard Metrics (SP 5.2.2).		
5.3	Resources: Superintendent	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Acknowledging the pivotal role the Superintendent plays in steering the district towards its goals and cultivating a culture of excellence, this action is designed to provide ongoing learning and skill enhancement opportunities. Encompassing a broad spectrum of topics crucial to leadership responsibilities. The professional learning activities for the Superintendent include educational leadership and vision, strategic planning and implementation, instructional leadership, organizational management and governance, and equity, diversity, and inclusion. By engaging in continuous professional learning, the Superintendent is empowered to lead with foresight, integrity, and efficacy, driving positive change and sustainable improvement within the Oxnard School District. Ultimately, this initiative is pivotal in advancing the district's educational mission and meeting the diverse needs of its unduplicated student groups, staff, and community. This action will be monitored through the CA Dashboard Metrics (SP 5.2.2).	$542,672.76	Yes
5.4	Professional Learning: Three District Days	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced	$1,750,316.50	Yes

Action #	Title	Description	Total Funds	Contributing
		teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Recognizing that interventions alone are insufficient, the district emphasizes the pivotal role of best-first instruction in improving outcomes for unduplicated student groups. To this end, the district will allocate three additional professional development days to staff. These days will focus on social and emotional programs and strategies, mathematics, literacy, lesson design, evidence-based instructional strategies, and district programs aligned with instruction. The intent of the district is to enhance services for unduplicated student groups by fostering teaching and learning centered on rigorous grade-level standards. This action will be monitored through the CA Dashboard Metrics (SP 5.2.2).		
5.5	District Wide Banking of Minutes	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The district firmly believes that prioritizing high-quality initial instruction will have the most significant impact on improving outcomes for unduplicated student groups. To achieve this goal, the district will implement Banking of Minutes districtwide. This entails 'banking' additional instructional minutes during the instructional week to create a common planning time for staff. Students will be dismissed one hour earlier on Wednesdays while maintaining the required instructional minutes mandated by the State of California. During this dedicated hour, staff will engage in focused collaborative instructional planning. This action will be monitored through the CA Dashboard Metrics (SP 5.2.3).	$1,470,243.75	Yes

Action #	Title	Description	Total Funds	Contributing
5.6	New Teacher Institute	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The New Teacher Institute offers essential information and resources to teachers new to the district, supporting them both in instruction and as employees. Specialized training is provided to Special Education and Biliteracy Teachers. The district will offer full days of training before the start of the school year and additional full days and after-school sessions for follow-up throughout the school year. This action will be monitored through the CA Dashboard Metrics (SP 5.2.2).	$16,500.00	Yes
5.7	Institute for New Administrators	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The implementation of the New Administrators Institute directly responds to this imperative. By providing new administrators with comprehensive information and resources, this initiative ensures that they are equipped to lead effectively and make informed decisions that positively impact student learning outcomes. Specialized training tailored to their roles, including sessions before the academic year begins and ongoing support throughout, not only supports administrators' professional growth but also fosters an environment conducive to	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		academic success for all students. This action will be monitored through the CA Dashboard Metrics (SP 5.2.2).		
5.8	Professional Collaboratives	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The district will establish a task force composed of practitioners to collaboratively assess and review the current district programs and practices, ensuring alignment with standards-based instruction, assessment, curriculum, and professional development. These efforts will reflect the best practices and pedagogical principles outlined in the district's strategic plan. The ultimate goal is to support the development of OSD's Student Profile alongside the achievement of unduplicated student groups, mastery of standards, and college and career readiness as defined in OSD EMPOWERS. This action will be monitored through the CA Dashboard Metrics (SP 5.2.2). This action encompasses several initiatives under Goal 5 in the LCAP that promote staff collaboration in designing opportunities for students to demonstrate the Student Profile. The funding associated with Action 5.8 is integrated into and supports the implementation of these related initiatives.	$19,307.75	No
5.9	Collaboration Opportunities: Mathematics	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced	$12,230.79	No

Action #	Title	Description	Total Funds	Contributing
		teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action focuses on promoting collaboration among educators within the Mathematics domain, leveraging the practice of Thinking Classrooms. Through collaborative planning and discussion, teachers will enhance mathematics instruction and student learning outcomes. They'll share best practices, explore new instructional strategies, and collectively problem-solve challenges. The Thinking Classrooms Framework emphasizes student-centered learning, critical thinking, and problem-solving skills development. By fostering collaboration and leveraging the Thinking Classrooms framework, this action aims to empower educators to create enriching mathematics learning experiences that inspire curiosity, creativity, and a deep understanding among unduplicated student groups. This action will be monitored through the CA Dashboard Metrics (SP 5.2.3).		
5.10	Collaboration Opportunities: Transitional Kindergarten & Kindergarten Teachers	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Collaborative planning empowers teachers to address individual student needs more effectively, providing targeted support and differentiation to accommodate diverse learning styles and abilities. Additionally, fostering strong relationships between teachers benefits unduplicated student groups by instilling a sense of continuity and belonging, facilitating their transition into the next phase of their education. Ultimately, collaboration between teachers enriches the overall educational experience for unduplicated student groups, positioning them for academic and social success. This action will be monitored through the CA Dashboard Metrics (SP 5.2.3).	$26,837.03	No

Action #	Title	Description	Total Funds	Contributing
5.11	Collaboration Opportunities: Biliteracy	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The focus of this action is to provide teachers with opportunities to function as a Professional Learning Community. Guided and supported by a Teacher on Special Assignment, the goal is to refine lesson design based on biliteracy units and grounded in the district's adopted biliteracy framework, embodying best practices and high-leverage strategies. Through this collaboration, teachers receive tailored guidance and support to effectively implement research-based approaches that foster bilingualism, biliteracy, and cultural competency among unduplicated student groups, aligning with our district's mission and vision outlined in the strategic plan. This action underscores our commitment to equity, excellence, and inclusivity, ensuring that all unduplicated student groups thrive in a multicultural and multilingual learning environment. This action will be monitored through the CA Dashboard Metrics (SP 5.2.3).	$20,345.77	Yes
5.12	Collaboration Opportunities: Middle School	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Middle school collaboration provides an	$6,114.43	Yes

Action #	Title	Description	Total Funds	Contributing
		opportunity for teachers who teach the same content to come together, share best practices, and plan instruction based on the California frameworks and standards. Following a Professional Learning Community (PLC) model, this collaborative effort allows practitioners to learn from each other and work together toward the common goal of providing unduplicated student groups with effective instruction. This action will be monitored through the CA Dashboard Metrics (SP 5.2.3).		
5.13	Collaboration Opportunites: Supporing the Implementation of State Standards and Frameworks	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Through collaboration among practitioners, the district aims to ensure alignment of curriculum, instruction, and assessment with state-mandated standards. This action reinforces the district's commitment to providing unduplicated student groups with a rigorous and equitable learning experience that prepares them for success in college, career, and beyond, as outlined in the district's strategic plan and reflected in the district's student profile. This action will be monitored through the CA Dashboard Metrics (SP 5.2.3).	$6,114.49	No
5.14	Employee Onboarding	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		community engagement, and mental health services, while benefiting all students within the district. This action aims to ensure that new hires to the district receive comprehensive guidance on district policies and procedures, fostering a supportive and cohesive work environment. By equipping staff with clear expectations and resources, the district aims to enhance its effectiveness in supporting student success. This commitment to structured onboarding will ultimately strengthen the district's ability to meet the diverse needs of unduplicated student groups, contributing significantly to their academic growth and achievement. This action will be monitored through the CA Dashboard Metrics (SP 5.4.4).		
5.15	Educational Services: Management and Support Staff	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. To advance the objectives and aspirations of the District, it is imperative to strengthen the Educational Services Department with proficient Central Office Staff. These professionals will collaborate closely with school leaders, teachers, and stakeholders to ensure alignment with district goals and standards. Their expertise will not only support current initiatives but also pave the way for innovative approaches to teaching and learning. Enhancing the Educational Services Department with skilled Central Office Staff is crucial for providing the necessary support and expertise to foster innovative teaching approaches, thereby improving the academic performance of unduplicated student groups. This action will be monitored through the CA Dashboard Metrics (SP 5.4.1).	$2,619,502.47	Yes

Action #	Title	Description	Total Funds	Contributing
5.16	Manager of Equity, Family and Community	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The Manager of Equity and Community works diligently to implement the EL Master Plan, ensuring that policies and practices are aligned with the goal of providing equitable education opportunities. By actively engaging families, the Manager helps to build trust and create a supportive network that encourages parental involvement in their children's education. Moreover, the Manager collaborates with community organizations to provide resources and services that aid in the academic and socio-emotional development of students. Additionally, the Manager works with various parent groups, providing them with educational opportunities and creating spaces to express their voices and opportunities for their cultures and languages to be celebrated. Through these multifaceted efforts, the Manager of Equity and Community helps to create an inclusive environment where English language learners and other unduplicated student groups can thrive, ultimately leading to improved academic outcomes and closing achievement gaps. This action will be monitored through the CA Dashboard Metrics (SP 5.4.1).	$220,057.91	Yes
5.17	Director of Pupil Services	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and	$263,352.06	Yes

Action #	Title	Description	Total Funds	Contributing
		community engagement, and mental health services, while benefiting all students within the district. This administrative role encompasses a range of responsibilities aimed at promoting the holistic well-being and academic success of all unduplicated student groups. The Director oversees various pupil service programs, including counseling, health services, attendance, and student support initiatives. They work collaboratively with school administrators, educators, and community partners to develop and implement policies, programs, and interventions that address the diverse needs of unduplicated student groups. By providing leadership, guidance, and resources, the Director of Pupil Services ensures that unduplicated student groups receive equitable access to educational opportunities and support services. This action underscores the district's commitment to fostering a nurturing and inclusive learning environment where every student has the opportunity to thrive academically, socially, and emotionally. This action will be monitored through the CA Dashboard Metrics (SP 5.4.1).		
5.18	Counselors	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action reflects a commitment to holistic student support and well-being. Counselors play a multifaceted role in the educational ecosystem, providing essential guidance and assistance to unduplicated student groups across various domains of their lives. From academic counseling to social-emotional support, these professionals offer personalized assistance to address the diverse needs of unduplicated student groups, fostering a nurturing and inclusive learning environment. By addressing the socio-emotional needs of students, counselors contribute to a positive school climate, which has been shown to correlate with increased academic achievement. Thus, this action not only supports	$5,164,312.44	Yes

Action #	Title	Description	Total Funds	Contributing
		student well-being but also contributes to improved academic outcomes, ultimately fostering a thriving educational community. This action will be monitored through the CA Dashboard Metrics (SP 5.4.1).		
5.19	District Family and Community Liaison	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The district employs a District Family and Community Liaison to support families of students most at risk. The Community Liaison is based in the Family Resource Center, which operates during the workday and provides support to families. One aspect of their role is to ensure that students identified as homeless or foster youth receive additional support and services. Moreover, the Family Resource Center offers parents opportunities to participate in professional learning across various areas, thereby enhancing their ability to support their children academically. By providing support and resources to families, this action helps create a more conducive learning environment for unduplicated student groups, ultimately contributing to improved academic success. This action will be monitored through the CA Dashboard Metrics (SP 5.4.1).	$124,549.97	Yes
5.20	Outreach Specialists	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities,	$2,115,666.66	Yes

Action #	Title	Description	Total Funds	Contributing
		support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Every school within the district benefits from the presence of an Outreach Specialist who collaborates closely with the Manager of Equity and Community Engagement and the Community Liaison. This vital role serves as a bridge between the school and the wider community, ensuring that families and stakeholders receive tailored support and resources. The Outreach Specialist works proactively to address the unique needs of each school community, facilitating communication, engagement, and collaboration between families, educators, and community partners. By fostering strong relationships and leveraging community resources, the outreach consultant enhances the school's ability to meet the diverse needs of its unduplicated student groups and families effectively, thereby contributing to improved academic achievement across the district. This action will be monitored through the CA Dashboard Metrics (SP 5.4.1).		
5.21	Mental Health Clinician	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The implementation of a district Therapeutic Counselor is a proactive step in addressing the intensive emotional and mental health needs of students. This licensed Marriage and Family Therapist (LMFT) offers specialized counseling services tailored to support students with complex emotional challenges. Working in collaboration with school staff and families, the Therapeutic Counselor provides targeted interventions and support to help students navigate and overcome obstacles that may impact their academic and personal well-being. This action not only supports students in accessing the resources they need but also fosters a nurturing and supportive school environment conducive to	$1,204,167.30	No

Action #	Title	Description	Total Funds	Contributing
		academic success and personal growth. This action will be monitored through the CA Dashboard Metrics (5.4.1).		
5.22	Healthy Start Social Workers	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The district collaborates with the County to deploy social workers at four school sites, offering vital support to unduplicated student groups and families. These social workers engage in collaborative efforts with administrators, counselors, ORCs, and Family Liaisons, providing comprehensive assistance to families within their home school and surrounding schools. This action is crucial for the academic achievement of unduplicated student groups, as it provides vital support and comprehensive assistance to families, addressing resource inequities. This action will be monitored through the CA Dashboard Metrics (SP 5.4.1).	$678,472.00	Yes
5.23	Health Assistants and/or Health Care Technicians (LVNs)	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The deployment of health assistants (LVNs) is particularly beneficial for low-income students, students experiencing	$975,546.24	Yes

Action #	Title	Description	Total Funds	Contributing
		homelessness, and foster youth who often lack resources and may miss school due to health and welfare factors. These skilled professionals, Licensed Vocational Nurses (LVNs), play a critical role in providing essential health care services to students across various school settings. Working collaboratively with school nurses and other healthcare providers, the health assistants and health technicians (LVNs) deliver a wide range of health services, including basic medical care, medication administration, first aid, and health education. Their presence ensures a prompt and efficient response to student health needs, thereby contributing to a safe and supportive learning environment for all students. This action will be monitored through the CA Dashboard Metrics (SP 5.4.1).		
5.24	Campus Assistants/Supervisors	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Campus assistants or supervisors play a vital role in ensuring the safety and well-being of students during crucial times of the school day, such as lunch, recess, and before/after school. Their presence helps maintain order and prevent potential conflicts or accidents in areas where students gather in large numbers, such as the playground or cafeteria. By actively supervising these areas, campus assistants can intervene quickly if any issues arise, ensuring a swift resolution and minimizing disruptions to the learning environment. Overall, the role of campus assistants is crucial in promoting a safe, supportive, and nurturing school environment where unduplicated student groups can thrive both academically and emotionally. This action will be monitored through the CA Dashboard Metrics (SP 5.4.1).	$3,926,172.71	Yes

Action #	Title	Description	Total Funds	Contributing
5.25	Recruitment, Selection and Retention of Human Capital	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The Oxnard School District is confident in its ability to fulfill its mission of providing a culturally diverse education in a safe, healthy, and supportive environment, preparing unduplicated student groups for college and career opportunities. This objective is pursued through several key actions. Firstly, the district focuses on recruiting and retaining exceptional individuals who contribute to the educational community. Secondly, strategic efforts are implemented in the areas of recruitment, selection, retention, and operations to ensure efficiency and effectiveness in human resource management. Finally, the district maintains labor relations with three associations, fostering collaboration and cooperation to support the district's goals and objectives. The Oxnard School District's focus on recruiting and retaining exceptional staff, along with strategic human resource management and strong labor relations, is crucial for the academic achievement of unduplicated student groups by ensuring a culturally diverse, safe, and supportive educational environment that prepares them for college and career opportunities, This action will be monitored through the CA Dashboard Metrics (SP 5.4.2).	$248,820.30	Yes
5.26	Recruitment: Classified Positions	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and	$104,850.02	Yes

Action #	Title	Description	Total Funds	Contributing
		community engagement, and mental health services, while benefiting all students within the district. The district recognizes the critical role that classified staff play in supporting the overall functioning and success of our schools. With this understanding, the district is committed to recruiting highly qualified and dedicated individuals to fill classified positions across various departments and roles within the district. Through targeted recruitment efforts, including job fairs, advertising, and partnerships with community organizations, the district actively seeks out candidates who possess the skills, experience, and commitment to meet the diverse needs of the district's school community. This action will be monitored through the CA Dashboard Metrics (SP 5.4.2).		
5.27	Transitional Kindergarten Paraeducators	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Assigning paraeducators to TK classrooms is essential to meet the state-required adult-to-child ratios. By adhering to these ratios, the district ensures that each child receives adequate supervision, support, and attention from qualified adults, which is crucial for their overall development. Additionally, meeting these ratios allows for the implementation of developmentally appropriate practices and individualized instruction, tailored to the unique needs of each child. Assigning appropriate numbers of paraeducators to TK classrooms not only fulfills regulatory requirements but also prioritizes the optimal learning and growth of young learners in the district. Assigning paraeducators to TK classrooms is essential for the academic achievement of unduplicated student groups, as it ensures compliance with state-required adult-to-child ratios, providing necessary supervision, support, and individualized instruction that addresses the unique needs of each child and promotes their overall	$1,400,181.32	Yes

Action #	Title	Description	Total Funds	Contributing
		development. This action will be monitored through the CA Dashboard Metrics (SP 5.4.7).		
5.28	Kindergarten Paraeducators	LREBG Action The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Paraeducators play a crucial support role in kindergarten classrooms, providing invaluable assistance to teachers and enhancing the overall learning experience for unduplicated student groups. Their responsibilities encompass a wide range of tasks aimed at promoting student success and creating a positive classroom environment. They may assist unduplicated student groups with completing assignments, practicing literacy and numeracy skills, and engaging in educational activities. Furthermore, paraeducators collaborate closely with teachers to implement instructional strategies, adapt materials to meet student needs, and collect data on student progress. By serving as trusted allies and support systems in kindergarten classrooms, paraeducators contribute significantly to the overall success and well-being of unduplicated student groups, helping them thrive academically and socially. This action will be monitored through the CA Dashboard Metrics (SP 5.4.7). Metrics being use to monitor the action: Metric 5.1 LREBG Funds Supporting this Action: $438281.47 per year through the 2026-27	$1,918,662.72	Yes

Action #	Title	Description	Total Funds	Contributing
5.29	General Education Paraeducators	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The action entails general education paraeducators supporting students with 504 plans when required. Paraeducators, trained to provide assistance in various educational settings, play a crucial role in ensuring that unduplicated student groups with diverse needs receive appropriate support within the general education environment. By serving as trusted allies and support systems in general education classrooms, paraeducators contribute significantly to the overall success and well-being of unduplicated student groups, helping them thrive academically and socially. This action will be monitored through the CA Dashboard Metrics (SP 5.4.7).	$416,880.26	Yes
5.30	Opportunity Program Paraeducators	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Paraeducators, trained to provide assistance in various educational settings, play a crucial role in ensuring that unduplicated student groups with diverse needs receive appropriate support within the education environment. By serving as trusted allies and support systems in opportunity program classrooms, paraeducators contribute significantly to the overall success and well-being of	$59,345.74	Yes

Action #	Title	Description	Total Funds	Contributing
		unduplicated student groups, helping them thrive academically and socially. This action will be monitored through the CA Dashboard Metrics (SP 5.4.7).		
5.31	District Nurses	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. As an integral part of the district's infrastructure, the district employs district-based school nurses who provide essential support to schools as needed. These trained professionals play a crucial role in promoting health, safety, and equitable access to care throughout our district. They address a variety of health needs, ranging from minor ailments to chronic conditions, ensuring that every student receives appropriate care to facilitate academic success. This action will be monitored through the CA Dashboard Metrics (SP 5.4.7).	$1,095,047.32	Yes
5.32	Communication Platforms	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The district aims to enhance communication channels with parents through various means, including the district's website, email, text, and phone calls with the goal of improving parental	$298,810.00	Yes

Action #	Title	Description	Total Funds	Contributing
		engagement. By improving communication, the district creates a supportive partnership between schools and families, which ultimately has a positive impact on academic achievement. This action will be monitored through the CA Dashboard Metrics (SP 5.5.1).		
5.33	Internal Communication Systems	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Improving academic outcomes necessitates cohesive collaboration across all areas of the organization, with every member playing a vital role. Achieving a cohesive and efficient organization hinges on effective communication. Through effective communication, the district can establish and enhance relationships, and articulate its shared purpose in enhancing services for unduplicated student groups and the community, ultimately leading to improved academic, social, and emotional achievement for unduplicated student groups. This action includes hiring a communications lead and it will be monitored through the CA Dashboard Metrics (SP 5.5.2).	$5,000.00	Yes
5.34	Communications from Central Office	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all	$183,800.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students within the district. Improving academic outcomes necessitates cohesive collaboration across all areas of the organization, with every member playing a vital role. Achieving a cohesive and efficient organization hinges on effective communication. Through effective communication, the district can establish and enhance relationships, and articulate its shared purpose in enhancing services for unduplicated student groups and the community, ultimately leading to improved academic, social, and emotional achievement for unduplicated student groups. This action includes hiring a communications lead and it will be monitored through the CA Dashboard Metrics (SP 5.5.2).		
5.35	Curriculum Council	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The Curriculum Council functions as an advisory group of educators who provide valuable insights and recommendations on curriculum-related matters within the district. This group, composed of administrators, teachers, and curriculum specialists, offers expertise and guidance to inform decision-making processes regarding curriculum development, implementation, and assessment. Through collaborative discussions and deliberations, the council evaluates curriculum materials, instructional resources, and teaching methodologies to ensure alignment with educational standards and objectives. The Curriculum Council's role as an advisory group is crucial for the academic achievement of unduplicated student groups, as it provides expert insights and recommendations on curriculum development, implementation, and assessment, ensuring that instructional resources and teaching methodologies align with educational standards and effectively address the needs of the district's diverse student population. This action will be monitored through the CA Dashboard Metrics (SP 5.5.10).	$3,611.13	No

Action #	Title	Description	Total Funds	Contributing
5.36	Refine Middle School Systems	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. This action focuses on developing and refining the structures, systems, and policies necessary to ensure that Oxnard School District middle schools are well-positioned to support the California State Priorities. Through a collaborative, cross-role task force and partnerships with external organizations such as California Education Partners, the district is reviewing current grading practices, promotion criteria, schedules, and student support models. The goal is to create aligned, equitable, and developmentally appropriate systems that improve academic success, engagement, and readiness for high college and career. By aligning grading policies, promotion criteria, and support structures across the district, this action promotes coherence and reduces variability in student experience and outcomes. This systemic approach is essential to ensuring that English learners, foster youth, and low-income students have equitable access to rigorous instruction, clear expectations, and the academic and social-emotional supports needed to thrive in middle school and beyond. This action will be monitored through the CA Dashboard Metrics (SP 5.2.2).	$28,000.00	No
5.37	Required Accountability Templates	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced	$75,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Templates for required documents, including translations, such as the Local Control and Accountability Plan (LCAP), Single Plan for Student Achievement (SPSA), Comprehensive Support and Improvement Plan (CSSP), and School Accountability Report Card (SARC), will be maintained. By providing translated versions of essential documents, the district promotes equitable access to information for all families, including those whose primary language may not be English. Maintaining translated templates for these documents not only fosters transparency and accountability but also empowers families to play a more informed and active role in their children's educational journey, ultimately contributing to improved student achievement (SP 5.3).		
5.38	Practi-Cal Medical Billing	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. Practi-Cal provides the district support with Medi-Cal billing. Employees providing direct services to students enter Medi-Cal billing reports which are sent to Practi-Cal for review. Costs are recovered through this program. This action will be monitored through the CA Dashboard Metrics (SP 5.6.2).	$332,940.00	No
5.39	Student Technology Access and Annual Refresh	The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action	$7,100,468.59	Yes

Action #	Title	Description	Total Funds	Contributing
		directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. The district will integrate technology teaching and learning across the curriculum, empowering every student in grades TK-8 with essential technological competencies to thrive in the modern world. Additionally, the district will uphold its commitment to equity by maintaining a dedicated department at the district level to oversee the implementation of the 1:1 device program in all TK-8th grade classrooms. The Technology Services Technicians will serve as invaluable resources, providing educational technology support to unduplicated student groups, staff, and families across all 21 school sites. This action ensures equitable access to essential technological competencies, fostering innovation, collaboration, and empowerment among all students in grades TK-8, thereby preparing them to thrive in the modern world. This action will be monitored through the CA Dashboard Metrics (SP 5.6.4).		
5.40	Staff to Provide General Education Behavior Support	The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district’s student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. This action provides targeted behavioral and social-emotional learning (SEL) support through trained behaviorists and paraeducators who work alongside classroom teachers and support staff to address the diverse needs of students. Behaviorists and Paraeducators will assist in implementing positive behavior interventions, reinforcing SEL competencies, and creating supportive learning environments that promote student well-being, self-regulation, and positive peer interactions. By providing consistent, proactive support during both instructional and non-instructional times, this action helps reduce behavioral disruptions, improve student engagement, and foster a safe, inclusive school climate. This action will be monitored through the CA Dashboard Metrics (SP 5.4.7).	$25,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$57,522,706	$7438902

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
43.446%	0.000%	$0.00	43.446%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.5	**Action:** Implementation and Expansion of Biliteracy **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district’s student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing	The development and refinement of coherent TK-8 multilingual pathways are crucial to the academic achievement of Emergent Multilingual Learners (EMLs). By implementing a structured biliteracy program, the district ensures that EMLs receive systematic and sustained instruction in both their native language and English. This approach not only supports language development but also enhances cognitive skills, cultural awareness, and self-esteem. Research shows that strong bilingual education programs can lead to improved	State Metrics and Assessments English Language Proficiency State Assessment Reclassification Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	resource inequities while benefiting all students within the district. **Scope:** LEA-wide	academic performance, higher graduation rates, and better long-term educational outcomes for multilingual students.	
1.8	**Action:** Learning Management System **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. **Scope:** LEA-wide	The district's Learning Management System (LMS) serves as a versatile platform to facilitate online learning and manage educational resources across all grade levels. It enables educators to create interactive lessons, share materials, and effectively communicate with unduplicated student groups and parents. The LMS allows educators to organize curriculum materials for various subjects and grade levels, deliver engaging content, assess student progress, and provide timely feedback. Additionally, the LMS provides parents with access to monitor student performance. This action will be monitored through state metrics and assessments.	State Metrics and Assessments
1.9	**Action:** Data Management Systems	This action allows for the continuous monitoring of student achievement and informs instructional practices. The district will continue to utilize data	State Metrics and Assessments

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. **Scope:** LEA-wide	management systems including Illuminate and Ellevation to monitor and track interventions for English language learners/Emergent Multilingual Learners and all unduplicated student groups to manage assessment data and create disaggregated reports. This action will accurately monitor student progress and inform instructional actions, including intervention and enrichment.	
1.10	**Action:** Portfolio Management System: Transitional Kindergarten **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This	This action provides TK educators access to tools that enable accurate documentation of student progress across various domains. Teachers will input observational data and evidence of student learning, facilitating ongoing assessment and personalized instruction tailored to benchmarks. Student portfolios facilitate efficient communication with parents, offering real-time updates on their child's developmental milestones and academic achievements. This action enhances the accuracy and effectiveness of assessments, promotes data-driven decision-making, and supports holistic	This action enhances the accuracy and effectiveness of assessments, promotes data-driven decision-making, and supports holistic development among TK unduplicated student groups district-wide. Progress will be tracked through state metrics and assessments.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. **Scope:** LEA-wide	development among TK unduplicated student groups district-wide.	
1.12	**Action:** Alignment of State Standards and Local Assessments **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	Ensuring the alignment of state standards and local assessments is vital for supporting unduplicated student groups, which include English learners, low-income students, and foster youth. This alignment guarantees that the curriculum taught in classrooms reflects state standards, providing a consistent and equitable framework for student learning and achievement. When local assessments accurately measure mastery of these standards, educators gain valuable insights into the progress of these students and can identify specific areas needing support. This allows for targeted interventions and data-driven instruction tailored to meet the unique needs of unduplicated student groups. By holding all students to the same rigorous academic expectations, the district promotes equity and works to close achievement gaps.	State Metrics and Assessments
1.13	**Action:** Vertical and Horizonal Planning and Communiction	Creating authentic vertical and horizontal planning and communication from PreK-12 is essential for supporting the learning expectations of	State Metrics and Assessments

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	unduplicated student groups, including English learners, low-income students, and foster youth. Effective communication among educators at all levels ensures that instructional practices are aligned and that there is a shared understanding of academic expectations. This holistic approach not only fosters a supportive and inclusive learning environment but also enhances the ability of educators to provide targeted interventions and support. Ultimately, authentic vertical and horizontal planning and communication are crucial for ensuring that unduplicated student groups receive a high-quality, equitable education that enables them to meet or exceed academic standards at every stage of their educational journey.	
1.14	**Action:** Project Based Learning **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	Project-based learning (PBL) is crucial for supporting unduplicated student groups by providing engaging, real-world learning experiences that promote critical thinking, collaboration, and problem-solving skills. PBL accommodates diverse learning styles, making education more accessible and meaningful for English learners, low-income students, and foster youth. It empowers students to take ownership of their learning and develop essential 21st-century skills. Integrating PBL into the curriculum ensures equitable opportunities for all students, supports academic achievement, and prepares them for future success, aligning with the district's commitment to closing achievement gaps and promoting educational excellence.	State Metrics and Assessments
1.15	**Action:** Interdisciplinary Units	Interdisciplinary units are essential for supporting the district's student profile. For unduplicated	State Metrics and Assessments

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	groups, interdisciplinary units offer opportunities to engage with content in meaningful ways, fostering critical thinking, creativity, and the ability to make connections across disciplines. This approach not only enhances academic achievement but also prepares students for future success by equipping them with the skills necessary to navigate a complex and interconnected world. By incorporating interdisciplinary units into the curriculum, the district ensures that all students receive a well-rounded education that addresses their unique needs and promotes equity in learning outcomes. Ultimately, this approach aligns with the district's commitment to providing high-quality, inclusive education for all students, regardless of their background or circumstances.	
1.16	**Action:** Universal Design for Learning **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	Universal Design for Learning (UDL) plays a pivotal role in fostering academic achievement for unduplicated student groups within the district. This action ensures that instructional practices cater to the diverse needs and learning styles of all students. UDL promotes flexible and adaptable learning environments that remove barriers to learning, enabling every student to access the curriculum effectively. Through UDL strategies, educators can provide personalized support, offer multiple means of representation, engagement, and expression, and foster a culture of inclusivity and belonging. By prioritizing UDL in the educational framework, the district not only enhances academic outcomes but also nurtures the development of essential skills crucial for lifelong success.	State Metrics and Assessments
1.17	**Action:**	By integrating a holistic approach that encompasses recognizing and amplifying	State Metrics and Assessments

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Implementation of Essential Pedogogical Principles **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	strengths, affirming identities, fostering belonging, building relationships, encouraging high performance, embracing diversity, and making education relevant, educators create an environment where unduplicated students can excel. This comprehensive approach ensures that students receive the support, encouragement, and resources they need to thrive academically, regardless of the challenges they may face. It empowers students to recognize their potential, engage critically, and take ownership of their learning journey, ultimately leading to greater academic success and equitable opportunities for all.	
1.18	**Action:** Implementation of the CA Frameworks **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	Focusing specifically on unduplicated student groups, the implementation of the California Frameworks becomes even more crucial for enhancing their academic achievement. These frameworks offer a standardized yet flexible approach to education, ensuring that all students, regardless of background or circumstance, have access to high-quality instruction and resources.	State Metrics and Assessments

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.19	**Action:** Professional Learning Communities **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	The framework of professional learning communities (PLCs) significantly supports the academic achievement of unduplicated student groups due to its collaborative nature and emphasis on data-driven decision-making. Within PLCs, educators collaborate to tailor instructional approaches and interventions to meet the diverse needs of all students, drawing upon a collective pool of expertise and experience. Additionally, PLCs foster a culture of continuous improvement among educators, leading to more impactful instruction and greater academic success for unduplicated student groups. PLCs serve as a catalyst for promoting student academic achievement by fostering collaboration, data-driven decision-making, and culturally responsive practices among educators, ultimately ensuring equitable opportunities for unduplicated students to succeed academically.	State Metrics and Assessments
1.20	**Action:** Developing Multilingualism **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	By implementing initiatives to promote multilingualism, the Oxnard School District aims to create an inclusive and supportive environment where all students have the opportunity to develop multilingualism, thereby enhancing their academic success and promoting cultural understanding and diversity.	State Metrics and Assessments

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.21	**Action:** Implementation of Oxnard "MAS"/Emergent Multilingual Master Plan **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	The implementation of Oxnard's "MAS"/Emergent Multilingual Master Plan will significantly support academic achievement for Emergent Multilingual Learners (EMLs) or English Learners (ELs) through several key strategies. Aligned with the CA EL Roadmap and the district's strategic plan, the MAS plan ensures that EMLs receive high-quality, standards-based instruction tailored to their unique linguistic and academic needs. Emphasizing data-driven approaches, the plan fosters an inclusive and supportive learning environment. Specific programs and resources designed to enhance language acquisition and literacy skills, such as dual-language immersion and sheltered instruction, are integral components of the plan. Active collaboration with families and communities further supports EMLs' education, engaging parents and guardians through workshops, resources, and regular communication. The implementation of Oxnard's "MAS"/Emergent Multilingual Master Plan aims to close achievement gaps, promote equity, and ensure that all Emergent Multilingual Learners or English Learners achieve their full academic potential.	Reclassification Rates English Learner Proficiency/ELPAC
2.4	**Action:** Mathematics Intervention: Math Labs **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing	Math Labs provide targeted instruction and support to unduplicated student groups who require additional assistance to meet grade-level math standards. Math Labs incorporate ongoing progress monitoring and data analysis to inform instruction and track student growth over time. By integrating Math Labs into our Tier 2 intervention framework, we aim to accelerate student learning, close achievement gaps, and ensure that all unduplicated student groups have the foundational	CA Dashboard: Mathematics

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	resource inequities while benefiting all students within the district. **Scope:** LEA-wide	math skills necessary for future success in college, career, and life.	
2.5	**Action:** Interventions: Tier III and Special Education **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	Specialized interventions and materials are meticulously designed to cater to unduplicated student groups in need of additional support.	CA Dashboard Metrics
2.7	**Action:** Alternative Disciplinary Approaches **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing	Recognizing the profound and lasting effects of school expulsion on unduplicated student groups, the Oxnard School District is committed to implementing alternative disciplinary approaches that prioritize support, intervention, and rehabilitation. In response, the district offers a range of proactive measures aimed at addressing behavioral issues effectively while fostering a supportive and inclusive learning environment, including Opportunity Classes for grades 6-8 at the Comprehensive Middle Schools. By providing academic and social-emotional support and	Panorama Survey CA Dashboard: Suspension Rate School Attendance Rate Middle School Dropout Rates Pupil Expulsion Rates.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	resource inequities while benefiting all students within the district. **Scope:** LEA-wide	prioritizing intervention and rehabilitation over punitive measures, the district intends to create a conducive environment where unduplicated student groups feel valued, supported, and empowered to overcome challenges and succeed both academically and personally.	
2.8	**Action:** Social Emotional Development Supports: Panorama **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	Tiered social/emotional supports provide a comprehensive system that addresses the diverse needs of students, promotes positive mental health, and creates a supportive school environment where all students can thrive academically, socially, and emotionally. A universal SEL screening through Panorama provides data on student perspectives on school culture, positive relationships, and social/emotional competencies. The data is used to strengthen SEL supports and implement strategies to promote a positive school culture.	Panorama Surveys
2.10	**Action:** Literacy Intervention Teachers **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing	Collaborating with classroom teachers, LIT teachers will support Tier 2 of the MTSS framework by identifying gaps in literacy among unduplicated student groups through assessments and delivering evidence-based Tier 2 interventions. Their approach to remediation and the materials they utilize is research-based and aligned with best practices.	CA Dashboard: Mathematics CA Dashboard: ELA CA Dashboard: Science

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	resource inequities while benefiting all students within the district. **Scope:** LEA-wide		
2.11	**Action:** Intervention: Middle School **Need:** The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. **Scope:** LEA-wide	Implementing Tier 2 Interventions for unduplicated student groups in need at middle schools is a vital component of the district's commitment to equity and student success. By providing targeted support beyond core instruction, the district ensures that all unduplicated student groups have access to the resources and assistance they need to thrive academically and socio-emotionally. This action not only acknowledges the diverse needs of the district's student population but also removes barriers to access. This action aligns with the district's multi-tiered system of support (MTSS) framework. Through these additional, focused, and targeted interventions, the district aims to foster a supportive and inclusive learning environment where all unduplicated student groups can reach their full potential.	Mathematics CA Dashboard Science CA Dashboard English Language Arts CA Dashboard
2.12	**Action:** Interventions: English Language Development	Offering intervention opportunities to English Language Learners (ELLs) or Emergent Multilingual Learners (EMLs) is essential for their	CA Dashboard: EL Progress

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities, and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	academic success and overall development. By providing targeted intervention to accelerate English language development, the district fosters an inclusive learning environment where all unduplicated student groups, including Emergent Multilingual Learners, have the resources to excel and thrive. Investing in the language development of EMLs not only prepares them for academic success but also sets them up for long-term success in higher education, careers, and society as a whole.	
2.13	**Action:** Universal Screening: Gifted and Talented **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities, and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	This action aims to ensure equitable access to gifted and talented programs for all unduplicated student groups. By implementing universal screening, the district will identify gifted students who may have been previously overlooked or underrepresented in gifted education programs. Additionally, early identification through screening will enable the district to provide appropriate educational opportunities and support from an early age, helping to prevent underachievement and ensure that gifted unduplicated student groups are challenged and engaged in their learning	CA Dashboard: Mathematics CA Dashboard: Science CA Dashboard: ELA
2.16	**Action:** Attendance Technicians **Need:**	Attendance Technicians will play a vital role in monitoring attendance, identifying patterns of absenteeism, and implementing strategies to address these issues proactively. By having	CA Dashboard: Chronic Absenteeism School Attendance Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	dedicated staff members focused on attendance, the district aims to create a supportive environment where unduplicated student groups feel encouraged to attend school regularly, leading to improved academic outcomes and overall student success.	
2.19	**Action:** Expansion of Learning Opportunities **Need:** The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district.	Expanded Learning Opportunities during out-of-school time offer a valuable supplement to students' instructional programs rather than replacing them. This action aims to provide students with additional time in school, where adults will offer academic support, social and emotional support, as well as enrichment and intervention opportunities. These supports include access to counselors, arts programs, field trips, and more. The goal is to extend the school day to nine hours, incorporating before and after-school activities.	California Dashboard Metrics

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.25	**Action:** Positive Behavior Supports (PBIS) **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. The action supports the implementation of district-wide positive behavior interventions aimed at fostering a supportive and conducive learning environment for all unduplicated student groups. **Scope:** LEA-wide	Tier 2 behavior supports within the PBIS framework are crucial for addressing the needs of students who require additional support beyond universal interventions but who do not need intensive, individualized interventions. These supports help to prevent the escalation of behavioral challenges and provide targeted interventions to promote positive behavior and academic success.	CA Dashboard: Suspension Rate CA Dashboard: Chronic Absenteeism School Attendance Rate Middle School Dropout Rates Pupil Expulsion Rates
2.26	**Action:** Safe Learning Environments **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments.	This action aims to cultivate a positive learning environment where students feel safe, supported, and empowered to reach their full potential	Panorama Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide		
2.27	**Action:** School Resource Officers **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	By prioritizing positive relationships and emphasizing effort, persistence, and engagement, the district's SROs contribute to a conducive learning environment where unduplicated student groups can thrive academically and socially. Through their proactive approach and commitment to building positive relationships, SROs play a vital role in establishing an inclusive and supportive school climate that prioritizes the holistic development of every student. This action aims to cultivate a positive learning environment where students feel safe, supported, and empowered to reach their full potential	Panorama Survey
2.30	**Action:** Transportation for General Education, Homeless and Foster Youth **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments.	Transportation facilitates access to enrichment programs, extracurricular activities, and support services crucial for their holistic development. These programs offer opportunities for socialization, academic support, and emotional well-being. Overall, providing transportation ensures equal opportunities for education, support, and enrichment activities, empowering unduplicated student groups to thrive academically	CA Dashboard: Chronic Absenteeism School Attendance Rate Middle School Dropout Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	and socially despite their housing instability or foster placement.	
2.31	**Action:** Materials and Supplies for Youth Experiencing Homelessness/ McKinney-Vento **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	Through partnerships with local food banks and community organizations, the program will provide eligible McKinney-Vento youth with backpacks containing non-perishable food items to supplement their nutritional needs over weekends and breaks. By providing tangible support to unduplicated student groups, the program aims to enhance their overall well-being and academic success.	Panorama Survey
2.34	**Action:** Facilities/Deferred Maintenance **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments.	By maintaining 21st-century schools with modern facilities and resources, the Oxnard School District ensures that unduplicated student groups have access to the tools and spaces necessary for effective teaching and learning.	CA Dashboard Metrics Panoramy Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide		
2.38	**Action:** Gifted and Talented Education (GATE) **Need:** The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. **Scope:** LEA-wide	This action will support the allocation of resources necessary to effectively implement the district's established GATE (Gifted and Talented Education) program, including within-school cluster models, to ensure the needs of all GATE-identified students are me, particularly those who are dually identified as members of unduplicated student groups.	CA Dashboard Metrics Panorama Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.1	**Action:** Developing Human Capital: PD for Strategic Plan Recommendations **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	This action ensures that all staff members receive the necessary training and support to effectively execute the strategies outlined in the plan. By providing targeted professional development opportunities, the district can empower its employees with the knowledge and skills needed to address the diverse needs of unduplicated student groups and communities. Additionally, such training fosters a culture of continuous improvement and innovation, ultimately leading to improved student outcomes	Panorama: Staff Survey Local Indicator Metrics STAR 360 Assessments Pathway Towards Biliteracy Percentage of Eligible Students
3.2	**Action:** Teachers on Special Assignment/Content Specialists **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:**	Teachers on Special Assignment (TOSAs)collaborate closely with teachers, offering personalized guidance, sharing best practices, and facilitating professional development initiatives. Additionally, Content Specialists provide specialized expertise in specific subject areas, offering tailored resources and guidance to educators seeking to deepen student learning experiences. Through their coaching and support, TOSAs/Content Specialists empower classroom teachers to implement evidence-based strategies, personalize instruction, and meet the diverse needs of all learners	Panorama: Staff Survey Local Indicator Metrics STAR 360 Assessments Pathway Towards Biliteracy Percentage of Eligible Students Physical Fitness Test

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.5	**Action:** Professional Learning for Educational Leaders **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	School leaders bear the responsibility of instituting equitable practices within our schools, ensuring the adoption of high-impact instructional methodologies. A critical component of a school leader's success lies in their ability to drive teaching and learning outcomes by establishing clear expectations regarding learning practices within the school community. This entails fostering a culture where organizational values and behaviors are unequivocally aligned with the overarching goal of enhancing student success. To equip school leaders for this pivotal role, targeted professional development is imperative, focusing on key areas including the development of instructional equity to promote student success, data-driven decision-making processes, fostering inclusive school cultures through an equity lens, implementing Universal Design for Learning practices, and integrating Multi-Tiered Systems of Support (MTSS). This action is primarily aimed at addressing the specific needs of unduplicated student groups, ensuring that every student within the district has equitable access to quality education and opportunities for academic advancement.	STAR 360 Assessment Pathway Towards Biliteracy Percentage of Eligible Students CA Physical Fitness Test
3.6	**Action:** Professional Learning for Teachers on Special Assignment (TOSAs) and Content Specialists **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student	TOSAs and instructional specialists coach and support classroom teachers in best practices, equipping them with the tools and strategies needed to effectively teach unduplicated student groups. This advanced skill and knowledge enable TOSAs and instructional specialists to guide and assist teachers in delivering high-quality, differentiated instruction. By fostering collaboration and sharing best practices, professional	Panorama: Staff Survey Local Indicator Metrics STAR 360 Assessments Pathway Towards Biliteracy Percentage of Eligible Students Physical Fitness Test

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	development ensures a cohesive and supportive learning environment, ultimately leading to improved academic performance and the closing of achievement gaps for unduplicated student groups.	
3.8	**Action:** Professional Learning for Teachers: Biliteracy **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	Providing professional development supports the academic achievement of unduplicated student groups by equipping educators with the skills and knowledge needed to effectively implement the district's biliteracy framework, thereby addressing resource inequities and enhancing instructional practices.	Panorama: Staff Survey STAR 360 Spanish Pathway Towards Biliteracy Percentage of Eligible Students
3.9	**Action:** Professional Learning: Mathematics **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments.	Offering training on state standards implementation will effectively meet the needs of unduplicated student groups by ensuring access to quality instruction. Effective initial teaching is crucial for learning state standards, fostering a culture of continuous improvement and innovation, ultimately leading to improved student outcomes.	Panorama: Staff Survey STAR 360 Mathematics

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide		
3.10	**Action:** Professional Learning for Teachers: Middle School Content Specific **Need:** The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. **Scope:** LEA-wide	The initiative aims to enhance the instructional practices and content knowledge of educators within our middle schools. Through focused professional learning and coaching, teachers delve into the California frameworks specific to each content area, gaining a comprehensive understanding of the standards and expectations outlined. Moreover, educators will engage in a deep dive into standards and high-leverage practices supporting academic shifts, closely aligning with the implementation of the district's strategic plan. By investing in the professional development of the district's middle school teachers, the district reinforces its commitment to academic excellence, ensuring that every student receives a rigorous and enriching educational experience that prepares them for success in school and beyond.	Staff Panorama Survey Local Indicator Metrics Pathway Towards Biliteracy Percentage of Eligible Students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.12	**Action:** Professional Learning: Health Education **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	Providing comprehensive health education, including Human Growth and Development, equips unduplicated student groups with the information and skills necessary for informed decision-making about their well-being, thereby addressing resource inequities, supporting their overall development, and positively impacting their academic achievement.	Panorama: Staff Survey
3.13	**Action:** Professional Learning: Transitional Kindergarten **Need:** The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of	This action will encompass all new UTK instructional mandates, such as Preschool Foundations, Frameworks, Desired Results Developmental Profile (DRDP), and Socio-Emotional practices. Emphasizing the significance of these initiatives, the professional development will also delve into Developmentally Appropriate Instructional Practices tailored to the delivery of the current District-adopted TK curriculum. By equipping educators with these tools and insights, the district aims to enhance teaching efficacy and promote optimal learning experiences for young unduplicated student groups, fostering their holistic development and academic success.	Staff Panorama Survey STAR 360 Early Literacy Assessments

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. **Scope:** LEA-wide		
3.14	**Action:** Professional Learning: Gifted and Talented Education **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	This action highlights the imperative of fostering the potential of all unduplicated student groups, including those with exceptional abilities. Through targeted training and development, educators will enhance their capacity to identify and effectively serve gifted learners, particularly unduplicated student groups	Panorama: Staff Survey Local Indicator Metrics STAR 360 Assessments
3.15	**Action:** Training and Professional Learning: Renaissance **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student	This action aims to equip teachers with the necessary skills and knowledge to leverage the diverse features and resources offered by STAR/myON thereby enhancing student engagement and academic growth	Panorama: Staff Survey Local Indicator Metrics STAR 360 Assessments

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide		
3.16	**Action:** Professional Learning: Cultural Proficiency and Focus on Equitable Practices **Need:** The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. **Scope:**	Recognizing the critical link between cultural proficiency and academic achievement, the district will bolster its efforts in supporting cultural proficiency and focusing on equitable practices. This entails prioritizing the enhancement of teacher and leadership capacity through various professional development opportunities, such as webinars, workshops, literature review/book studies, and summer PD sessions. This action aims to equip staff with the necessary skills and knowledge to create inclusive learning environments that support the academic success of all students, particularly unduplicated student groups.	Staff Panorama Survey Local Indicator Metrics STAR 360 Assessments Pathway Towards Biliteracy Percentage of Eligible Students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.17	**Action:** Professional Learning: Planning for Access and Equity/Orenda **Need:** The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. **Scope:** LEA-wide	Recognizing the critical link between equity and academic success, a study conducted by Orenda Education in the Spring of 2024 identified areas for improvement in promoting equity within the district. The findings from this study will inform professional learning opportunities for practitioners aimed at enhancing their cultural competency and enabling the implementation of culturally responsive teaching practices. Orenda Education will provide guidance, support, and professional development for identified school teams, including teachers, TOSAs, as well as central office and site leaders. This comprehensive support system is crucial for fostering an inclusive and supportive learning environment, ultimately enhancing academic success for all students within the district.	Staff Panorama Survey Local Indicator Metrics STAR 360 Assessments Pathway Towards Biliteracy Percentage of Eligible Students
3.19	**Action:** Professional Learning: Restorative Practices **Need:** The Oxnard School District's unduplicated student groups, representing more than 90	By prioritizing professional development and resources to bolster restorative practices district-wide, the district aims to create a more inclusive and supportive learning environment for all students. Recognizing the correlation between a positive school climate and academic	Panorama: Staff Survey Panorama: Student Survey Local Indicator Metrics

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	achievement, these efforts emphasize the crucial role of equitable disciplinary practices in fostering student success.	
3.20	**Action:** Professional Learning: Counselors **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	By equipping school counselors with the necessary skills and knowledge, the district ensures it can effectively advocate for and implement strategies that enhance the academic success and emotional well-being of unduplicated student groups. This comprehensive support system ultimately contributes to closing achievement gaps and ensuring equitable access to educational opportunities for all students.	Panorama: Staff Survey Panorama: Student Survey Local Indicator Metrics
3.22	**Action:** Professional Learning for Outreach Consultants (ORCs) **Need:** The Oxnard School District's unduplicated student groups, comprising more than 90	This action is essential for Outreach Consultants (ORCs) who serve as crucial liaisons between the school district and its families, particularly for unduplicated student groups such as English learners, students from low-income families, and foster youth. By focusing on culturally proficient practices, enhancing family engagement	Panorama: Staff Survey Panorama: Student Survey Local Indicator Metrics

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	percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. **Scope:** LEA-wide	strategies, and aligning their efforts with the district's strategic plan, professional development ensures that ORCs are equipped with the skills and knowledge needed to effectively bridge communication and support between schools and families. This action will be monitored through the Staff Panorama Survey and the Local Indicator Metrics (SP 3.2.14).	
3.23	**Action:** Training and Professional Learning for Substitute Teachers **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district’s student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.	This action not only enhances the professional growth and satisfaction of substitute teachers but also bolsters the district's capacity to deliver high-quality education consistently.	Panorama: Staff Survey Local Indicator Metrics STAR 360 Assessments Pathway Towards Biliteracy Percentage of Eligible Students Physical Fitness Test

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.24	**Action:** Training and Professional Learning for Classified Staff **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	By providing comprehensive training opportunities tailored to their needs, we not only empower them to excel in their current roles but also pave the way for future career advancement within the district. Moreover, this initiative aligns closely with the district's strategic goals and priorities, emphasizing the integral part classified staff members play in achieving student success and fostering a supportive educational environment.	Panorama: Staff Survey Local Indicator Metrics
3.27	**Action:** Training and Professional Learning: Data Management Systems **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, encompass some of the lowest-performing populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.	This action empowers administrators and teachers with data-driven decision-making skills to address performance gaps and enhance student success.	Panorama: Staff Survey Local Indicator Metrics

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.28	**Action:** Training and Professional Learning: Communication Platforms **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, encompass some of the lowest-performing populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	By providing professional development sessions to update communication platforms and improve outreach strategies, the district ensures that families are well-informed and engaged in their children's education. This proactive approach not only strengthens the partnership between schools and families but also promotes student achievement by facilitating greater parental involvement and support.	Panorama: Staff Survey
3.29	**Action:** Future Administrators Academy **Need:** The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning	In alignment with our commitment to fostering effective school leadership and professional development, the district allocates funding to support the district's Administrators Academy. By investing in this action, the district demonstrates its commitment to cultivating a pipeline of skilled and effective school leaders who are equipped to drive positive change and enhance student outcomes in the Oxnard School District.	Panorama Staff Survey

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	with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. **Scope:** LEA-wide		
3.32	**Action:** Review/Redesign Report Cards **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district’s student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	The redesigned report cards will provide parents with comprehensive insights into their child's academic growth, including proficiency in key competencies aligned with the Student Profile. Through this approach, we will promote transparency, understanding, and collaboration, fostering a supportive environment for student success.	Panorama: Family Survey Local Indicator Metrics STAR 360 Assessments Pathway Towards Biliteracy Percentage of Eligible Students
3.35	**Action:** Textbook Adoptions **Need:**	By updating textbooks according to the State Board of Education's approved frameworks and assessments, schools can ensure that instructional materials remain current and relevant to unduplicated student groups' learning needs.	Local Indicator Metrics STAR 360 Assessments Pathway Towards Biliteracy Percentage of Eligible Students

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	The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide		
3.36	**Action:** Additional Teachers Above Base Staffing **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	By ensuring lower ratios, unduplicated student groups can benefit from a more individualized learning experience, which can contribute to academic success and overall well-being.	Local Indicator Metrics STAR 360 Assessments Pathway Towards Biliteracy Percentage of Eligible Students Physical Fitness Test
3.37	**Action:** Maintain 24:1 TK- 3rd Grade Average **Need:**	By maintaining smaller class sizes, teachers can provide more personalized instruction, address individual student needs more effectively, and create a more engaging and supportive learning atmosphere. This investment in maintaining	Local Indicator Metrics STAR 360 Assessments Pathway Towards Biliteracy Percentage of Eligible Students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The Oxnard School District's unduplicated student groups, which represent more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	smaller class sizes reflects the district's commitment to student success and academic achievement.	
3.38	**Action:** School Site Allocations to be Prioritized by School Site Council **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	Each School Site Plan (SPSA) specifies how LCFF funding addresses identified needs and meets LCAP goals for unduplicated student groups.	Panorama: Staff Survey Local Indicator Metrics STAR 360 Assessments Pathway Towards Biliteracy Percentage of Eligible Students Physical Fitness Test
3.39	**Action:** Above Base/ Assistant Principals **Need:**	Assistant principals serve as invaluable resources in augmenting school effectiveness, offering specialized assistance to principals and staff in administrative duties, fostering positive school	Panorama: Student Survey Panorama: Staff Survey Local Indicator Metrics

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	The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	cultures, and implementing strategies to elevate academic standards. Through this strategic investment, the district reinforces its commitment to facilitating the success of our schools and empowering them to reach their full potential as centers of excellence in education.	STAR 360 Assessments Pathway Towards Biliteracy Percentage of Eligible Students Physical Fitness Test
3.41	**Action:** Supplemental Instructional Materials **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	By integrating these materials into lesson plans, teachers can provide differentiated instruction, address individual learning styles, and foster student engagement and mastery.	Panorama: Student Survey Panorama: Staff Survey Local Indicator Metrics STAR 360 Assessments Pathway Towards Biliteracy Percentage of Eligible Students Physical Fitness Test
4.1	**Action:** Implement Coordination of Family Engagement and Parent Support Services based on a Family Engagement Framework, Family and Community Engagement	To mitigate this, the district aims to enhance parent capacity, empowerment, and advocacy, thereby positively impacting student academic and social-emotional development. Recognizing the crucial role of parental involvement in academic	Family Panorama Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	committees, DELAC, Parent Education and Support **Need:** The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. **Scope:** LEA-wide	success, this initiative seeks to strengthen collaboration with various parent and community groups, including the District English Learner Advisory Committee, Parent Advisory Committee, Parent-Teacher Association, African American Steering Committee & African American Parent Group, Asian American Pacific Islander Group, School Site Councils, Mixteco Steering Committee, Mixteco parent group, and a District Family and Community Engagement Committee. These proactive measures are pivotal in fostering increased student performance on state and local assessments.	
4.2	**Action:** Equitable Access for Participation (Zoom) **Need:** The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district	To mitigate this and enhance the engagement of families of unduplicated student groups, the district will provide accessibility to Zoom, a video conferencing platform, to improve communication. Through Zoom, the district will offer webinars and support instructional activities, fostering a stronger connection between parents, students, and educators. This increased engagement is crucial for academic achievement, as it allows for more effective communication and collaboration	Family Panorama Survey

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	include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. **Scope:** LEA-wide	between all community partners involved in a student's education. Additionally, by providing access to instructional support and resources through Zoom, the district ensures students from unduplicated student groups receive the necessary assistance to improve their academic performance. This action facilitates access for families who are unable to physically attend school sites or leave work for meetings, thus removing barriers to parental involvement and promoting a supportive learning environment conducive to academic success	
4.3	**Action:** Family Resource Center **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	This action involves the establishment of a dedicated space within the Oxnard School District community aimed at providing comprehensive support and resources to families. This center serves as a hub for families to access a wide range of services, programs, and information designed to meet the diverse needs of unduplicated student groups and enhance their overall well-being.	Panorama: Family Survey
4.4	**Action:** Enrollment Center	The enrollment center's comprehensive services support the academic achievement of	Panorama: Family Survey

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	Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	unduplicated student groups by facilitating access to the right educational resources and support from the outset, thereby promoting a smoother transition into the school system and setting a strong foundation for future learning.	
4.9	**Action:** Transition to High School- Parent Workshops **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	Recognizing the crucial role of parental involvement in academic success, these workshops not only provide essential information but also empower parents to actively support their children's academic journey. By equipping parents with the knowledge and resources needed to navigate the transition to high school, this action contributes to improved academic outcomes for unduplicated student groups, fostering a path toward academic achievement and success.	Panorama: Family Survey
4.11	**Action:** Parent Support Liaison	The Parent Support Liaison facilitates communication, fosters positive relationships, and addresses concerns or questions that parents may	Panorama: Family Survey

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	Need: The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	have regarding school policies, programs, or services. Additionally, the liaison collaborates with school staff to organize workshops, informational sessions, and other events aimed at empowering parents to become more actively involved in their children's academic journey. Through this action, the district aims to strengthen partnerships between schools and families, promote parental engagement, and ultimately enhance student success and well-being.	
4.20	**Action:** Higher Education/College and Career Opportunities **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	This action supports Strategic Plan Goal 4.5 by establishing partnerships with local professionals, colleges, and universities to expand students' awareness of career pathways and increase families' knowledge of college resources, application processes, and financial aid opportunities. Through these efforts, the district aims to strengthen college and career readiness while enhancing meaningful family engagement.	Panorama: Family Survey
5.3	**Action:** Resources: Superintendent	Acknowledging the pivotal role the Superintendent plays in steering the district towards its goals and cultivating a culture of excellence, this action is	CA Dashboard Metrics

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	Need: The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. **Scope:** LEA-wide	designed to provide ongoing learning and skill enhancement opportunities. Encompassing a broad spectrum of topics crucial to leadership responsibilities. The professional learning activities for the Superintendent include educational leadership and vision, strategic planning and implementation, instructional leadership, organizational management and governance, and equity, diversity, and inclusion. By engaging in continuous professional learning, the Superintendent is empowered to lead with foresight, integrity, and efficacy, driving positive change and sustainable improvement within the Oxnard School District. Ultimately, this initiative is pivotal in advancing the district's educational mission and meeting the diverse needs of its unduplicated student groups, staff, and community.	
5.4	**Action:** Professional Learning: Three District Days **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district’s student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district.	The district will allocate three additional professional development days to staff. These days will focus on social and emotional programs and strategies, mathematics, literacy, lesson design, evidence-based instructional strategies, and district programs aligned with instruction. The overarching aim is to enhance services for unduplicated student groups by fostering teaching and learning centered on rigorous grade-level standards.	CA Dashboard Metrics

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	Scope: LEA-wide		
5.5	**Action:** District Wide Banking of Minutes **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	The district will implement Banking of Minutes districtwide. This entails 'banking' additional instructional minutes during the instructional week to create a common planning time for staff. Students will be dismissed one hour earlier on Wednesdays while maintaining the required instructional minutes mandated by the California State. During this dedicated hour, staff will engage in focused collaborative instructional planning.	CA Dashboard Metrics
5.6	**Action:** New Teacher Institute **Need:** The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource	The New Teacher Institute offers essential information and resources to teachers new to the district, supporting them both in instruction and as employees. Specialized training is provided to Special Education and Biliteracy Teachers. The district will offer full days of training before the start of the school year and additional full days and after-school sessions for follow-up throughout the school year.	CA Dashboard Metrics

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	inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. **Scope:** LEA-wide		
5.7	**Action:** Institute for New Administrators **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district’s student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	By providing new administrators with comprehensive information and resources, this initiative ensures that they are equipped to lead effectively and make informed decisions that positively impact student learning outcomes. Specialized training tailored to their roles, including sessions before the academic year begins and ongoing support throughout, not only supports administrators' professional growth but also fosters an environment conducive to academic success for all students.	CA Dashboard Metrics
5.11	**Action:** Collaboration Opportunities: Biliteracy **Need:** The Oxnard School District's unduplicated student groups, representing more than 90	Through this collaboration, teachers receive tailored guidance and support to effectively implement research-based approaches that foster bilingualism, biliteracy, and cultural competency among unduplicated student groups, aligning with our district's mission and vision outlined in the	CA Dashboard Metrics

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	percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	strategic plan. This action underscores our commitment to equity, excellence, and inclusivity, ensuring that all unduplicated student groups thrive in a multicultural and multilingual learning environment.	
5.12	**Action:** Collaboration Opportunities: Middle School **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	Middle school collaboration provides an opportunity for teachers who teach the same content to come together, share best practices, and plan instruction based on the California frameworks and standards. Following a Professional Learning Community (PLC) model, this collaborative effort allows practitioners to learn from each other and work together toward the common goal of providing unduplicated student groups with effective instruction.	CA Dashboard Metrics
5.14	**Action:** Employee Onboarding **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, includes	This action aims to ensure that new hires to the district receive comprehensive guidance on district policies and procedures, fostering a supportive and cohesive work environment. By equipping staff with clear expectations and resources, the district aims to enhance its effectiveness in supporting student success. This commitment to	CA Dashboard Metrics

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	some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	structured onboarding will ultimately strengthen the district's ability to meet the diverse needs of unduplicated student groups, contributing significantly to their academic growth and achievement (SP 5.4.4).	
5.15	**Action:** Educational Services: Management and Support Staff **Need:** The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. **Scope:**	To advance the objectives and aspirations of the District, it is imperative to strengthen the Educational Services Department with proficient Central Office Staff. These professionals will collaborate closely with school leaders, teachers, and stakeholders to ensure alignment with district goals and standards. Their expertise will not only support current initiatives but also pave the way for innovative approaches to teaching and learning. Enhancing the Educational Services Department with skilled Central Office Staff is crucial for providing the necessary support and expertise to foster innovative teaching approaches, thereby improving the academic performance of unduplicated student groups.	CA Dashboard Metrics

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	LEA-wide		
5.16	**Action:** Manager of Equity, Family and Community **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	Through these multifaceted efforts, the Manager of Equity and Community helps to create an inclusive environment where English language learners and other unduplicated student groups can thrive, ultimately leading to improved academic outcomes and closing achievement gaps.	CA Dashboard Metrics
5.17	**Action:** Director of Pupil Services **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:**	By providing leadership, guidance, and resources, the Director of Pupil Services ensures that unduplicated student groups receive equitable access to educational opportunities and support services. This action underscores the district's commitment to fostering a nurturing and inclusive learning environment where every student has the opportunity to thrive academically, socially, and emotionally.	CA Dashboard Metrics

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
5.18	**Action:** Counselors **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	By addressing the socio-emotional needs of students, counselors contribute to a positive school climate, which has been shown to correlate with increased academic achievement. Thus, this action not only supports student well-being but also contributes to improved academic outcomes, ultimately fostering a thriving educational community.	CA Dashboard Metrics
5.19	**Action:** District Family and Community Liaison **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:**	The Family Resource Center offers parents opportunities to participate in professional learning across various areas, thereby enhancing their ability to support their children academically. By providing support and resources to families, this action helps create a more conducive learning environment for unduplicated student groups, ultimately contributing to improved academic success.	CA Dashboard Metrics

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
5.20	**Action:** Outreach Specialists **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	The Outreach Specialist works proactively to address the unique needs of each school community, facilitating communication, engagement, and collaboration between families, educators, and community partners. By fostering strong relationships and leveraging community resources, the outreach consultant enhances the school's ability to meet the diverse needs of its unduplicated student groups and families effectively, thereby contributing to improved academic achievement across the district.	CA Dashboard Metrics
5.22	**Action:** Healthy Start Social Workers **Need:** The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date	The district collaborates with the County to deploy social workers at four school sites, offering vital support to unduplicated student groups and families. These social workers engage in collaborative efforts with administrators, counselors, ORCs, and Family Liaisons, providing comprehensive assistance to families within their home school and surrounding schools. This action is crucial for the academic achievement of unduplicated student groups, as it provides vital support and comprehensive assistance to families, addressing resource inequities.	CA Dashboard Metrics

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. **Scope:** LEA-wide		
5.23	**Action:** Health Assistants and/or Health Care Technicians (LVNs) **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	Working collaboratively with school nurses and other healthcare providers, the health assistants and health technicians (LVNs) deliver a wide range of health services, including basic medical care, medication administration, first aid, and health education. Their presence ensures a prompt and efficient response to student health needs, thereby contributing to a safe and supportive learning environment for all students.	CA Dashboard Metrics
5.24	**Action:** Campus Assistants/Supervisors **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include	By actively supervising these areas, campus assistants can intervene quickly if any issues arise, ensuring a swift resolution and minimizing disruptions to the learning environment. Overall, the role of campus assistants is crucial in promoting a safe, supportive, and nurturing school	CA Dashboard Metrics

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	environment where unduplicated student groups can thrive both academically and emotionally.	
5.25	**Action:** Recruitment, Selection and Retention of Human Capital **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	The Oxnard School District's focus on recruiting and retaining exceptional staff, along with strategic human resource management and strong labor relations, is crucial for the academic achievement of unduplicated student groups by ensuring a culturally diverse, safe, and supportive educational environment that prepares them for college and career opportunities.	CA Dashboard Metrics
5.26	**Action:** Recruitment: Classified Positions **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include	Through targeted recruitment efforts, including job fairs, advertising, and partnerships with community organizations, the district actively seeks out candidates who possess the skills, experience, and commitment to meet the diverse needs of the district's school community.	CA Dashboard Metrics

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide		
5.27	**Action:** Transitional Kindergarten Paraeducators **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	Assigning paraeducators to TK classrooms is essential for the academic achievement of unduplicated student groups, as it ensures compliance with state-required adult-to-child ratios, providing necessary supervision, support, and individualized instruction that addresses the unique needs of each child and promotes their overall development.	CA Dashboard Metrics
5.28	**Action:** Kindergarten Paraeducators **Need:** The Oxnard School District's unduplicated student groups, comprising more than 90 percent of the student body, encompass some of the lowest-performing student populations	Paraeducators play a crucial support role in kindergarten classrooms, providing invaluable assistance to teachers and enhancing the overall learning experience for unduplicated student groups. Their responsibilities encompass a wide range of tasks aimed at promoting student success and creating a positive classroom environment. They may assist unduplicated	CA Dashboard Metrics

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	on state and local assessments. The unduplicated student groups of the district include emergent multilingual learners (English learners), low-income, and foster youth. This action directly addresses this data, aligning with state priorities and addressing resource inequities such as disparities in funding, access to experienced teachers, up-to-date educational materials, extracurricular opportunities, support services, quality of facilities, advanced coursework, parent and community engagement, and mental health services, while benefiting all students within the district. **Scope:** LEA-wide	student groups with completing assignments, practicing literacy and numeracy skills, and engaging in educational activities. Furthermore, paraeducators collaborate closely with teachers to implement instructional strategies, adapt materials to meet student needs and collect data on student progress. By serving as trusted allies and support systems in kindergarten classrooms, paraeducators contribute significantly to the overall success and well-being of unduplicated student groups, helping them thrive academically and socially.	
5.29	**Action:** General Education Paraeducators **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	By serving as trusted allies and support systems in general education classrooms, paraeducators contribute significantly to the overall success and well-being of unduplicated student groups, helping them thrive academically and socially.	CA Dashboard Metrics

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
5.30	**Action:** Opportunity Program Paraeducators **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	By serving as trusted allies and support systems in opportunity program classrooms, paraeducators contribute significantly to the overall success and well-being of unduplicated student groups, helping them thrive academically and socially.	CA Dashboard Metrics
5.31	**Action:** District Nurses **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	District Nurses play a crucial role in promoting health, safety, and equitable access to care throughout our district. They address a variety of health needs, ranging from minor ailments to chronic conditions, ensuring that every student receives appropriate care to facilitate academic success.	CA Dashboard Metrics

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
5.32	**Action:** Communication Platforms **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	By improving communication, the district creates a supportive partnership between schools and families, which ultimately has a positive impact on academic achievement.	CA Dashboard Metrics
5.33	**Action:** Internal Communication Systems **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	Through effective communication, the district can establish and enhance relationships, and articulate its shared purpose in enhancing services for unduplicated student groups and the community, ultimately leading to improved academic, social, and emotional achievement for unduplicated student groups.	CA Dashboard Metrics

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
5.34	**Action:** Communications from Central Office **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	By prioritizing communication, the superintendent's office reinforces the district's commitment to collaboration, accountability, and student-centered practices, fostering a cohesive and supportive educational community poised for success.	CA Dashboard Metrics
5.37	**Action:** Required Accountability Templates **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	By providing translated versions of essential documents, the district promotes equitable access to information for all families, including those whose primary language may not be English. Maintaining translated templates for these documents not only fosters transparency and accountability but also empowers families to play a more informed and active role in their children's educational journey, ultimately contributing to improved student achievement.	CA Dashboard Metrics

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
5.39	**Action:** Student Technology Access and Annual Refresh **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** LEA-wide	This action ensures equitable access to essential technological competencies, fostering innovation, collaboration, and empowerment among all students in grades TK-8, thereby preparing them to thrive in the modern world.	CA Dashboard Metrics

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
4.12	**Action:** Translators/ Interpreters: Mixteco **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student	By providing translation and interpretation services, the district ensures that vital information regarding school programs, policies, and student progress is effectively conveyed to Mixteco-speaking families. This action is crucial for academic achievement, as it ensures that all families, regardless of their linguistic backgrounds, have equal access to important educational	Panorama: Family Survey

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** Limited to Unduplicated Student Group(s)	information and resources. This action supports the district's broader goal of promoting inclusivity, equity, and access, thereby fostering a community partnership conducive to academic achievement.	
4.13	**Action:** Translators/ Interpreters: Spanish **Need:** The Oxnard School District's unduplicated student groups, representing more than 90 percent of the district's student body, include some of the lowest-performing student populations on state and local assessments. This action directly responds to this data, aligning with state priorities and addressing resource inequities while benefiting all students within the district. **Scope:** Limited to Unduplicated Student Group(s)	This action supports the district's efforts to promote inclusivity, equity, and access to education for all unduplicated student groups and families, regardless of their linguistic backgrounds, fostering a supportive and welcoming environment that values and respects the diverse cultural and linguistic identities of its community members, thereby fostering a community partnership conducive to academic achievement.	Panorama: Family Survey

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

NA

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The Oxnard School District will use additional Concentration Grant Add-On funding to expand staffing for direct services at schools where unduplicated students (foster youth, English learners, and low-income students) make up over 55% of the enrollment. Specific actions in the LCAP include hiring additional teachers above base staffing (Goal 3, Action 36) levels to reduce class sizes. The district has also employed Literacy Intervention Teachers (Goal 2, Action 10) at all elementary and K-8 schools to provide targeted literacy support as part of Tier 2 interventions. Additionally, the district is ensuring the retention of Outreach Specialists (Goal 5, Action 20) at all schools to enhance family engagement and student support services. Moreover, the district has ensured that every school has at least one counselor (Goal 5, Action 18) to support students' socio-emotional needs and academic success. To further address staffing shortages, the district has continued its substitute teacher and classified employee incentive program (Goal 5, Action 25) to maintain adequate staffing levels. Through these actions, the Oxnard School District will strategically increase certificated and classified staffing to offer more individualized instruction, intervention, and support services for unduplicated students. The district will monitor the impact through student achievement data, school climate surveys, and family engagement metrics.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	6-8 (Classified Student to Staff Ratio = 28:1) K-8 (Classified Student to Staff Ratio = 36:1) K-5 (Classified Student to Staff Ratio = 23:1)
Staff-to-student ratio of certificated staff providing direct services to students	N/A	6-8 (Certificated Student to Staff Ratio = 15:1) K-8 (Certificated Student to Staff Ratio = 25:1) K-5 (Certificated Student to Staff Ratio = 17:1)

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	132,399,209	57,522,706	43.446%	0.000%	43.446%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$72,783,783.69	$44,806,074.71	$15,335,816.99	$26,547,842.24	$159,473,517.63	$103,661,195.33	$55,812,322.30

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Academic Incentives and Recognitions	All	No			All Schools	July 2024 - June 2027	$6,662.30	$187,220.00	$117,382.30		$76,500.00		$193,882.30	
1	1.2	Youth Cinema Project						July 2024 - June 2027	$0.00	$0.00		$0.00			$0.00	
1	1.3	Expansion of the Arts	All	No			All Schools	July 2024 - June 2027	$0.00	$435,357.00		$435,357.00			$435,357.00	
1	1.4	Teachers for the Arts	All	No			All Schools	July 2024 - June 2027	$2,520,623.44	$0.00		$2,520,623.44			$2,520,623.44	
1	1.5	Implementation and Expansion of Biliteracy	English Learners	Yes	LEA-wide	English Learners	Specific Schools: Chavez, Curren, Driffill, Elm, Harrington, Lemonwood, McKinna, Ramona, Soria, Kamala, Lopez, Frank TK-8	July 2024 - June 2027	$0.00	$40,000.00	$20,000.00			$20,000.00	$40,000.00	
1	1.6	Expand Primary Language Classroom and Site Libraries	All	No			All Schools	July 2024 - June 2027	$0.00	$6,201.00	$6,201.00				$6,201.00	
1	1.7	Renaissance Software	All	No			All Schools	July 2024 - June 2027	$0.00	$0.00	$0.00				$0.00	
1	1.8	Learning Management System	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$0.00	$163,149.53	$163,149.53				$163,149.53	
1	1.9	Data Management Systems	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$0.00	$80,443.75	$0.00	$0.00		$80,443.75	$80,443.75	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.10	Portfolio Management System: Transitional Kindergarten	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		July 2024 - June 2027	$0.00	$22,120.00	$22,120.00			$0.00	$22,120.00	
1	1.11	Implementation of Grade-Level Standards	All	No			All Schools	July 2024 - June 2027	$6,115.49	$68,680.00	$74,795.49			$0.00	$74,795.49	
1	1.12	Alignment of State Standards and Local Assessments	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$9,783.80	$2,000.00	$11,783.80				$11,783.80	
1	1.13	Vertical and Horizonal Planning and Communiction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$6,115.61	$0.00	$6,115.61				$6,115.61	
1	1.14	Project Based Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$18,343.17	$15,000.00	$33,343.17				$33,343.17	
1	1.15	Interdisciplinary Units	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$18,343.23	$10,000.00	$28,343.23				$28,343.23	
1	1.16	Universal Design for Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$0.00	$10,000.00	$10,000.00				$10,000.00	
1	1.17	Implementation of Essential Pedogogical Principles	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$18,343.30	$0.00	$18,343.30				$18,343.30	
1	1.18	Implementation of the CA Frameworks	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$0.00	$20,000.00	$20,000.00				$20,000.00	
1	1.19	Professional Learning Communities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$12,229.61	$69,000.00	$81,229.61				$81,229.61	
1	1.20	Developing Multilingualism	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$10,000.00	$10,000.00				$10,000.00	
1	1.21	Implementation of Oxnard "MAS"/Emergent Multilingual Master Plan	English Learners	Yes	LEA-wide	English Learners	All Schools		$2,445.50	$2,500.00	$4,945.50				$4,945.50	
1	1.22	Implementation of Oxnard EMPOWERS/ OSDs Master Plan	All	No			All Schools		$0.00	$1,000.00			$1,000.00	$0.00	$1,000.00	
2	2.1	English Literacy Intervention: Lexia	All	No				July 2024 - June 2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	Spanish Literacy Intervention: iStation-District Licenses	All	No				July 2024 - June 2027	$0.00	$0.00	$0.00				$0.00	
2	2.3	Mathematics Intervention: IXL	All	No			All Schools	July 2024 - June 2027	$0.00	$100,000.00	$0.00			$100,000.00	$100,000.00	
2	2.4	Mathematics Intervention: Math Labs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$10,747.56	$0.00	$10,747.56				$10,747.56	
2	2.5	Interventions: Tier III and Special Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$36,260,247.73	$5,304,314.24	$15,435,828.72	$21,207,440.83	$4,811,292.42	$110,000.00	$41,564,561.97	
2	2.6	Tier III and Specialized Support	All	No			All Schools	July 2024 - June 2027	$94,151.75	$2,610,000.00	$2,704,151.75	$0.00	$0.00		$2,704,151.75	
2	2.7	Alternative Disciplinary Approaches	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$1,093.75	$10,000.00	$10,000.00	$0.00	$1,093.75		$11,093.75	
2	2.8	Social Emotional Development Supports: Panorama	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$0.00	$314,345.00	$59,600.00	$0.00	$254,745.00	$0.00	$314,345.00	
2	2.9	Tutoring	All	No			All Schools	July 2024 - June 2027	$12,227.56	$76,200.00	$87,227.56	$0.00	$1,200.00		$88,427.56	
2	2.10	Literacy Intervention Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$2,943,019.87	$0.00	$2,943,019.87	$0.00			$2,943,019.87	
2	2.11	Intervention: Middle School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$0.00	$10,000.00	$10,000.00	$0.00	$0.00	$0.00	$10,000.00	
2	2.12	Interventions: English Language Development	English Learners	Yes	LEA-wide	English Learners	All Schools	July 2024 - June 2027	$48,910.00	$176,000.00	$76,000.00			$148,910.00	$224,910.00	
2	2.13	Universal Screening: Gifted and Talented	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$1,834.13	$23,000.00	$20,000.00		$4,834.13		$24,834.13	
2	2.14	Migrant Education Program (MEP)	All	No			All Schools	July 2024 - June 2027	$611.38	$29,500.00			$30,111.38		$30,111.38	
2	2.15	Newcomer Academy	All	No			Specific Schools: Frank Academy of Marine Science	July 2024 - June 2027	$0.00	$37,000.00				$37,000.00	$37,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							and Engineering, Lemonwood Grades 3-8									
2	2.16	Attendance Technicians	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$1,482,830.49	$0.00	$1,482,830.49				$1,482,830.49	
2	2.17	School Attendance Review Board (SARB)	All	No			All Schools	July 2024 - June 2027	$0.00	$81,049.00		$67,049.00	$3,500.00	$10,500.00	$81,049.00	
2	2.18	Expanded Summer Learning	All	No			All Schools	July 2024 - June 2027	$1,456,174.88	$1,446,500.00		$2,902,674.88		$0.00	$2,902,674.88	
2	2.19	Expansion of Learning Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$847,407.07	$12,320,076.51		$13,166,444.24		$1,039.34	$13,167,483.58	
2	2.20	Library/Media Technicians	All	No			All Schools	July 2024 - June 2027	$903,158.72	$73,039.38		$62,639.38		$913,558.72	$976,198.10	
2	2.21	Maintain Diverse School Libraries	All	No			All Schools	July 2024 - June 2027	$0.00	$10,000.00				$10,000.00	$10,000.00	
2	2.22	AVID Implementation	All	No			All Schools Specific Schools: K-8 Schools, Comprhensive 6-8 Schools Grades 6-8	July 2024 - June 2027	$56,797.46	$136,000.00				$192,797.46	$192,797.46	
2	2.23	Annual Parent Rights Notification	All	No			All Schools	July 2024 - June 2027	$0.00	$3,100.00	$0.00		$3,100.00		$3,100.00	
2	2.24	Restorative Practices	All	No			All Schools	July 2024 - June 2027	$45,432.50	$182,000.00	$57,432.50	$170,000.00			$227,432.50	
2	2.25	Positive Behavior Supports (PBIS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$267,322.50	$38,000.00	$285,322.50		$0.00	$20,000.00	$305,322.50	
2	2.26	Safe Learning Environments	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$0.00	$368,951.00	$50,000.00	$153,951.00		$165,000.00	$368,951.00	
2	2.27	School Resource Officers	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	July 2024 - June 2027	$0.00	$261,771.00	$261,771.00				$261,771.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
2	2.28	School Safety Plans	All	No			All Schools	July 2024 - June 2027	$0.00	$65,750.00	$0.00			$65,750.00	$65,750.00	
2	2.29	Student Assemblies: Social Media and Positive Interactions	All	No			All Schools	July 2024 - June 2027	$0.00	$10,000.00	$0.00			$10,000.00	$10,000.00	
2	2.30	Transportation for General Education, Homeless and Foster Youth	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools	July 2024 - June 2027	$1,860,515.82	$5,452,500.00	$7,258,328.32	$54,687.50	$0.00		$7,313,015.82	
2	2.31	Materials and Supplies for Youth Experiencing Homelessness/ McKinney-Vento	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$0.00	$14,000.00	$0.00		$5,000.00	$9,000.00	$14,000.00	
2	2.32	Child Nutrition	All	No			All Schools	July 2024 - June 2027	$7,736,924.00	$11,572,325.00				$19,309,249.00	$19,309,249.00	
2	2.33	Substance Abuse Prevention	All	No			All Schools	July 2024 - June 2027	$0.00	$5,000.00	$0.00	$0.00	$0.00	$5,000.00	$5,000.00	
2	2.34	Facilities/Deferred Maintenance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$0.00	$1,500,000.00	$1,500,000.00				$1,500,000.00	
2	2.35	Student Mentoring Opportunities	All	No			All Schools	July 2024 - June 2027	$0.00	$9,000.00	$4,000.00		$5,000.00		$9,000.00	
2	2.36	Superintendent Fellows	All	No			All Schools	July 2024 - June 2027	$2,500.00	$2,500.00		$5,000.00			$5,000.00	
2	2.37	Special Programs	All	No			All Schools	July 2024 - June 2027	$0.00	$25,000.00		$25,000.00		$0.00	$25,000.00	
2	2.38	Gifted and Talented Education (GATE)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$5,000.00	$5,000.00				$5,000.00	
3	3.1	Developing Human Capital: PD for Strategic Plan Recommendations	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$6,113.75	$329,715.00	$0.00		$81,015.00	$254,813.75	$335,828.75	
3	3.2	Teachers on Special Assignment/Content Specialists	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$1,731,512.90	$0.00	$370,716.94	$507,472.07	$0.00	$853,323.89	$1,731,512.90	
3	3.3	Professional Learning: Implementation of State Standards	All	No				July 2024 - June 2027	$8,560.55	$86,200.00	$69,760.55			$25,000.00	$94,760.55	
3	3.4	Professional Learning: Central Management	All	No			All Schools	July 2024 - June 2027	$0.00	$165,354.00	$8,769.00		$156,585.00		$165,354.00	
3	3.5	Professional Learning for Educational Leaders	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	July 2024 - June 2027	$0.00	$165,354.00	$8,769.00	$0.00	$156,585.00	$0.00	$165,354.00	

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			Low Income			Low Income										
3	3.6	Professional Learning for Teachers on Special Assignment (TOSAs) and Content Specialists	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$12,227.81	$115,000.00	$92,227.81			$35,000.00	$127,227.81	
3	3.7	Professional Learning: Spanish Language, Common Core en Espanol and World Language Standards	All	No			Specific Schools: Biliteracy Schools	July 2024 - June 2027	$4,893.17	$20,000.00	$24,893.17			$0.00	$24,893.17	
3	3.8	Professional Learning for Teachers: Biliteracy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Chavez, Curren, Driffill, Elm, Harrington, Kamala, Lemonwood, McKinna, Ramona, Soria, Lopez, Frank Grade TK-Grade 8	July 2024 - June 2027	$18,345.90	$2,000.00	$0.00	$2,000.00	$0.00	$18,345.90	$20,345.90	
3	3.9	Professional Learning: Mathematics	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$210,184.87	$18,000.00	$228,184.87				$228,184.87	
3	3.10	Professional Learning for Teachers: Middle School Content Specific	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: K-8s and Comprehensive 6-8 Middle Schools	July 2024 - June 2027	$31,933.99	$0.00	$31,933.99	$0.00	$0.00	$0.00	$31,933.99	
3	3.11	Professional Learning for Teachers: Newcomers Academy	All	No			Specific Schools: Lemonwood, Frank Academy of Marine Science and Engineering	July 2024 - June 2027	$30,568.75	$19,000.00		$0.00		$49,568.75	$49,568.75	
3	3.12	Professional Learning: Health Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grade 5 and Grade 8	July 2024 - June 2027	$33,364.63	$13,000.00	$46,364.63				$46,364.63	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.13	Professional Learning: Transitional Kindergarten	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: TK-5 Schools and TK-8 Schools	July 2024 - June 2027	$10,003.66	$0.00	$10,003.66	$0.00			$10,003.66	
3	3.14	Professional Learning: Gifted and Talented Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$9,784.60	$29,000.00	$38,784.60				$38,784.60	
3	3.15	Training and Professional Learning: Renaissance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$5,000.00	$0.00	$0.00			$5,000.00	$5,000.00	
3	3.16	Professional Learning: Cultural Proficiency and Focus on Equitable Practices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$0.00	$2,720.00	$2,720.00				$2,720.00	
3	3.17	Professional Learning: Planning for Access and Equity/Orenda	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$128,388.75	$376,563.00	$137,888.75			$367,063.00	$504,951.75	
3	3.18	CSI Support for Fremont Academy					All Schools		$0.00	$0.00	$0.00	$0.00		$0.00	$0.00	
3	3.19	Professional Learning: Restorative Practices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$36,682.50	$0.00	$36,682.50				$36,682.50	
3	3.20	Professional Learning: Counselors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$0.00	$20,000.00	$20,000.00				$20,000.00	
3	3.21	Professional Learning and Wellness for Staff	All Students with Disabilities	No			All Schools	July 2024 - June 2027	$0.00	$43,000.00	$0.00	$43,000.00	$0.00		$43,000.00	
3	3.22	Professional Learning for Outreach Consultants (ORCs)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$0.00	$15,000.00	$15,000.00				$15,000.00	
3	3.23	Training and Professional Learning for Substitute Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$3,057.38	$0.00	$3,057.38				$3,057.38	
3	3.24	Training and Professional Learning for Classified Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$0.00	$15,850.00	$10,350.00		$5,500.00		$15,850.00	

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3	3.25	Training: Medical Response	All	No			All Schools	July 2024 - June 2027	$0.00	$44,100.00	$0.00	$44,100.00			$44,100.00	
3	3.26	Training: Action Preparedness	All	No			All Schools	July 2024 - June 2027	$0.00	$3,200.00	$3,200.00	$0.00	$0.00		$3,200.00	
3	3.27	Training and Professional Learning: Data Management Systems	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$0.00	$5,000.00	$0.00			$5,000.00	$5,000.00	
3	3.28	Training and Professional Learning: Communication Platforms	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$5,000.00	$0.00	$0.00			$5,000.00	$5,000.00	
3	3.29	Future Administrators Academy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$73,863.00	$0.00	$73,863.00				$73,863.00	
3	3.30	Consulting Teacher	All	No			All Schools	July 2024 - June 2027	$172,619.60	$0.00		$0.00		$172,619.60	$172,619.60	
3	3.31	Peer Assitance Review (PAR)	All	No			All Schools	July 2024 - June 2027	$7,336.50	$0.00			$7,336.50		$7,336.50	
3	3.32	Review/Redesign Report Cards	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$12,227.50	$0.00	$12,227.50				$12,227.50	
3	3.33	Implementation of Required State Assessments	All	No			All Schools	July 2024 - June 2027	$245,975.77	$112,800.00	$0.00	$81,000.00	$277,775.77		$358,775.77	
3	3.34	Baseline Instruction for Unduplicated Student Groups	All	No			All Schools	July 2024 - June 2027	$0.00	$0.00	$0.00				$0.00	
3	3.35	Textbook Adoptions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$4,375.00	$709,340.00	$60,000.00	$653,715.00	$0.00		$713,715.00	
3	3.36	Additional Teachers Above Base Staffing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$6,314,279.52	$0.00	$6,314,279.52				$6,314,279.52	
3	3.37	Maintain 24:1 TK- 3rd Grade Average	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$1,697,016.70	$0.00	$1,697,016.70				$1,697,016.70	
3	3.38	School Site Allocations to be Prioritized by School Site Council	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$2,268,085.82	$2,221,869.00	$2,687,752.84	$8,265.00		$1,793,936.98	$4,489,954.82	
3	3.39	Above Base/ Assistant Principals	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	July 2024 - June 2027	$4,215,945.18	$0.00	$3,905,613.70	$310,331.48			$4,215,945.18	

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			Low Income			Low Income										
3	3.40	Teacher Substitutes/ Site Assigned						July 2024 - June 2027								
3	3.41	Supplemental Instructional Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$0.00	$104,600.00	$104,600.00			$0.00	$104,600.00	
3	3.42	Professional Learning: English Language Development	All	No			All Schools		$4,894.96	$1,000.00	$5,894.96		$0.00		$5,894.96	
3	3.43	Professional Learning: De-escalation Strategies & Behavior Supports	All	No			All Schools		$67,251.25	$0.00	$67,251.25		$0.00		$67,251.25	
3	3.44	Professional Learning: Inclusive Practices	All	No			All Schools		$0.00	$0.00			$0.00		$0.00	
3	3.45	TK Teacher Release Day for Collaboration and Data Review	All	No			All Schools		$5,000.00	$0.00				$5,000.00	$5,000.00	
4	4.1	Implement Coordination of Family Engagement and Parent Support Services based on a Family Engagement Framework, Family and Community Engagement committees, DELAC, Parent Education and Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$85,206.23	$224,360.00	$70,790.63		$42,437.82	$196,337.78	$309,566.23	
4	4.2	Equitable Access for Participation (Zoom)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$0.00	$33,660.00	$33,660.00	$0.00			$33,660.00	
4	4.3	Family Resource Center	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$25,894.13	$33,000.00	$58,894.13				$58,894.13	
4	4.4	Enrollment Center	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$910,577.25	$52,810.00	$706,579.50		$256,807.75		$963,387.25	
4	4.5	Family Workshops: Diversity, Equity, and Inclusion						July 2024 - June 2027								
4	4.6	Parent/Teacher Teams														
4	4.7	Systems of Communication to Include the Voices of our Different Parent Groups in the Design of Learning Experiences for Unduplicated Student Groups and Families	All	No			All Schools	July 2024 - June 2027	$0.00	$15,000.00	$0.00		$15,000.00		$15,000.00	
4	4.8	Supporting Cultural Proficiency and Focus on Equitable Practices	All	No			All Schools	July 2024 - June 2027	$0.00	$5,900.00				$5,900.00	$5,900.00	

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4	4.9	Transition to High School-Parent Workshops	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$1,500.00	$1,000.00	$0.00			$2,500.00	$2,500.00	
4	4.10	Special Education: Parent/Family Supports	All	No			All Schools	July 2024 - June 2027	$0.00	$50,000.00		$50,000.00		$0.00	$50,000.00	
4	4.11	Parent Support Liaison	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$107,680.75	$3,000.00	$27,161.15			$83,519.60	$110,680.75	
4	4.12	Translators/ Interpreters: Mixteco	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	July 2024 - June 2027	$179,918.07	$10,000.00	$36,246.13			$153,671.94	$189,918.07	
4	4.13	Translators/ Interpreters: Spanish	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	July 2024 - June 2027	$771,140.51	$0.00	$19,365.99		$676,497.40	$75,277.12	$771,140.51	
4	4.14	Contract for Interpreting Services	All	No			All Schools	July 2024 - June 2027	$0.00	$10,000.00	$0.00			$10,000.00	$10,000.00	
4	4.15	Panorama Surveys	All	No			All Schools	July 2024 - June 2027	$0.00	$500.00			$500.00		$500.00	
4	4.16	Revamp and Maximize Accessibility to the District's Website (Web Content Analyst)	All	No			All Schools	July 2024 - June 2027	$149,757.52	$0.00		$149,757.52			$149,757.52	
4	4.17	Board Room	All	No			All Schools	July 2024 - June 2027	$0.00	$24,000.00	$0.00		$24,000.00		$24,000.00	
4	4.18	Home Learning Resources for Student Success	All	No			All Schools		$2,015.63	$30,500.00	$0.00			$32,515.63	$32,515.63	
4	4.19	Indian Education Service Plan	All	No			All Schools		$0.00	$7,046.12				$7,046.12	$7,046.12	
4	4.20	Higher Education/College and Career Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$8,887.51	$27,500.00	$24,000.00			$12,387.51	$36,387.51	
5	5.1	Oxnard Empowers - Implementation of Strategic Plan	All	No			All Schools	July 2024 - June 2027	$0.00	$5,000.00				$5,000.00	$5,000.00	
5	5.2	Board of Education	All	No			All Schools	July 2024 - June 2027	$72,199.44	$78,900.00			$151,099.44		$151,099.44	

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5	5.3	Resources: Superintendent	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$5,468.76	$537,204.00	$6,500.00	$0.00	$536,172.76		$542,672.76	
5	5.4	Professional Learning: Three District Days	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$1,750,316.50	$0.00	$1,750,316.50				$1,750,316.50	
5	5.5	District Wide Banking of Minutes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$1,470,243.75	$0.00	$1,470,243.75				$1,470,243.75	
5	5.6	New Teacher Institute	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$0.00	$16,500.00	$500.00	$0.00	$16,000.00		$16,500.00	
5	5.7	Institute for New Administrators	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$0.00	$5,000.00	$5,000.00				$5,000.00	
5	5.8	Professional Collaboratives	All	No			All Schools	July 2024 - June 2027	$19,307.75	$0.00	$19,307.75				$19,307.75	
5	5.9	Collaboration Opportunities: Mathematics	All	No			All Schools	July 2024 - June 2027	$12,230.79	$0.00	$12,230.79		$0.00		$12,230.79	
5	5.10	Collaboration Opportunities: Transitional Kindergarten & Kindergarten Teachers	All	No			Specific Schools: TK-5 Schools and TK-8 Schools	July 2024 - June 2027	$26,837.03	$0.00	$26,837.03				$26,837.03	
5	5.11	Collaboration Opportunities: Biliteracy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$18,345.77	$2,000.00	$20,345.77				$20,345.77	
5	5.12	Collaboration Opportunities: Middle School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$6,114.43	$0.00	$6,114.43				$6,114.43	
5	5.13	Collaboration Opportunites: Supporing the Implementation of State Standards and Frameworks	All	No			All Schools	July 2024 - June 2027	$6,114.49	$0.00	$6,114.49		$0.00		$6,114.49	
5	5.14	Employee Onboarding	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$0.00	$5,000.00	$5,000.00				$5,000.00	
5	5.15	Educational Services: Management and Support Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	July 2024 - June 2027	$2,600,804.72	$18,697.75	$955,499.97	$342,289.75	$941,956.47	$379,756.28	$2,619,502.47	

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						Low Income										
5	**5.16**	Manager of Equity, Family and Community	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$220,057.91	$0.00	$44,011.67			$176,046.24	$220,057.91	
5	**5.17**	Director of Pupil Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$263,352.06	$0.00	$263,352.06			$0.00	$263,352.06	
5	**5.18**	Counselors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$5,164,312.44	$0.00	$4,563,279.91	$601,032.53			$5,164,312.44	
5	**5.19**	District Family and Community Liaison	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$119,549.97	$5,000.00	$117,362.47	$2,187.50	$5,000.00		$124,549.97	
5	**5.20**	Outreach Specialists	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$2,115,666.66	$0.00	$2,025,683.73	$89,982.93			$2,115,666.66	
5	**5.21**	Mental Health Clinician	All	No				July 2024 - June 2027	$1,204,167.30	$0.00		$617,031.75	$80,782.80	$506,352.75	$1,204,167.30	
5	**5.22**	Healthy Start Social Workers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$0.00	$678,472.00	$539,958.00	$138,514.00			$678,472.00	
5	**5.23**	Health Assistants and/or Health Care Technicians (LVNs)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$975,046.24	$500.00	$975,046.24		$500.00		$975,546.24	
5	**5.24**	Campus Assistants/Supervisors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$3,926,172.71	$0.00	$3,926,172.71				$3,926,172.71	
5	**5.25**	Recruitment, Selection and Retention of Human Capital	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$7,336.50	$241,483.80	$63,998.50		$184,821.80		$248,820.30	
5	**5.26**	Recruitment: Classified Positions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$9,023.47	$95,826.55	$9,023.47		$95,826.55		$104,850.02	
5	**5.27**	Transitional Kindergarten Paraeducators	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Transitional Kindergarten	July 2024 - June 2027	$1,400,181.32	$0.00	$0.00	$0.00	$1,400,181.32		$1,400,181.32	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
5	5.28	Kindergarten Paraeducators	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: TK-5 Schools and TK-8 Schools	July 2024 - June 2027	$1,918,662.72	$0.00	$1,697,016.70	$221,646.02	$0.00		$1,918,662.72	
5	5.29	General Education Paraeducators	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$416,880.26	$0.00	$321,455.47		$95,424.79		$416,880.26	
5	5.30	Opportunity Program Paraeducators	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Frank, Lopez, Fremont Grade 6-Grade 8	July 2024 - June 2027	$59,345.74	$0.00	$59,345.74				$59,345.74	
5	5.31	District Nurses	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$1,049,107.32	$45,940.00	$364,777.17		$730,270.15		$1,095,047.32	
5	5.32	Communication Platforms	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$0.00	$298,810.00	$223,810.00			$75,000.00	$298,810.00	
5	5.33	Internal Communication Systems	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$0.00	$5,000.00	$5,000.00				$5,000.00	
5	5.34	Communications from Central Office	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$0.00	$183,800.00	$3,000.00	$75,000.00	$105,800.00		$183,800.00	
5	5.35	Curriculum Council	All	No			All Schools	July 2024 - June 2027	$3,611.13	$0.00	$0.00			$3,611.13	$3,611.13	
5	5.36	Refine Middle School Systems	All	No			All Schools	July 2024 - June 2027	$0.00	$28,000.00			$28,000.00		$28,000.00	
5	5.37	Required Accountability Templates	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$0.00	$75,000.00	$75,000.00				$75,000.00	
5	5.38	Practi-Cal Medical Billing	All	No			All Schools	July 2024 - June 2027	$0.00	$332,940.00			$332,940.00		$332,940.00	
5	5.39	Student Technology Access and Annual Refresh	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$2,527,753.92	$4,572,714.67	$3,268,962.71	$97,881.89	$3,733,623.99	$0.00	$7,100,468.59	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
5	**5.40**	Staff to Provide General Education Behavior Support	All	No			All Schools		$25,000.00	$0.00	$0.00			$25,000.00	$25,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
132,399,209	57,522,706	43.446%	0.000%	43.446%	$69,488,334.10	0.000%	52.484 %	**Total:**	$69,488,334.10
								LEA-wide Total:	$69,432,721.98
								Limited Total:	$55,612.12
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.5**	Implementation and Expansion of Biliteracy	Yes	LEA-wide	English Learners	Specific Schools: Chavez, Curren, Driffill, Elm, Harrington, Lemonwood, McKinna, Ramona, Soria, Kamala, Lopez, Frank TK-8	$20,000.00	
1	**1.8**	Learning Management System	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$163,149.53	
1	**1.9**	Data Management Systems	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
1	**1.10**	Portfolio Management System: Transitional Kindergarten	Yes	LEA-wide	English Learners Foster Youth Low Income		$22,120.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.12	Alignment of State Standards and Local Assessments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$11,783.80	
1	1.13	Vertical and Horizonal Planning and Communiction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,115.61	
1	1.14	Project Based Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$33,343.17	
1	1.15	Interdisciplinary Units	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$28,343.23	
1	1.16	Universal Design for Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
1	1.17	Implementation of Essential Pedogogical Principles	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$18,343.30	
1	1.18	Implementation of the CA Frameworks	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
1	1.19	Professional Learning Communities	Yes	LEA-wide	English Learners Foster Youth Low Income		$81,229.61	
1	1.20	Developing Multilingualism	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
1	1.21	Implementation of Oxnard "MAS"/Emergent Multilingual Master Plan	Yes	LEA-wide	English Learners	All Schools	$4,945.50	
2	2.4	Mathematics Intervention: Math Labs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,747.56	
2	2.5	Interventions: Tier III and Special Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,435,828.72	
2	2.7	Alternative Disciplinary Approaches	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.8	Social Emotional Development Supports: Panorama	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$59,600.00	
2	2.10	Literacy Intervention Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,943,019.87	
2	2.11	Intervention: Middle School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
2	2.12	Interventions: English Language Development	Yes	LEA-wide	English Learners	All Schools	$76,000.00	
2	2.13	Universal Screening: Gifted and Talented	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
2	2.16	Attendance Technicians	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,482,830.49	
2	2.19	Expansion of Learning Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.25	Positive Behavior Supports (PBIS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$285,322.50	
2	2.26	Safe Learning Environments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	
2	2.27	School Resource Officers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$261,771.00	
2	2.30	Transportation for General Education, Homeless and Foster Youth	Yes	LEA-wide	Foster Youth	All Schools	$7,258,328.32	
2	2.31	Materials and Supplies for Youth Experiencing Homelessness/ McKinney-Vento	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
2	2.34	Facilities/Deferred Maintenance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,500,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.38	Gifted and Talented Education (GATE)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
3	3.1	Developing Human Capital: PD for Strategic Plan Recommendations	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
3	3.2	Teachers on Special Assignment/Content Specialists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$370,716.94	
3	3.5	Professional Learning for Educational Leaders	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,769.00	
3	3.6	Professional Learning for Teachers on Special Assignment (TOSAs) and Content Specialists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$92,227.81	
3	3.8	Professional Learning for Teachers: Biliteracy	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Chavez, Curren, Driffill, Elm, Harrington, Kamala, Lemonwood, McKinna, Ramona, Soria, Lopez, Frank Grade TK- Grade 8	$0.00	
3	3.9	Professional Learning: Mathematics	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$228,184.87	
3	3.10	Professional Learning for Teachers: Middle School Content Specific	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$31,933.99	
3	3.12	Professional Learning: Health Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grade 5 and Grade 8	$46,364.63	
3	3.13	Professional Learning: Transitional Kindergarten	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,003.66	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.14	Professional Learning: Gifted and Talented Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$38,784.60	
3	3.15	Training and Professional Learning: Renaissance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
3	3.16	Professional Learning: Cultural Proficiency and Focus on Equitable Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,720.00	
3	3.17	Professional Learning: Planning for Access and Equity/Orenda	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$137,888.75	
3	3.18	CSI Support for Fremont Academy				All Schools	$0.00	
3	3.19	Professional Learning: Restorative Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$36,682.50	
3	3.20	Professional Learning: Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
3	3.22	Professional Learning for Outreach Consultants (ORCs)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	
3	3.23	Training and Professional Learning for Substitute Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,057.38	
3	3.24	Training and Professional Learning for Classified Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,350.00	
3	3.27	Training and Professional Learning: Data Management Systems	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
3	3.28	Training and Professional Learning: Communication Platforms	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
3	3.29	Future Administrators Academy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$73,863.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.32	Review/Redesign Report Cards	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,227.50	
3	3.35	Textbook Adoptions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$60,000.00	
3	3.36	Additional Teachers Above Base Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,314,279.52	
3	3.37	Maintain 24:1 TK- 3rd Grade Average	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,697,016.70	
3	3.38	School Site Allocations to be Prioritized by School Site Council	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,687,752.84	
3	3.39	Above Base/ Assistant Principals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,905,613.70	
3	3.41	Supplemental Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$104,600.00	
4	4.1	Implement Coordination of Family Engagement and Parent Support Services based on a Family Engagement Framework, Family and Community Engagement committees, DELAC, Parent Education and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$70,790.63	
4	4.2	Equitable Access for Participation (Zoom)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$33,660.00	
4	4.3	Family Resource Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$58,894.13	
4	4.4	Enrollment Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$706,579.50	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.9	Transition to High School-Parent Workshops	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
4	4.11	Parent Support Liaison	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$27,161.15	
4	4.12	Translators/ Interpreters: Mixteco	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$36,246.13	
4	4.13	Translators/ Interpreters: Spanish	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$19,365.99	
4	4.20	Higher Education/College and Career Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income		$24,000.00	
5	5.3	Resources: Superintendent	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,500.00	
5	5.4	Professional Learning: Three District Days	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,750,316.50	
5	5.5	District Wide Banking of Minutes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,470,243.75	
5	5.6	New Teacher Institute	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$500.00	
5	5.7	Institute for New Administrators	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
5	5.11	Collaboration Opportunities: Biliteracy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,345.77	
5	5.12	Collaboration Opportunities: Middle School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,114.43	
5	5.14	Employee Onboarding	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
5	5.15	Educational Services: Management and Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$955,499.97	
5	5.16	Manager of Equity, Family and Community	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$44,011.67	
5	5.17	Director of Pupil Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$263,352.06	
5	5.18	Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,563,279.91	
5	5.19	District Family and Community Liaison	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$117,362.47	
5	5.20	Outreach Specialists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,025,683.73	
5	5.22	Healthy Start Social Workers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$539,958.00	
5	5.23	Health Assistants and/or Health Care Technicians (LVNs)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$975,046.24	
5	5.24	Campus Assistants/Supervisors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,926,172.71	
5	5.25	Recruitment, Selection and Retention of Human Capital	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$63,998.50	
5	5.26	Recruitment: Classified Positions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,023.47	
5	5.27	Transitional Kindergarten Paraeducators	Yes	LEA-wide	English Learners Foster Youth Low Income	Transitional Kindergarten	$0.00	
5	5.28	Kindergarten Paraeducators	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,697,016.70	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
5	5.29	General Education Paraeducators	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$321,455.47	
5	5.30	Opportunity Program Paraeducators	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Frank, Lopez, Fremont Grade 6- Grade 8	$59,345.74	
5	5.31	District Nurses	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$364,777.17	
5	5.32	Communication Platforms	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$223,810.00	
5	5.33	Internal Communication Systems	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
5	5.34	Communications from Central Office	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,000.00	
5	5.37	Required Accountability Templates	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$75,000.00	
5	5.39	Student Technology Access and Annual Refresh	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,268,962.71	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$153,053,099.88	$165,807,430.50

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Academic Incentives and Recognitions	No	$89,000.00	$89,000.00
1	**1.2**	Youth Cinema Project	No	$223,122.81	$223,122.81
1	**1.3**	Expansion of the Arts	No	$481,291.83	481,291.83
1	**1.4**	Teachers for the Arts	No	$3,954,302.57	$2,533,654.95
1	**1.5**	Implementation and Expansion of Biliteracy	No	$57,500.00	$57,500.00
1	**1.6**	Expand Primary Language Classroom and Site Libraries	Yes	$60,000.00	$60,000.00
1	**1.7**	Renaissance Software	Yes	$0.00	0
1	**1.8**	Learning Management System	Yes	$116,800.00	$116,800.00
1	**1.9**	Data Management Systems	Yes	$337,685.00	$337,685.00
1	**1.10**	Portfolio Management System: Transitional Kindergarten	Yes	$66,680.00	$66,680.00
1	**1.11**	Implementation of Grade-Level Standards	Yes	$146,000.00	$146,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Alignment of State Standards and Local Assessments	Yes	$5,000.00	$5,000.00
1	1.13	Vertical and Horizonal Planning and Communiction	No	$5,000.00	$5,000.00
1	1.14	Project Based Learning	Yes	$20,000.00	$20,000.00
1	1.15	Interdisciplinary Units	No	$10,000.00	$10,000.00
1	1.16	Universal Design for Learning	Yes	$20,000.00	$20,000.00
1	1.17	Implementation of Essential Pedogogical Principles	Yes	$20,000.00	$20,000.00
1	1.18	Implementation of the CA Frameworks	Yes	$20,000.00	$20,000.00
1	1.19	Professional Learning Communities	Yes	$20,000.00	$20,000.00
1	1.20	Developing Multilingualism	No	$20,000.00	$20,000.00
1	1.21	Implementation of Oxnard "MAS"/Emergent Multilingual Master Plan	Yes	$20,000.00	$20,000.00
1	1.22	Implementation of Oxnard EMPOWERS/ OSDs Master Plan	Yes	$20,000.00	$20,000.00
2	2.1	English Literacy Intervention: Lexia	Yes	$0.00	0
2	2.2	Spanish Literacy Intervention: iStation-District Licenses	Yes	$0.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Mathematics Intervention: IXL	No	$75,000.00	$75,000.00
2	2.4	Mathematics Intervention: Math Labs	Yes	$15,000.00	$15,000.00
2	2.5	Interventions: Tier III and Special Education	Yes	$12,333,610.14	$12,333,610.14
2	2.6	Tier III and Specialized Support	Yes	$913,450.73	$913,450.73
2	2.7	Alternative Disciplinary Approaches	Yes	$5,000.00	$5,000.00
2	2.8	Social Emotional Development Supports: Panorama	Yes	$496,205.00	$496,205.00
2	2.9	Tutoring	No	$200,000.00	$200,000.00
2	2.10	Literacy Intervention Teachers	Yes	$2,820,161.08	$2,918,143.95
2	2.11	Intervention: Middle School	Yes	$20,000.00	$20,000.00
2	2.12	Interventions: English Language Development	Yes	$150,000.00	$150,000.00
2	2.13	Universal Screening: Gifted and Talented	No	$25,116.05	$25,116.05
2	2.14	Migrant Education Program (MEP)	No	$19,032.21	$19,032.21
2	2.15	Newcomer Academy	No	$20,365.00	$20,365.00
2	2.16	Attendance Technicians	Yes	$2,135,405.09	$1,929,588.80

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.17**	School Attendance Review Board (SARB)	Yes	$16,500.00	$16,500.00
2	**2.18**	Expanded Summer Learning	No	$2,581,687.52	$2,835,171.00
2	**2.19**	Expansion of Learning Opportunities	No	$30,223,124.10	$32,183,746.00
2	**2.20**	Library/Media Technicians	No	$1,074,334.00	$1,118,118
2	**2.21**	Maintain Diverse School Libraries	No	$151,000.00	$151,000.00
2	**2.22**	AVID Implementation	Yes	$206,612.00	$206,612.00
2	**2.23**	Annual Parent Rights Notification	No	$3,000.00	$3,000.00
2	**2.24**	Restorative Practices	Yes	$0.00	0
2	**2.25**	Positive Behavior Supports (PBIS)	Yes	$244,740.75	$244,740.75
2	**2.26**	Safe Learning Environments	Yes	$143,000.00	$143,000.00
2	**2.27**	School Resource Officers	Yes	$235,851.00	$235,851.00
2	**2.28**	School Safety Plans	No	$0.00	0
2	**2.29**	Student Assemblies: Social Media and Positive Interactions	No	$230,000.00	$230,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.30	Transportation for General Education, Homeless and Foster Youth	Yes	$8,219,503.47	$9,863,464
2	2.31	Materials and Supplies for Youth Experiencing Homelessness/ McKinney-Vento	Yes	$55,000.00	$80,000
2	2.32	Child Nutrition	No	$15,319,314.00	$20,179,136
2	2.33	Substance Abuse Prevention	No	$214,000.00	$214,000.00
2	2.34	Facilities/Deferred Maintenance	Yes	$4,000,000.00	$4,000,000.00
2	2.35	Student Mentoring Opportunities	No	$5,000.00	$5,000.00
2	2.36	Superintendent Fellows	No	$63,000.00	$63,000.00
2	2.37	Special Programs	No	$683,713.35	$683,713.35
2	2.38	Gifted and Talented Education (GATE)	Yes	$5,000.00	$5,000.00
3	3.1	Developing Human Capital: PD for Strategic Plan Recommendations	Yes	$76,103.34	$76,103.34
3	3.2	Teachers on Special Assignment/Content Specialists	Yes	$2,025,988.86	$2,661,512.15
3	3.3	Professional Learning: Implementation of State Standards	No	$64,342.88	$64,342.88
3	3.4	Professional Learning: Central Management	Yes	$3,289.36	$3,289.36
3	3.5	Professional Learning for Educational Leaders	Yes	$318,013.31	$318,013.31

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.6	Professional Learning for Teachers on Special Assignment (TOSAs) and Content Specialists	Yes	$3,200.00	$3,200.00
3	3.7	Professional Learning: Spanish Language, Common Core en Espanol and World Language Standards	No	$21,710.64	$21,710.64
3	3.8	Professional Learning for Teachers: Biliteracy	Yes	$40,216.73	$40,216.73
3	3.9	Professional Learning: Mathematics	Yes	$190,356.56	$190,356.56
3	3.10	Professional Learning for Teachers: Middle School Content Specific	Yes	$26,116.05	$26,116.05
3	3.11	Professional Learning for Teachers: Newcomers Academy	No	$27,109.02	$27,109.02
3	3.12	Professional Learning: Health Education	Yes	$27,285.68	$27,285.68
3	3.13	Professional Learning: Transitional Kindergarten	Yes	$10,000.00	$10,000.00
3	3.14	Professional Learning: Gifted and Talented Education	Yes	$20,000.00	$20,000.00
3	3.15	Training and Professional Learning: STAR/myOn	Yes	$34,464.20	$34,464.20
3	3.16	Professional Learning: Cultural Proficiency and Focus on Equitable Practices	Yes	$20,000.00	$20,000.00
3	3.17	Professional Learning: Planning for Access and Equity/Orenda	Yes	$195,278.70	$195,278.70
3	3.18	CSI Support for Fremont Academy	Yes	$211,341.65	$462,044

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.19	Professional Learning: Restorative Practices	Yes	$24,464.20	$24,464.20
3	3.20	Professional Learning: Counselors	Yes	$20,000.00	$20,000.00
3	3.21	Professional Learning and Wellness for Staff	Yes	$10,000.00	$10,000.00
3	3.22	Professional Learning for Outreach Consultants (ORCs)	Yes	$15,000.00	$15,000.00
3	3.23	Training and Professional Learning for Substitute Teachers	Yes	$2,500.00	$2,500.00
3	3.24	Training and Professional Learning for Classified Staff	Yes	$218,600.00	$218,600.00
3	3.25	Training: Medical Response	No	$0.00	0
3	3.26	Training: Action Preparedness	Yes	$7,000.00	$7,000.00
3	3.27	Training and Professional Learning: Data Management Systems	Yes	$26,964.20	$26,964.20
3	3.28	Training and Professional Learning: Communication Platforms	Yes	$500.00	$500.00
3	3.29	Future Administrators Academy	Yes	$42,812.35	$42,812.35
3	3.30	Consulting Teacher	No	$168,172.95	$174,527.14
3	3.31	Peer Assitance Review (PAR)	No	$3,669.63	$3,669.63

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.32	Review/Redesign Report Cards	Yes	$2,000.00	$2,000.00
3	3.33	Implementation of Required State Assessments	No	$437,833.02	$437,833.02
3	3.34	Baseline Instruction for Unduplicated Student Groups	No	$0.00	$0.00
3	3.35	Textbook Adoptions	Yes	$4,401,084.24	$4,401,084.24
3	3.36	Additional Teachers Above Base Staffing	Yes	$6,422,197.85	$6,316,525.11
3	3.37	Maintain 24:1 TK- 3rd Grade Average	Yes	$1,393,545.27	$1,393,545.27
3	3.38	School Site Allocations to be Prioritized by School Site Council	Yes	$4,855,819.36	$4,855,819.36
3	3.39	Above Base/ Assistant Principals	Yes	$4,150,426.41	$4,295,215.71
3	3.40	Teacher Substitutes/ Site Assigned/	Yes	$743,883.75	$468,381.05
3	3.41	Supplemental Instructional Materials	Yes	$818,000.00	818,000.00
3	3.42	Professional Learning: English Language Development	No	$5,000.00	$5,000.00
3	3.43	Professional Learning: De-escalation Strategies & Behavior Supports	No	$5,000.00	$5,000.00
3	3.44	Professional Learning: Inclusive Practices	No	$5,000.00	$5,000.00
4	4.1	Implement Coordination of Family Engagement and Parent Support	Yes	$248,781.22	$248,781.22

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
		Services based on a Family Engagement Framework, Family and Community Engagement committees, DELAC, Parent Education and Support			
4	**4.2**	Equitable Access for Participation (Zoom)	Yes	$148,000.00	$148,000.00
4	**4.3**	Family Resource Center	Yes	$38,050.73	$38,050.73
4	**4.4**	Enrollment Center	Yes	$750,501.11	$1,083,772.00
4	**4.5**	Family Workshops: Diversity, Equity, and Inclusion	Yes	$5,000.00	$5,000.00
4	**4.6**	Parent/Teacher Teams	Yes	$500.00	$500.00
4	**4.7**	Systems of Communication to Include the Voices of our Different Parent Groups in the Design of Learning Experiences for Unduplicated Student Groups and Families	No	$20,000.00	$20,000.00
4	**4.8**	Supporting Cultural Proficiency and Focus on Equitable Practices	No	$5,900.00	$5,900.00
4	**4.9**	Transition to High School- Parent Workshops	No	$500.00	$500.00
4	**4.10**	Special Education: Parent/Family Supports	No	$15,000.00	$15,000.00
4	**4.11**	Parent Support Liaison	Yes	$112,490.55	$120,616.63
4	**4.12**	Translators/ Interpreters: Mixteco	Yes	$222,225.67	$223,705.84

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.13	Translators/ Interpreters: Spanish	Yes	$912,832.13	$816,537.49
4	4.14	Contract for Interpreting Services	No	$30,000.00	$30,000.00
4	4.15	Panorama Surveys	No	$500.00	$500.00
4	4.16	Revamp and Maximize Accessibility to the District's Website (Web Content Analyst)	No	$176,868.13	$181,533.97
4	4.17	Board Room	No	$24,000.00	$24,000.00
4	4.18	Home Learning Resources for Student Success	Yes	$0.00	$0.00
5	5.1	Oxnard Empowers - Implementation of Strategic Plan	Yes	$112,300.00	$112,300.00
5	5.2	Board of Education	No	$158,288.17	$484,856
5	5.3	Resources: Superintendent	No	$565,941.49	$1,091,544
5	5.4	Professional Learning: Three District Days	Yes	$1,796,991.11	$1,750,316.501
5	5.5	District Wide Banking of Minutes	Yes	$1,522,509.75	$1,559,252.00
5	5.6	New Teacher Institute	Yes	$21,000.00	$21,000.00
5	5.7	Institute for New Administrators	Yes	$5,000.00	$5,000.00
5	5.8	Professional Collaboratives	Yes	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	5.9	Collaboration Opportunities: Mathematics	No	$5,000.00	$5,000.00
5	5.10	Collaboration Opportunities: Transitional Kindergarten & Kindergarten Teachers	Yes	$5,000.00	$5,000.00
5	5.11	Collaboration Opportunities: Biliteracy	Yes	$5,000.00	$5,000.00
5	5.12	Collaboration Opportunities: Middle School	Yes	$5,000.00	$5,000.00
5	5.13	Collaboration Opportunites: Supporing the Implementation of State Standards and Frameworks	Yes	$5,000.00	$5,000.00
5	5.14	Employee Onboarding	Yes	$5,000.00	$5,000.00
5	5.15	Educational Services: Management and Support Staff	Yes	$2,103,909.46	$2,878,513.99
5	5.16	Manager of Equity, Family and Community	Yes	$214,361.95	$217,685.64
5	5.17	Director of Pupil Services	Yes	$385,777.64	$264,198.18
5	5.18	Counselors	Yes	$4,260,145.26	$5,355,306.73
5	5.19	District Family and Community Liaison	Yes	$143,437.57	$143,564.61
5	5.20	Outreach Specialists	Yes	$2,155,653.12	$2,366,719.05
5	5.21	Mental Health Clinician	No	$695,363.06	$1,153,861.24

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	5.22	Healthy Start Social Workers	Yes	$280,000.00	$678,472
5	5.23	Health Assistants and/or Health Care Technicians (LVNs)	Yes	$1,372,570.13	$1,525,048.58
5	5.24	Campus Assistants/Supervisors	Yes	$4,833,352.50	$4,446,412.07
5	5.25	Recruitment, Selection and Retention of Human Capital	Yes	$488,328.34	$488,328.34
5	5.26	Recruitment: Classified Positions	Yes	$146,980.58	146,980.58
5	5.27	Transitional Kindergarten Paraeducators	Yes	$1,504,828.68	$1,525,548.03
5	5.28	Kindergarten Paraeducators	No	$917,423.09	$2,054,196.26
5	5.29	General Education Paraeducators	No	$467,812.38	$438,201.42
5	5.30	Opportunity Program Paraeducators	Yes	$105,574.56	$97,541.59
5	5.31	District Nurses	Yes	$1,014,156.51	$1,055,556.26
5	5.32	Communication Platforms	Yes	$212,000.00	$212,000.00
5	5.33	Internal Communication Systems	Yes	$5,000.00	$5,000.00
5	5.34	Communications from Central Office	Yes	$125,000.00	$125,000.00
5	5.35	Curriculum Council	No	$4,281.23	$4,281.23

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	**5.36**	Refine Middle School Systems	No	$5,000.00	$5,000.00
5	**5.37**	Required Accountability Templates	Yes	$75,000.00	$75,000.00
5	**5.38**	Practi-Cal Medical Billing	No	$255,192.00	$255,192.00
5	**5.39**	Student Technology Access and Annual Refresh	Yes	$8,649,373.85	$8,649,373.85
5	**5.40**	Staff to Provide General Education Behavior Support	No	$0.00	0

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$57,121,621	$59,756,388.15	$59,756,388.15	$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.6	Expand Primary Language Classroom and Site Libraries	Yes	$0.00	$0.00		
1	1.7	Renaissance Software	Yes	$0.00	$0.00		
1	1.8	Learning Management System	Yes	$116,800.00	$116,800.00		
1	1.9	Data Management Systems	Yes	$225,000.00	$225,000.00		
1	1.10	Portfolio Management System: Transitional Kindergarten	Yes	$0.00	$0.00		
1	1.11	Implementation of Grade-Level Standards	Yes	$0.00	$0.00		
1	1.12	Alignment of State Standards and Local Assessments	Yes	$5,000.00	$5,000.00		
1	1.14	Project Based Learning	Yes	$20,000.00	$20,000.00		
1	1.16	Universal Design for Learning	Yes	$20,000.00	$20,000.00		
1	1.17	Implementation of Essential Pedogogical Principles	Yes	$20,000.00	$20,000.00		
1	1.18	Implementation of the CA Frameworks	Yes	$20,000.00	$20,000.00		
1	1.19	Professional Learning Communities	Yes	$20,000.00	$20,000.00		
1	1.21	Implementation of Oxnard "MAS"/Emergent Multilingual Master Plan	Yes	$20,000.00	$20,000.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.22	Implementation of Oxnard EMPOWERS/ OSDs Master Plan	Yes		$0.00		
2	2.1	English Literacy Intervention: Lexia	Yes	$0.00	$0.00		
2	2.2	Spanish Literacy Intervention: iStation-District Licenses	Yes	$0.00	$0.00		
2	2.4	Mathematics Intervention: Math Labs	Yes	$15,000.00	$15,000.00		
2	2.5	Interventions: Tier III and Special Education	Yes	$1,157,153.25	$1,157,153.25		
2	2.6	Tier III and Specialized Support	Yes		$0.00		
2	2.7	Alternative Disciplinary Approaches	Yes	$5,000.00	$5,000.00		
2	2.8	Social Emotional Development Supports: Panorama	Yes	$50,205.00	$50,205.00		
2	2.10	Literacy Intervention Teachers	Yes	$1,100.00	$1,100.00		
2	2.11	Intervention: Middle School	Yes	$20,000.00	$20,000.00		
2	2.12	Interventions: English Language Development	Yes	$150,000.00	$150,000.00		
2	2.16	Attendance Technicians	Yes	$2,001,038.32	$2,001,038.32		
2	2.17	School Attendance Review Board (SARB)	Yes		$0.00		
2	2.22	AVID Implementation	Yes		$0.00		
2	2.24	Restorative Practices	Yes	$0.00	$0.00		
2	2.25	Positive Behavior Supports (PBIS)	Yes	$219,740.75	$219,740.75		
2	2.26	Safe Learning Environments	Yes	$143,000.00	$143,000.00		
2	2.27	School Resource Officers	Yes	$235,851.00	$235,851.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.30	Transportation for General Education, Homeless and Foster Youth	Yes	$7,691,730.47	$7,691,730.47		
2	2.31	Materials and Supplies for Youth Experiencing Homelessness/ McKinney-Vento	Yes	$55,000.00	$55,000.00		
2	2.34	Facilities/Deferred Maintenance	Yes	$4,000,000.00	$4,000,000.00		
2	2.38	Gifted and Talented Education (GATE)	Yes	$5,000.00	$5,000.00		
3	3.1	Developing Human Capital: PD for Strategic Plan Recommendations	Yes	$63,524.29	$63,524.29		
3	3.2	Teachers on Special Assignment/Content Specialists	Yes	$782,414.30	$782,414.30		
3	3.4	Professional Learning: Central Management	Yes	$0.00	$0.00		
3	3.5	Professional Learning for Educational Leaders	Yes	$223,503.00	$223,503.00		
3	3.6	Professional Learning for Teachers on Special Assignment (TOSAs) and Content Specialists	Yes	$3,200.00	$3,200.00		
3	3.8	Professional Learning for Teachers: Biliteracy	Yes	$5,000.00	$5,000.00		
3	3.9	Professional Learning: Mathematics	Yes	$190,356.56	$190,356.56		
3	3.10	Professional Learning for Teachers: Middle School Content Specific	Yes	$16,116.05	$16,116.05		
3	3.12	Professional Learning: Health Education	Yes	$27,285.68	$27,285.68		
3	3.13	Professional Learning: Transitional Kindergarten	Yes	$10,000.00	$10,000.00		
3	3.14	Professional Learning: Gifted and Talented Education	Yes	$20,000.00	$20,000.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.15	Training and Professional Learning: STAR/myOn	Yes	$34,464.20	$34,464.20		
3	3.16	Professional Learning: Cultural Proficiency and Focus on Equitable Practices	Yes	$20,000.00	$20,000.00		
3	3.17	Professional Learning: Planning for Access and Equity/Orenda	Yes	$195,278.70	$195,278.70		
3	3.18	CSI Support for Fremont Academy	Yes	$681.15	$681.15		
3	3.19	Professional Learning: Restorative Practices	Yes	$24,464.20	$24,464.20		
3	3.20	Professional Learning: Counselors	Yes	$20,000.00	$20,000.00		
3	3.21	Professional Learning and Wellness for Staff	Yes	$500.00	$500.00		
3	3.22	Professional Learning for Outreach Consultants (ORCs)	Yes	$15,000.00	$15,000.00		
3	3.23	Training and Professional Learning for Substitute Teachers	Yes	$2,500.00	$2,500.00		
3	3.24	Training and Professional Learning for Classified Staff	Yes	$13,350.00	$13,350.00		
3	3.26	Training: Action Preparedness	Yes				
3	3.27	Training and Professional Learning: Data Management Systems	Yes	$26,964.20	$26,964.20		
3	3.28	Training and Professional Learning: Communication Platforms	Yes	$500.00	$500.00		
3	3.29	Future Administrators Academy	Yes	$12,232.10	$12,232.10		
3	3.32	Review/Redesign Report Cards	Yes	$2,000.00	$2,000.00		
3	3.35	Textbook Adoptions	Yes	$1,760,000.00	$1,760,000.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.36	Additional Teachers Above Base Staffing	Yes	$6,422,197.85	$6,422,197.85		
3	3.37	Maintain 24:1 TK- 3rd Grade Average	Yes	$1,393,545.27	$1,393,545.27		
3	3.38	School Site Allocations to be Prioritized by School Site Council	Yes	$2,917,705.34	$2,917,705.34		
3	3.39	Above Base/ Assistant Principals	Yes	$3,453,364.64	$3,453,364.64		
3	3.40	Teacher Substitutes/ Site Assigned/	Yes	$743,883.75	$743,883.75		
3	3.41	Supplemental Instructional Materials	Yes	$804,000.00	$804,000.00		
4	4.1	Implement Coordination of Family Engagement and Parent Support Services based on a Family Engagement Framework, Family and Community Engagement committees, DELAC, Parent Education and Support	Yes	$10,400.00	$10,400.00		
4	4.2	Equitable Access for Participation (Zoom)	Yes	$92,244.00	$92,244.00		
4	4.3	Family Resource Center	Yes	$38,050.73	$38,050.73		
4	4.4	Enrollment Center	Yes	$750,501.11	$750,501.11		
4	4.5	Family Workshops: Diversity, Equity, and Inclusion	Yes	$5,000.00	$5,000.00		
4	4.6	Parent/Teacher Teams	Yes	$500.00	$500.00		
4	4.11	Parent Support Liaison	Yes	$22,497.91	$22,497.91		
4	4.12	Translators/ Interpreters: Mixteco	Yes	$45,534.99	$45,534.99		
4	4.13	Translators/ Interpreters: Spanish	Yes	$26,260.20	$26,260.20		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.18	Home Learning Resources for Student Success	Yes	$0.00	$0.00		
5	5.1	Oxnard Empowers - Implementation of Strategic Plan	Yes	$107,700.00	$107,700.00		
5	5.4	Professional Learning: Three District Days	Yes	$1,796,991.11	$1,796,991.11		
5	5.5	District Wide Banking of Minutes	Yes	$1,522,509.75	$1,522,509.75		
5	5.6	New Teacher Institute	Yes	$6,000.00	$6,000.00		
5	5.7	Institute for New Administrators	Yes	$5,000.00	$5,000.00		
5	5.8	Professional Collaboratives	Yes	$0.00	$0.00		
5	5.10	Collaboration Opportunities: Transitional Kindergarten & Kindergarten Teachers	Yes		$0.00		
5	5.11	Collaboration Opportunities: Biliteracy	Yes	$5,000.00	$5,000.00		
5	5.12	Collaboration Opportunities: Middle School	Yes	$5,000.00	$5,000.00		
5	5.13	Collaboration Opportunites: Supporing the Implementation of State Standards and Frameworks	Yes	$0.00	$0.00		
5	5.14	Employee Onboarding	Yes	$5,000.00	$5,000.00		
5	5.15	Educational Services: Management and Support Staff	Yes	$576,743.21	$576,743.21		
5	5.16	Manager of Equity, Family and Community	Yes	$42,872.57	$42,872.57		
5	5.17	Director of Pupil Services	Yes	$385,777.64	$385,777.64		
5	5.18	Counselors	Yes	$4,260,145.26	$4,260,145.26		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
5	5.19	District Family and Community Liaison	Yes	$137,437.57	$137,437.57		
5	5.20	Outreach Specialists	Yes	$2,155,653.12	$2,155,653.12		
5	5.22	Healthy Start Social Workers	Yes	$105,868.00	$105,868.00		
5	5.23	Health Assistants and/or Health Care Technicians (LVNs)	Yes	$1,372,570.13	$1,372,570.13		
5	5.24	Campus Assistants/Supervisors	Yes	$4,833,352.50	$4,833,352.50		
5	5.25	Recruitment, Selection and Retention of Human Capital	Yes	$44,757.97	$44,757.97		
5	5.26	Recruitment: Classified Positions	Yes	$6,811.55	$6,811.55		
5	5.27	Transitional Kindergarten Paraeducators	Yes	$40,518.04	$40,518.04		
5	5.30	Opportunity Program Paraeducators	Yes	$105,574.56	$105,574.56		
5	5.31	District Nurses	Yes	$553,570.48	$553,570.48		
5	5.32	Communication Platforms	Yes	$129,000.00	$129,000.00		
5	5.33	Internal Communication Systems	Yes	$5,000.00	$5,000.00		
5	5.34	Communications from Central Office	Yes	$125,000.00	$125,000.00		
5	5.37	Required Accountability Templates	Yes	$75,000.00	$75,000.00		
5	5.39	Student Technology Access and Annual Refresh	Yes	$4,935,895.68	$4,935,895.68		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$131,253,446	$57,121,621	0	43.520%	$59,756,388.15	0.000%	45.527%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

OSD BOARD AGENDA ITEM

Name of Contributor: Kristen Pifko **Date of Meeting:** June 17, 2026

Agenda Section: Section D: Action Items

Adoption of Oxnard School District 2026-27 Budget (Pifko/Núñez)

In accordance with Education Code sections 42127 and 42126, following the conclusion of the public hearing held earlier in this meeting, the Administration recommends that the Board adopt the Oxnard School District Budget for the 2026-27 fiscal year.

FISCAL IMPACT:
Adoption of the 2026-27 budget establishes the financial framework for the upcoming school year. It authorizes expenditures in support of instructional programs, student wellness, and efficient district operations. The budget meets the minimum state-required reserve for economic uncertainty and maintains a fiscally sound position throughout the multiyear projection period.

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 Oxnard School District Budget for the 2026-27 fiscal year.

ADDITIONAL MATERIALS:

Attached: Presentation 2026-27 Adopted Budget (17 pages)
Oxnard School District 2026-27 Adopted Budget (135 pages)

2026-27 Adopted Budget Presentation

Board of Trustees Meeting
June 17,2026

Oxnard School District 2026-27 Budget Proposal

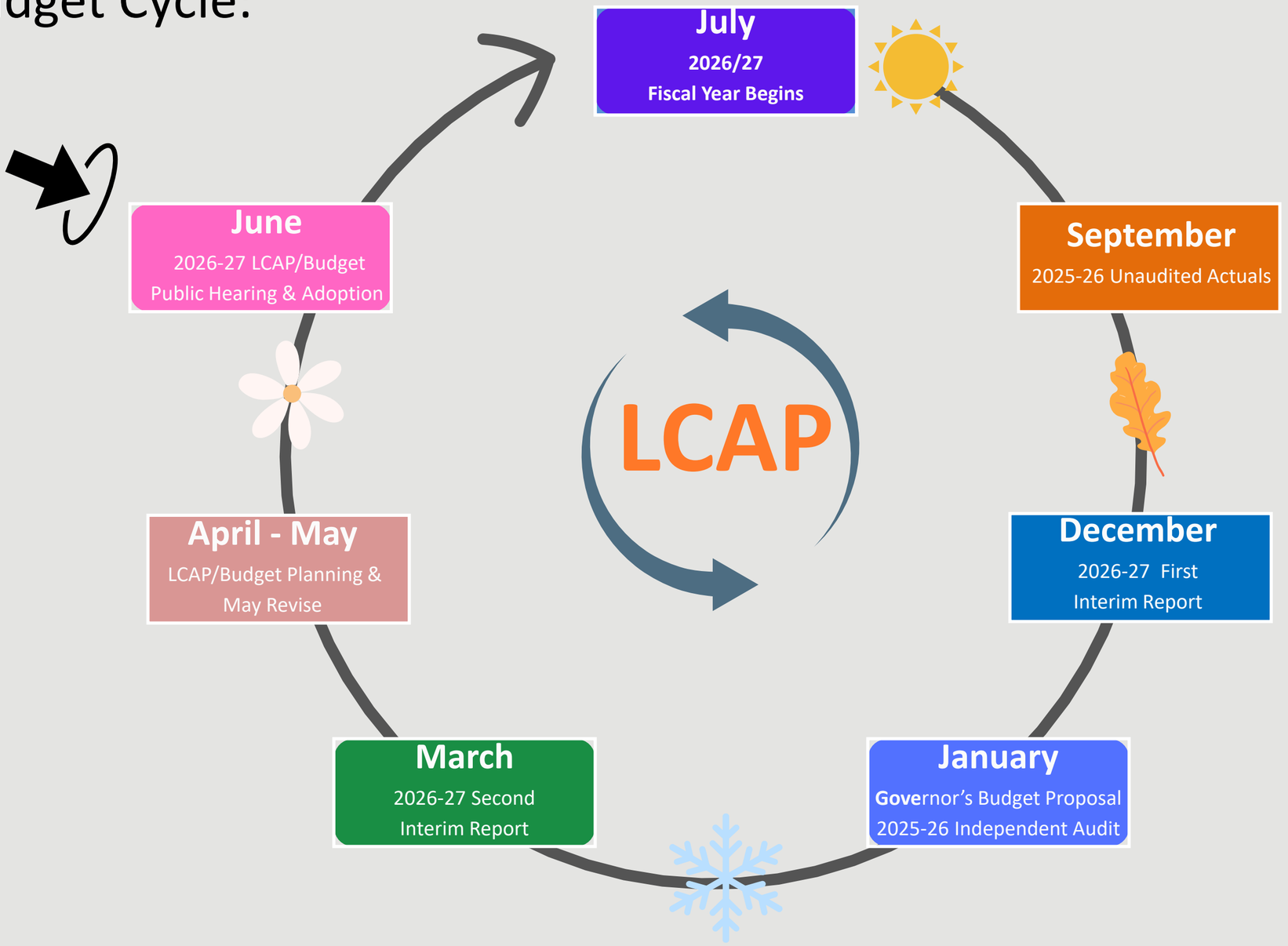
Introduction

Education Code Section 42127 (a) (2), requires school districts to adopt a budget and file it with the county superintendent of schools within five days of adoption or by July 1, whichever comes first.

The steps to adopt the budget include the Board of Trustees holding a public hearing on or before July 1 of each year.

Per Education Code section 42127 (d), the County Superintendent shall approve, conditionally approve or disapprove the adopted budget on or before September 15.

Annual Budget Cycle:



Governor's May Revision Highlights

- Cost of Living Adjustment (COLA) increased from 2.41% to 2.87%, with an additional 1.44% investment to LCFF base grants

- Proposed $2.4 Billion *ongoing* increase in Special Education funding statewide.
  - *Funding not included in the Adopted Budget until finalized in the State Budget*
  - *If included in enacted budget Oxnard School District can potentially receive about $4 million dollars.*

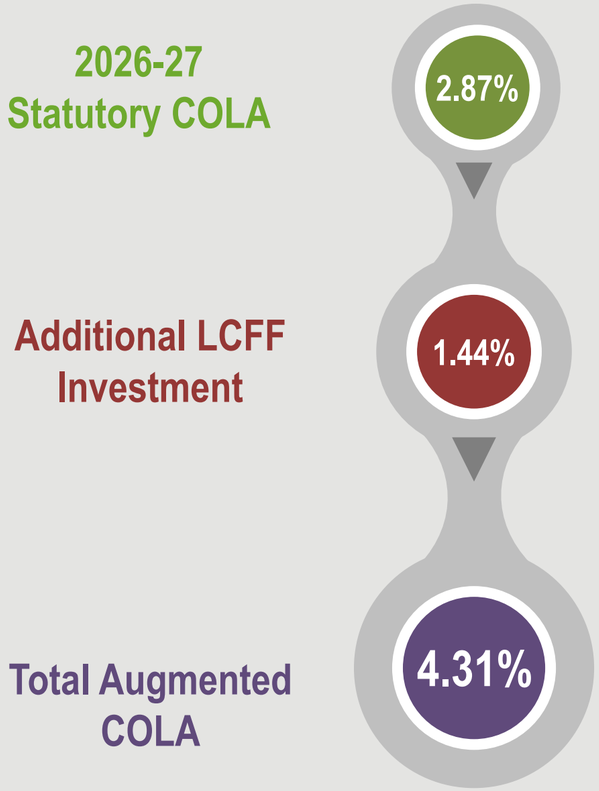
- Proposed $5 Billion ***one-time*** Student Support & Professional Development Discretionary Block Grant
  - *Funding not included in the Adopted Budget until finalized in the State Budget*
  - *If included in enacted budget Oxnard School District can potentially receive about $9.5 million dollars of one-time monies.*

2026-27 LCFF Funding Factors

Grade Span	TK-3	4-6	7-8
2025-26 Base Grant per ADA	$10,256	$10,411	$10,719
Statutory COLA—2.87%	$294	$299	$308
Additional LCFF Investment—1.44%	$148	$150	$154
2026-27 Base Grant per ADA	$10,698	$10,860	$11,181
Grade Span Adjustment	$1,113	-	-
2026-27 Adjusted Base Grant per ADA	$11,811	$10,860	$11,181
20% Supplemental Grant per ADA[2]	$2,362	$2,172	$2,236
65% Concentration Grant per ADA[3]	$3,455	$3,177	$3,270
TK Add-on per ADA (inclusive of statutory COLA)	$5,704		

2026-27 LCFF Revenue Highlights

Funding Increase:



Declining Enrollment

- Funded ADA decreased from 12,599.27 to 12,183.70
  - Reduction of 415.57 ADA

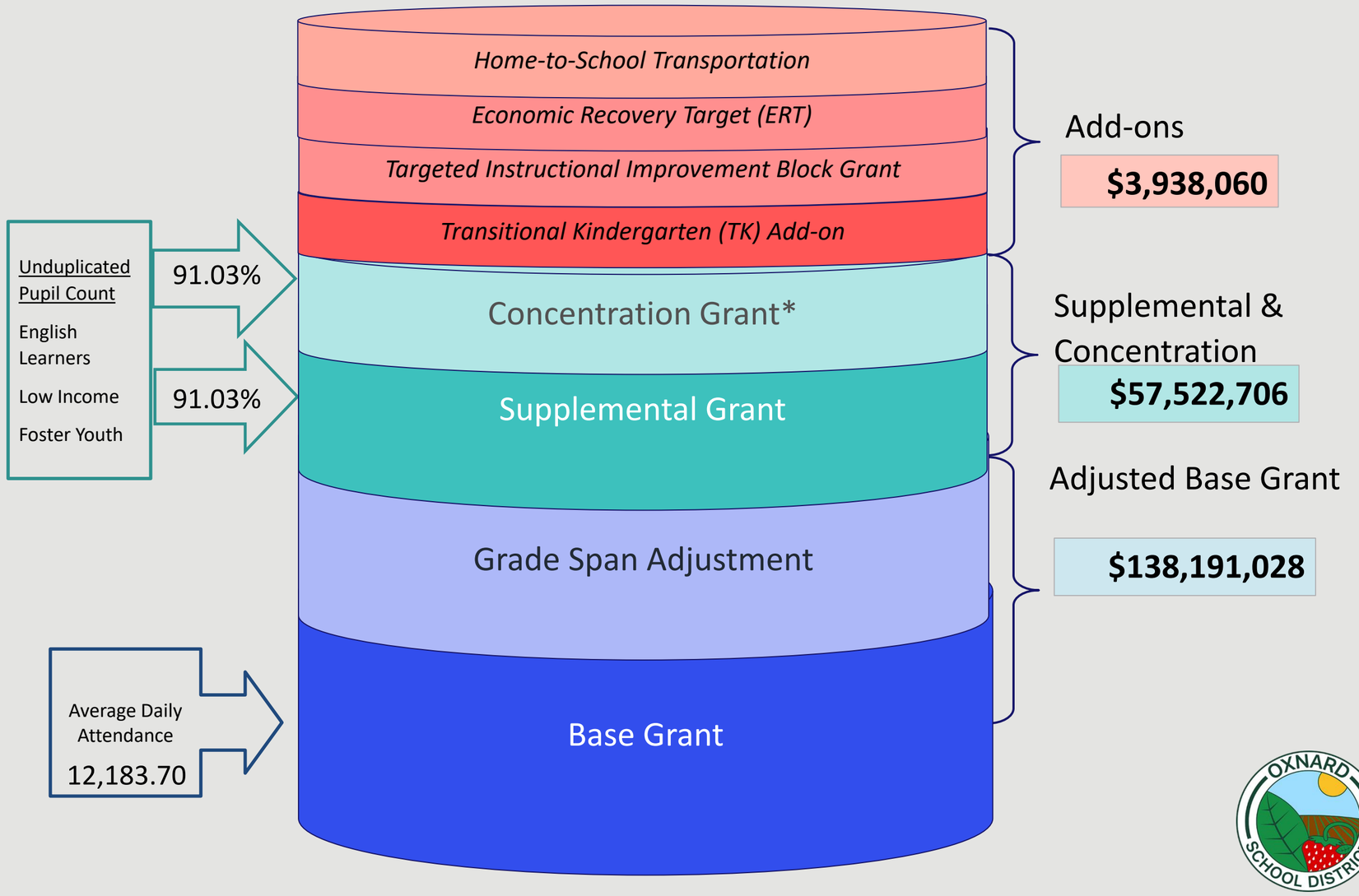
Net Impact on Revenue

- LCFF Revenue increased from $195.5 million to $198.2 million
  - Increase of $3.6 million, 1.87%

While the State increased LCFF funding by 4.31%, declining enrollment reduced the District's actual revenue increase to 1.87%

Components of LCFF Funding

- LCFF provides approximately $198.2M in funding
- 91.03% UPP generates $57.5 million in Supplemental & Concentration funding
- Funds support LCAP actions and services with students with the greatest needs.



2026-27 Revenue Highlights

Federal Revenues

- Decrease of approximately $6.1 million (34.5%)
- Expiration of one-time federal funding (i.e., EPA Clean HDV)
- Title program carryovers not included in the Adopted Budget (pending year-end close)

State Revenues

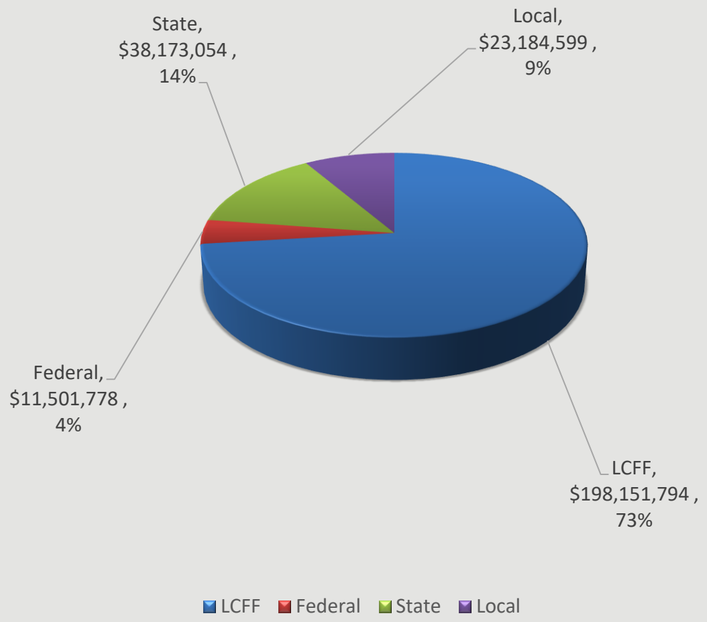
- Decrease of approximately $9.6M (20.1%)
- Expiration of one-time funding received in 2025-26 (Student Support and Discretionary Block Grant, Literary Coaches Grant, Learning Communities for School Success and Learning Recovery Emergency Block Grant)
- Lower projected ELOP, Prop 28 Arts & Music and Lottery revenues due to declining enrollment.

Local Revenues

- Decrease of approximately $3.8 million (14.2%)
- Primarily due to lower interest earnings as cash balances decline, and lower projected E-Rate revenues due to a large E-Rate project in 2025-26 (~$1M)

2026-27 Proposed Budget Revenue Comparison

Source	2025-26 (Estimated Actuals)	2026-27 (Projected)	Change
LCFF	$194,509,661	$198,151,794	+3,642,133
Federal	$17,582,357	$11,501,778	($6,080,579)
State	$47,768,915	$38,173,054	($9,595,861)
Local	$27,021,246	$23,184,599	($3,836,647)
Total	**$286,882,179**	**$271,011,225**	**($15,870,954)**



Total revenues are projected to decrease by $15.9 million, primarily due to the expiration of one time federal and state sources.

2026-27 Projected Expenditure Highlights

Salaries & Benefits

- Net decrease of $5.9 million driven by staffing reductions, partially offset by step and column increases, rising benefit costs, and the transition of contracted services to district staff.
  - As services are brought in house, expenditures shift from contracted services to personnel costs, contributing to the decrease in the Services and Other Operating Expenditures category.

Services & Other Operating Expenditures

- Decrease of $17.7 million due to the expiration of one-time funding and reductions in contracted services.

Books, Supplies & Capital Outlay

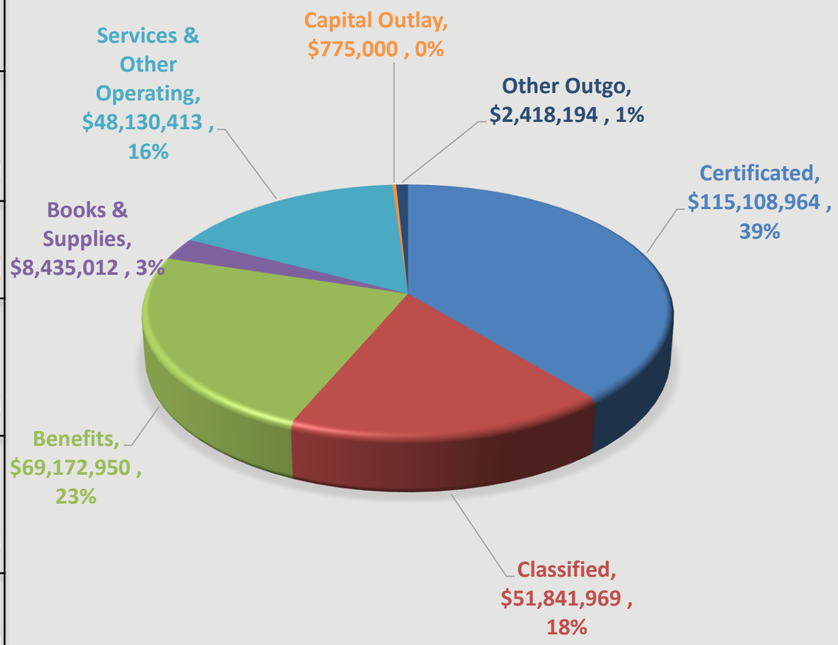
- Combined decrease of $13.0 million due primarily to the completion of one-time investments, including the EPA Clean Heavy Duty Vehicle Bus Grant ($4.5 million), textbook adoption purchases ($6.0 million), and facility improvement projects such as Board Room and District Office upgrade ($2.5 million).

Overall Impact:

Total expenditures decrease by $36.8 million as the district continues to align spending with declining enrollment and available resources.

2026-27 Proposed Expenditure Comparison

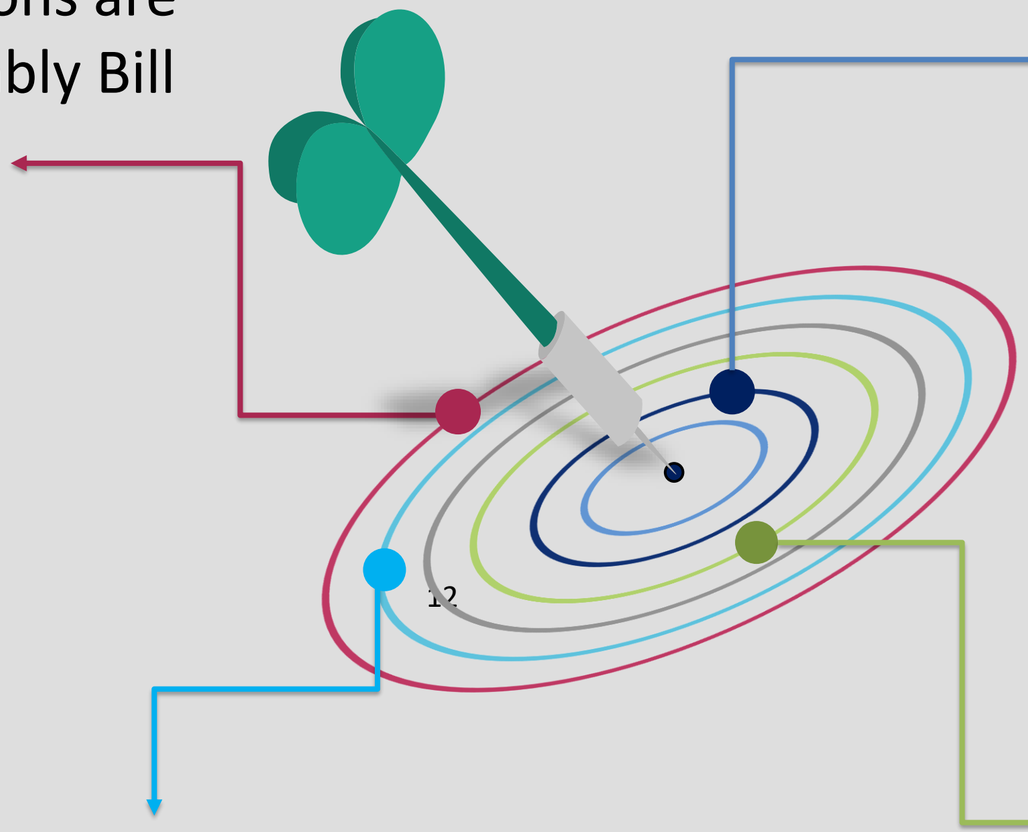
Category	2025-26 (Estimated Actuals)	2026-27 (Projected)	Change
Certificated Salaries	118,445,690	115,108,964	(3,336,726)
Classified Salaries	53,317,746	51,841,969	(1,475,777)
Benefits	70,274,046	69,172,950	(1,101,096)
Books and Supplies	14,558,143	8,435,012	(6,123,131)
Services & Other Operating	65,871,622	48,130,413	(17,741,209)
Capital Outlay	7,686,662	775,000	(6,911,662)
Other Outgo	2,489,577	2,418,194	(71,383)
Total Expenditures	332,643,486	295,882,502	(36,760,984)



Multi-Year Projections

Multiyear projections are required by Assembly Bill (AB) 1200 and AB 2756

Projections are made using the most reliable information available at the time.



Projections include both state-wide and local planning factors

Projections will change any time assumptions change

Key State Planning Factors

Factor		2025-26	2026-27	2027-28	2028-29
Statutory COLA		2.30%	4.31%	3.30%	3.09%
California Lottery	Unrestricted per ADA	$190	$190	$190	$190
	Restricted per ADA	$82	$82	$82	$82
Mandated Block Grant	Per ADA	$39.09	$40.41	$41.74	$43.03
STRS		19.10%	19.10%	19.10%	19.10%
PERS		26.81%	26.40%	26.80%	25.90%

Local Planning Factors

Factor	2025-26	2026-27	2027-28	2028-29
Estimated Enrollment	12,481	11,841	11,319	10,824
Change in Enrollment		(640)	(522)	(495)
Estimated ADA		11,130.79	10,639.87	10,174.38
Estimated Funded ADA		12,183.70	11,702.06	11,211.23
Step & Column Costs		1.3%	1.3%	1.3%
Budget Reductions to align with enrollment decline			$8 Million	$4 Million

Multi-Year Financial Projections

Components	2026-27 Adopted Budget	2027-28 Projections	2028-29 Projections
Beginning Fund Balance (projected)	68,975,116	44,103,839	39,963,096
+ Revenues	271,011,225	268,498,714	266,528,665
- Expenditures	295,882,502	272,639,457	270,304,128
Net Increase/(Decrease) in Fund Balance	(24,871,277)	(4,140,743)	(3,775,463)
= Ending Fund Balance	44,103,839	39,963,096	36,187,633
Components of Ending Fund Balance			
Reserve for Economic Uncertainty %	**10%**	**10%**	**9%**
Reserve for Economic Uncertainty	29,588,250	27,263,946	24,327,372
Non-Spendable	120,000	120,000	120,000
Assignments			
Financial Stability Reserve		264,535	959,031
Legally Restricted	14,395,589	12,314,616	10,781,231
Unappropriated	0	0	0

Next Steps

- **State enacted budget: July 1, 2026**
- **45-Day Budget Revision presented at an August meeting**
- **2025-26 Unaudited Actuals presented in September 2026 and Budget Advisory Committee reconvenes**
- **First Interim Report presented to the board by December 15, 2026 with updated enrollment and staffing projections**

Thank you

2026-27
Adopted Budget

Board Meeting of
June 17, 2026

Vision:

Changing the World!
Inspired, Accomplished, Multilingual Global Citizens - In School and Beyond
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.

Mission:

IGNITE • TRANSFORM • NURTURE • EMBRACE

- 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.

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June 17, 2026

Members of the Board of Trustees:

Attached for your review and approval is the Oxnard School District's 2026-27 Adopted Budget. This budget outlines the District's projected financial position for the remainder of the 2025-26 school year and the upcoming 2026-27 fiscal year, as required by Education Code Section 42127.

The Adopted Budget meets the following requirements.

- Developed using state-adopted Criteria and Standards and includes expenditures aligned with the Local Control and Accountability Plan (LCAP).
- Adopted following a public hearing and approval by the Governing Board, as required by Education Code Sections 33129, 42127, 52060, 52061, and 52062.
- Meets Education Code Section 42127 requirements for maintaining an adequate ending fund balance and preparing financial projections for future years.

This summary outlines the state budget outlook, the District's financial forecast, and key assumptions used to prepare revenue and expenditure projections.

California's Financial Outlook and the 2026 May Revision

In May 2026, Governor Gavin Newsom released the May Revision to the proposed 2026-27 State Budget. The state revenue outlook has improved, which increases funding for schools through Proposition 98. For 2026-27, Proposition 98 funding is estimated at $127.1 billion for TK-14 education.

The May Revision includes a 2.87% Cost of Living Adjustment (COLA) for the Local Control Funding Formula (LCFF), along with an additional 1.44% increase to LCFF base grants. Together, these changes increase LCFF base funding by 4.31%. For Oxnard, this helps offset rising costs, but declining enrollment and ongoing cost increases continue to put pressure on the budget.

The May Revision also proposes a $2.4 billion increase in Special Education funding, with a statewide base rate of $1,340 per funded ADA. This may help with rising Special Education costs, but funding will depend on SELPA allocations. Because of that, the District has not included this proposal in the Adopted Budget.

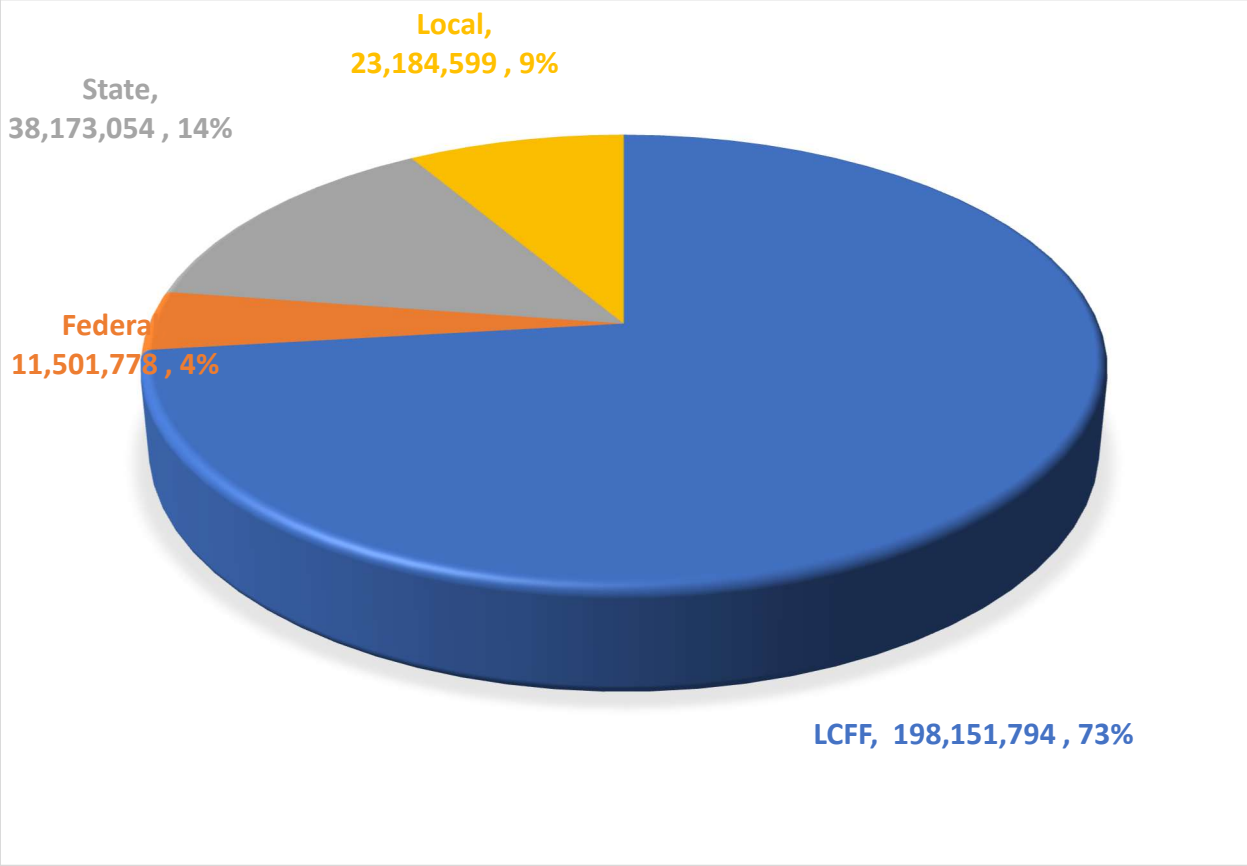
The state is also expected to make deposits into the Proposition 98 Rainy Day Fund, which triggers the local reserve cap for 2026-27.

The Governor also proposes $5 billion in one time funding for the Student Support and Professional Development Discretionary Block Grant. These funds could support student services, professional development, teacher recruitment, and retention. Since the proposal has not been approved by the Legislature, the District has not included this funding in the Adopted Budget.
Overall, the May Revision provides some positive news for school funding, but several proposals are still not final. For that reason, the District prepared the 2026-27 Adopted Budget using conservative assumptions and did not include revenue that is not yet certain.

General Fund Revenue Components

For the 2026-27 fiscal year, the District is projecting total revenues of approximately $271.0 million from the following sources:

Local Control Funding Formula (LCFF)	198,151,794
Federal Revenue	11,501,778
Other State Revenue	38,173,054
Other Local Revenue	23,184,599
Total	**271,011,225**

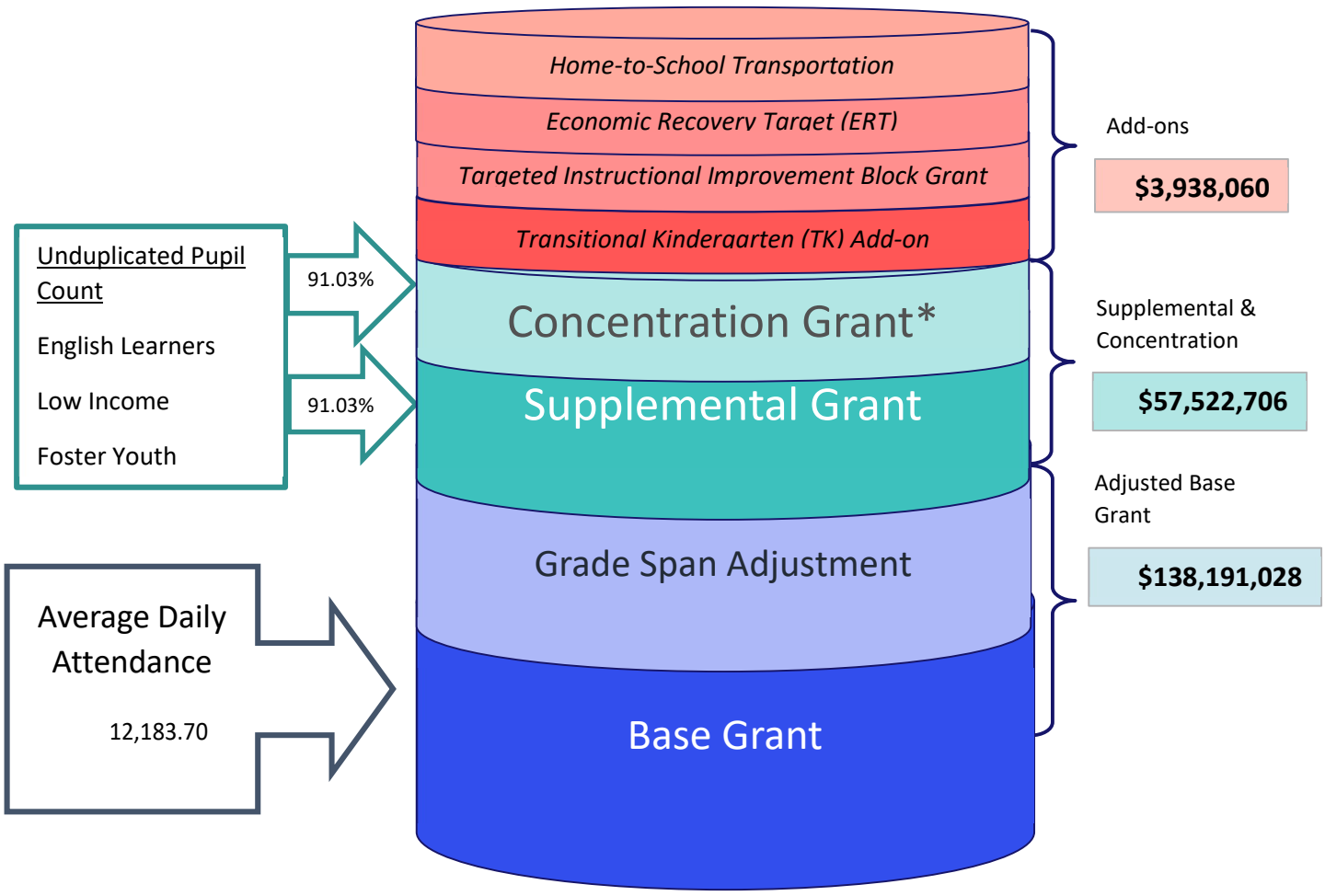


The Local Control Funding Formula (LCFF) remains the District's largest source of revenue. The 2026-27 May Revision includes a 2.87% Cost of Living Adjustment (COLA) and an additional 1.44% increase to LCFF base grants, resulting in a combined increase of 4.31%. While this additional funding is helpful, the District continues to face declining enrollment and rising costs. As a result, careful financial planning remains necessary to ensure the District can maintain programs and services while preserving its long-term financial stability.

Supplemental and Concentration Grants

Oxnard School District continues to serve a large population of students who are low-income, English learners, foster youth, or experiencing homelessness. With our Unduplicated Pupil Percentage (UPP) remaining above 90%, we qualify for significant Supplemental and Concentration (S&C) funding.

For 2026-27, the District is projected to receive approximately $57.5 million in Supplemental and Concentration Grant funding. These funds support the goals and actions outlined in the Local Control and Accountability Plan (LCAP) and are used to provide additional services and supports for students with the greatest needs.



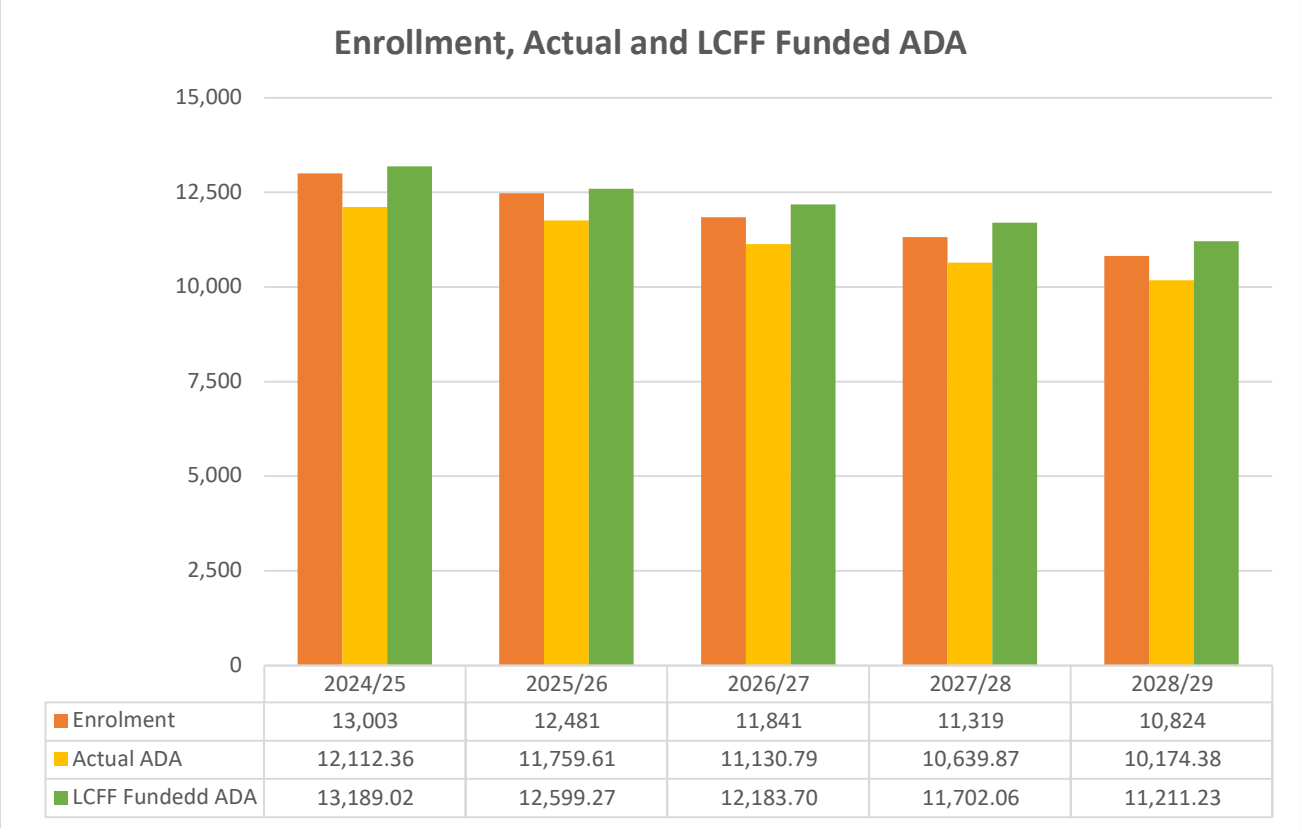
Enrollment & Attendance:

The Local Control Funding Formula (LCFF) is based on both student enrollment and average daily attendance (ADA). Like many school districts throughout California, Oxnard School District continues to experience declining enrollment. District enrollment is projected to decrease from 12,481 students in 2025-26 to 11,841 in 2026-27, 11,319 in 2027-28, and 10,824 in 2028-29.

Funded ADA is projected at 12,183.70 in 2026-27 and is expected to decline to 11,702.06 in 2027-28 and 11,211.23 in 2028-29. Because enrollment and attendance are the primary drivers of LCFF funding, these trends continue to impact the District's long-term revenue outlook.

As enrollment declines, the District will continue to monitor staffing levels, operational costs, and attendance trends to ensure resources remain aligned with student needs while maintaining fiscal stability.

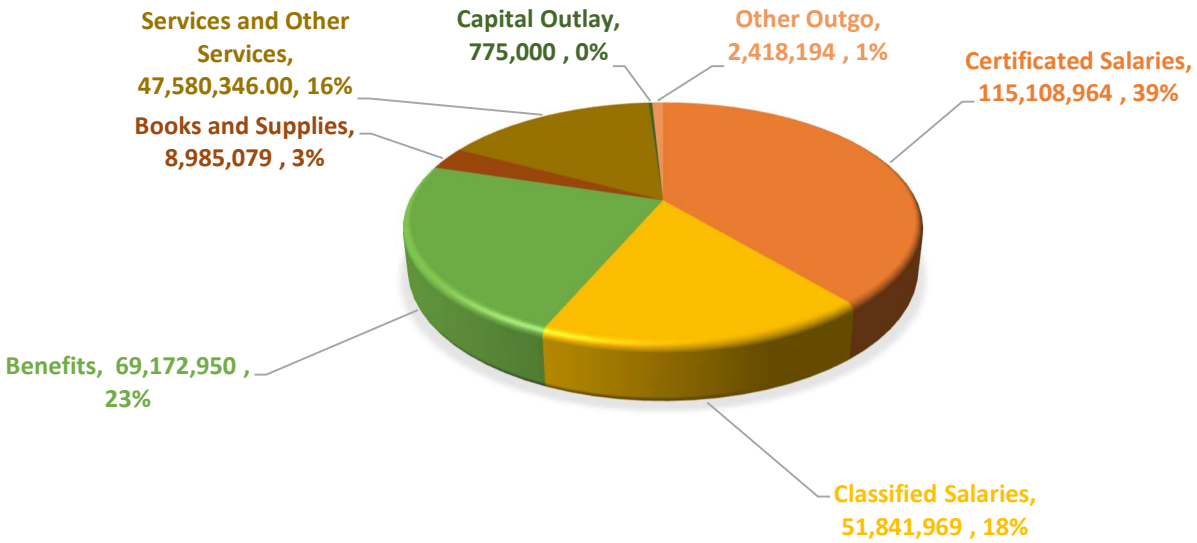
The chart below provides a look at historical and projected enrollment, actual ADA, and funded ADA figures to help illustrate these trends.



	2024/25	2025/26	2026/27	2027/28	2028/29
Enrolment	13,003	12,481	11,841	11,319	10,824
Actual ADA	12,112.36	11,759.61	11,130.79	10,639.87	10,174.38
LCFF Fundedd ADA	13,189.02	12,599.27	12,183.70	11,702.06	11,211.23

Operating Expenditure Components

The General Fund supports the majority of the district day-to-day operations. For the 2026-27 school year, the District is projected to spend about $295.8 million from the General Fund. Out of that, around $236 million, or about 80%, is projected to go toward employee salaries and benefits.



Proposed Budget for the 2026-27 Fiscal year.

Estimated beginning fund balance as of July 1, 2026	68,975,116
+ Projected Revenues	271,011,225
- Projected Expenditures	295,882,502
Net Increase/(Decrease) in Fund Balance	(24,871,277)
Projected Ending Fund Balance as of June 30, 2027	44,103,839

General Fund Projected 2026-27 Ending Fund Balance

The District's ending fund balance is an important indicator of its financial stability. While state law (AB1200) requires a minimum 3% reserve, Board Policy 3100 sets a more conservative goal of 6% to 10%. At the end of the 2026-27 fiscal year, the District expects to have a 10% reserve, which provides a strong cushion against unexpected changes like declining enrollment, rising costs, or funding cuts.

2026-27 Components of Ending Fund Balance	
Designated for Economic Uncertainty (10%)	29,588,250
Non-Spendable: Stores/Revolving Cash	120,000
Legally Restricted Funds	14,395,589
Total:	44,103,839

Multi-Year Projections

The multi-year projection provides a three-year outlook of projected revenues, expenditures, and reserve levels. These projections help guide budget decisions and support continued fiscal stability during a period of economic uncertainty and declining enrollment.

	2026-27	2027-28	2028-29
Revenues	271,011,225	268,498,714	266,528,665
Expenditures	295,882,502	272,639,457	270,304,128
Net Increase/(Decrease) in Fund Balance	(24,871,277)	(4,140,743)	(3,775,463)
Beginning Fund Balance	68,975,116	44,103,839	39,963,096
Ending Fund Balance	44,103,839	39,963,096	36,187,633
Components of Ending Fund Balance			
Reserve for Economic Uncertainty %	10%	10%	9%
Reserve for Economic Uncertainty	29,588,250	27,263,946	24,327,372
Non-Spendable	120,000	120,000	120,000
Assignments	0	264,535	959,031
Legally Restricted	14,395,589	12,314,616	10,781,231
Unappropriated	0	0	0

Despite projected deficit spending over the next three years, the District is expected to maintain a 10% Reserve for Economic Uncertainties through 2027-28, with reserves declining slightly to 9% in 2028-29. These projections include staffing reductions and other expenditure reductions needed to align ongoing costs with declining enrollment and projected revenues. Staff will continue to monitor the District's financial position and make adjustments as needed to maintain fiscal stability and healthy reserve levels.

Planning Factors & Local Assumptions

When preparing the Multi-Year Projection (MYP), the District uses a combination of state-provided planning factors and local assumptions to develop realistic and responsible forecasts.

Key State Planning Factors				
Factor		2026-27	2027-28	2028-29
Statutory COLA		4.31%	3.30%	3.09%
California Lottery	Unrestricted per ADA	$190	$190	$190
	Restricted per ADA	$82	$82	$82
Mandated Block Grant	Per ADA	$40.41	$41.74	$43.03
CalSTRS Employer Rate		19.10%	19.10%	19.10%
CalPERS Employer Rate		26.40%	26.80%	25.90%

In addition to the planning factors provided in SSC guidance, the District must consider local factors that impact the budget and future projections. The following local assumptions were used to prepare Oxnard Multi-Year Projections:

Local Assumptions			
Planning Factor	2026-27	2027-28	2028-29
Estimated Enrollment	11,841	11,319	10,824
Estimated ADA (average daily attendance)	11,130.79	10,639.87	10,174.38
Estimated Funded ADA (average daily attendance)	12,183.70	11,702.06	11,211.23
Step & Column Costs	1.30%	1.30%	1.30%
Reduction in staff to align with decline in enrollment		$8 Million	$4 Million

The Multi-Year Projection (MYP) for the 2026-27 Adopted Budget reflects that the District is projected to maintain a 10% Reserve for Economic Uncertainties through 2027-28, with reserves remaining at 9% in 2028-29.

Closing

Like many districts across California, Oxnard is facing challenges such as declining enrollment, rising costs, and the loss of one-time state and federal funding. To address these challenges, the District has already made staffing reductions in preparation for the 2026-27 fiscal year to better match spending with available resources. These are difficult decisions that affect people and programs we care about, but they are necessary to maintain the District's financial stability and continue supporting students.

While we have made important progress, there is still more work to do. We must continue to align staffing levels with current enrollment and revenue projections and carefully manage our spending. Maintaining a strong financial position will require ongoing planning, collaboration, and sometimes difficult decisions. By staying focused on these efforts, Oxnard School District can continue to provide high quality educational opportunities for students while maintaining long-term fiscal stability.

Oxnard (72538) - 2026-27 Adopted Budget	5/24/2026			
	2025-26	**2026-27**	**2027-28**	**2028-29**
General Assumptions				
COLA & Augmentation	2.30%	4.31%	3.30%	3.09%
Base Grant Proration Factor	0.00%	0.00%	0.00%	0.00%
Add-on, ERT & MSA Proration Factor	0.00%	0.00%	0.00%	0.00%
Student Assumptions:				
Enrollment Count	12,520	11,880	11,358	10,863
Unduplicated Pupil Count (UPC)	11,390	10,796	10,321	9,871
Unduplicated Pupil Percentage (UPP)	91.11%	91.03%	90.91%	90.87%
Current Year LCFF Average Daily Attendance (ADA)	11,794.08	11,165.26	10,674.34	10,208.85
Funded LCFF ADA	12,599.27	12,183.70	11,702.06	11,211.23
LCFF ADA Funding Method	3PY Average	3PY Average	3PY Average	3PY Average
Current Year Necessary Small School (NSS) ADA	-	-	-	-
Funded NSS ADA	-	-	-	-
LCFF Entitlement Summary				
Base Grant	$131,253,446	$132,399,209	$131,368,986	$129,749,697
Grade Span Adjustment	5,750,212	5,791,819	5,723,743	5,643,290
Adjusted Base Grant	$137,003,658	$138,191,028	$137,092,729	$135,392,987
Supplemental Grant	24,964,807	25,159,058	24,926,200	24,606,322
Concentration Grant	32,156,814	32,363,648	31,999,499	31,567,552
Total Base, Supplemental and Concentration Grant	$194,125,279	$195,713,734	$194,018,428	$191,566,861
Allowance: Necessary Small School	-	-	-	-
Add-on: Targeted Instructional Improvement Block Grant	500,077	500,077	500,077	500,077
Add-on: Home-to-School Transportation	1,353,234	1,392,072	1,438,010	1,482,445
Add-on: Small School District Bus Replacement Program	-	-	-	-
Add-on: Economic Recovery Target	-	-	-	-
Add-on: Transitional Kindergarten	2,531,071	2,045,911	2,103,444	2,168,418
Total Allowance and Add-On Amounts	$4,384,382	$3,938,060	$4,041,531	$4,150,940
Total LCFF Entitlement Before Adjustments (excludes Additional State Aid)	**$198,509,661**	**$199,651,794**	**$198,059,959**	**$195,717,801**
Miscellaneous Adjustments	-	-	-	-
Total LCFF Entitlement (excludes Additional State Aid)	**$ 198,509,661**	**$ 199,651,794**	**$ 198,059,959**	**$ 195,717,801**
LCFF Entitlement Per ADA (excludes Categorical MSA)	$ 15,756	$ 16,387	$ 16,925	$ 17,457
Additional State Aid	-	-	-	-
Total LCFF Entitlement with Additional State Aid	198,509,661	199,651,794	198,059,959	195,717,801

FCMAT

Oxnard (72538) - 2026-27 Adopted Budget	5/24/2026			
	2025-26	**2026-27**	**2027-28**	**2028-29**
LCFF Sources Summary				
Funding Source Summary				
Local Revenue and In-Lieu of Property Taxes *(net for school districts)*	*$ 33,944,376*	*$ 33,944,376*	*$ 33,944,376*	*$ 33,944,376*
Education Protection Account Entitlement *(includes $200/minimum per ADA)*	$ 31,930,862	$ 31,763,836	$ 31,514,952	$ 31,126,073
Net State Aid *(excludes Additional State Aid)*	$ 132,634,423	$ 133,943,582	$ 132,600,631	$ 130,647,352
Additional State Aid	$ -	$ -	$ -	$ -
Total Funding Sources	**$ 198,509,661**	**$ 199,651,794**	**$ 198,059,959**	**$ 195,717,801**
Funding Source by Resource-Object				
State Aid (Resource Code 0000, Object Code 8011)	$ 132,634,423	$ 133,943,582	$ 132,600,631	$ 130,647,352
EPA, Current Year (Resource 1400, Object Code 8012) (P-2 plus Current Year Accrual)	$ 31,930,862	$ 31,763,836	$ 31,514,952	$ 31,126,073
EPA, Prior Year Adjustment (Resource 1400, Object Code 8019) (P-A less Prior Year Accrual)	$ 777,216	$ -	$ -	$ -
Property Taxes (Object 8021 to 8089)	$ 33,944,376	$ 33,944,376	$ 33,944,376	$ 33,944,376
% Change	0.1450%	0.0000%	0.0000%	0.0000%
In-Lieu of Property Taxes (Object Code 8096)	-	-	-	-
Entitlement and Source Reconciliation				
Basic Aid/Excess Tax District Status	Non-Basic Aid	Non-Basic Aid	Non-Basic Aid	Non-Basic Aid
Total LCFF Entitlement	$ 198,509,661	$ 199,651,794	$ 198,059,959	$ 195,717,801
Additional State Aid	$ -	$ -	$ -	$ -
Additional EPA Minimum Entitlement (excess to LCFF Entitlement)	$ -	$ -	$ -	$ -
Excess Taxes before Minimum State Aid	$ -	$ -	$ -	$ -
Total Funding Sources	$ 198,509,661	$ 199,651,794	$ 198,059,959	$ 195,717,801
LCAP Percentage to Increase or Improve Services Calculation				
Base Grant (*Excludes add-ons for TIIG & Transportation)*	$ 139,534,729	$ 140,236,939	$ 139,196,173	$ 137,561,405
Supplemental and Concentration Grant funding in the LCAP year	$ 57,121,621	$ 57,522,706	$ 56,925,699	$ 56,173,874
Projected Additional 15% Concentration Grant funding in the LCAP year	$ 7,420,804	$ 7,468,534	$ 7,384,500	$ 7,284,820
Percentage to Increase or Improve Services	40.94%	41.02%	40.90%	40.84%

LCFF CALCULATOR

72538	5 digit District code or 7 digit School code *(from the CDS code)*	Oxnard
NO	Is this calculation for a new charter school? (select from drop down list)	2026-27 Adopted Budget
District	Projection Type	Patty Núñez
		pnunez@oxnardsd.org
5/24/2026	Projection Date	805-385-1501 x2455

Oxnard (72538)	PY1 2025-26	CY 2026-27	CY1 2027-28	CY2 2028-29
(1) UNIVERSAL ASSUMPTIONS				
Supplemental Grant %	***20.00%***	***20.00%***	***20.00%***	***20.00%***
Concentration Grant (>55% population)	*65.00%*	*65.00%*	*65.00%*	*65.00%*
Statutory COLA & Augmentation/Suspension *(prefilled as calculated by the Department of Finance, DOF)*	**2.30%**	**4.31%**	**3.30%**	**3.09%**
Statutory COLA	***2.30%***	*2.87%*	*3.30%*	*3.09%*
Augmentation/(COLA Suspension)	***0.00%***	*1.44%*	*0.00%*	*0.00%*
Base Grant Proration Factor (deficit)	***0.00%***	*0.00%*	*0.00%*	*0.00%*
Add-on, ERT & MSA Proration Factor	***0.00%***	*0.00%*	*0.00%*	*0.00%*
Transitional Kindergarten Add-on (*2022-23 forward*)	$ 5,545	$ 5,704	$ 5,892	$ 6,074
EPA Entitlement as % of statewide adjusted Revenue Limit (P-2)	36.06588113%	36.06588113%	36.06588113%	36.06588113%
EPA Entitlement as % of statewide adjusted Revenue Limit (Annual)	36.06588113%	36.06588113%	36.06588113%	36.06588113%
(3) SCHOOL DISTRICT DATA ELEMENTS REQUIRED TO CALCULATE THE LCFF				
(a) GENERAL QUESTIONS				
Is your district required to transfer in-lieu taxes to a charter school?		NO		
Does your district have a necessary small school?		NO		
(b) K-3 GRADE SPAN ADJUSTMENT FUNDING DETERMINATION				
Did your district meet the requirements of funding?	YES	YES	YES	YES
(c) PROPERTY TAXES				
C-1 **Estimated Property Taxes (excluding RDA)**	**$ 31,700,120**	**$ 33,664,321**	**$ 33,664,321**	**$ 33,664,321**
B-5 **Redevelopment Agency Local Revenue**	**$ 2,244,256**	**$ 280,055**	**$ 280,055**	**$ 280,055**
Less In-Lieu Property Tax Transfer	$ -	$ -	$ -	$ -
Total Local Revenue	$ 33,944,376	$ 33,944,376	$ 33,944,376	$ 33,944,376

Oxnard (72538)		2025-26	2026-27	2027-28	2028-29
(e) UNDUPLICATED PUPIL PERCENTAGE					
A-1 / A-3	**District Enrollment**	**12,481**	**11,841**	**11,319**	**10,824**
A-2 / A-4	**COE Enrollment**	**39**	**39**	**39**	**39**
	Total Enrollment	12,520	11,880	11,358	10,863
B-1 / B-3	**District Unduplicated Pupil Count**	**11,369**	**10,775**	**10,300**	**9,850**
B-2 / B-4	**COE Unduplicated Pupil Count**	**21**	**21**	**21**	**21**
	Total Unduplicated Pupil Count	11,390	10,796	10,321	9,871
	Single Year Unduplicated Pupil Percentage	90.97%	90.88%	90.87%	90.87%
C-1	Unduplicated Pupil Percentage (%) - 3 Year Rolling Percentage	91.11%	91.03%	90.91%	90.87%
(f) AVERAGE DAILY ATTENDANCE (ADA)					
ADA used for the Transitional Kindergarten Add-on ONLY:					
G-10	**TK (Commencing in 2022-23)**	**456.46**	**358.68**	**357.00**	**357.00**
ADA used for Base, Supplemental and Concentration Grant Calculations:					
Enter ADA by grade span. The calculator will determine the most advantageous funding option for each year's funding calculation.					
	Current Year ADA: (P-2, Necessary Small Schools, Annual for Special Day Class Extended Year)				
B-1, D-5	**Grades TK-3**	**5,064.44**	**4,680.22**	**4,511.82**	**4,352.73**
	Grades 4-6	**3,928.05**	**3,771.23**	**3,582.67**	**3,403.54**
	Grades 7-8	**2,767.12**	**2,679.34**	**2,545.38**	**2,418.11**
	TOTAL CURRENT YEAR ADA	11,759.61	11,130.79	10,639.87	10,174.38
	County Operated Programs, e.g. Community School, Special Ed: (P-2 / Annual)				
E-2, E-3	**Grades TK-3**	**10.11**	**10.11**	**10.11**	**10.11**
	Grades 4-6	**10.84**	**10.84**	**10.84**	**10.84**
	Grades 7-8	**13.52**	**13.52**	**13.52**	**13.52**
	COUNTY TOTAL	34.47	34.47	34.47	34.47
	RATIO: District ADA-to-Enrollment	94.22%	94.00%	94.00%	94.00%
	RATIO: County ADA-to-Enrollment	88.38%	88.38%	88.38%	88.38%

Oxnard (72538) - 2026-27 Adopted Budget	5/24/2026			
DETAILED ADA CALCULATION	**2025-26**	**2026-27**	**2027-28**	**2028-29**
Third Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)	2022-23 ADA	2023-24 ADA	2024-25 ADA	2025-26 ADA
Grades TK-3	5,620.48	5,347.10	5,169.50	5,064.44
Grades 4-6	4,345.27	4,261.65	4,051.70	3,928.05
Grades 7-8	3,040.58	2,966.95	2,891.16	2,767.12
LCFF Subtotal	13,006.33	12,575.70	12,112.36	11,759.61
Second Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)	2023-24 ADA	2024-25 ADA	2025-26 ADA	2026-27 ADA
Grades TK-3	5,347.10	5,169.50	5,064.44	4,680.22
Grades 4-6	4,261.65	4,051.70	3,928.05	3,771.23
Grades 7-8	2,966.95	2,891.16	2,767.12	2,679.34
LCFF Subtotal	12,575.70	12,112.36	11,759.61	11,130.79
Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)	2024-25 ADA	2025-26 ADA	2026-27 ADA	2027-28 ADA
Grades TK-3	5,169.50	5,064.44	4,680.22	4,511.82
Grades 4-6	4,051.70	3,928.05	3,771.23	3,582.67
Grades 7-8	2,891.16	2,767.12	2,679.34	2,545.38
LCFF Subtotal	12,112.36	11,759.61	11,130.79	10,639.87
Prior 3-Year Average ADA (if charter shift percentage > -50%, adjusted for +/- current year charter shift) - Effective beginning in 2022-23				
Grades TK-3	5,379.03	5,193.68	4,971.39	4,752.16
Grades 4-6	4,219.54	4,080.47	3,916.99	3,760.65
Grades 7-8	2,966.23	2,875.08	2,779.21	2,663.95
LCFF Subtotal	12,564.80	12,149.23	11,667.59	11,176.76
Current Year ADA				
Grades TK-3	5,064.44	4,680.22	4,511.82	4,352.73
Grades 4-6	3,928.05	3,771.23	3,582.67	3,403.54
Grades 7-8	2,767.12	2,679.34	2,545.38	2,418.11
LCFF Subtotal	11,759.61	11,130.79	10,639.87	10,174.38
Change in LCFF ADA (excludes NSS ADA)	(352.75)	(628.82)	(490.92)	(465.49)
	Decline	Decline	Decline	Decline
Funded LCFF ADA (greater of current year, prior year or 3-prior year average)				
Grades TK-3	5,379.03	5,193.68	4,971.39	4,752.16
Grades 4-6	4,219.54	4,080.47	3,916.99	3,760.65
Grades 7-8	2,966.23	2,875.08	2,779.21	2,663.95
Subtotal	12,564.80	12,149.23	11,667.59	11,176.76
	3PY Average	*3PY Average*	*3PY Average*	*3PY Average*
NPS, CDS, & COE Operated				
Grades TK-3	10.11	10.11	10.11	10.11
Grades 4-6	10.84	10.84	10.84	10.84
Grades 7-8	13.52	13.52	13.52	13.52
Subtotal	34.47	34.47	34.47	34.47
ACTUAL ADA ***(Current Year Only)***				
Grades TK-3	5,074.55	4,690.33	4,521.93	4,362.84
Grades 4-6	3,938.89	3,782.07	3,593.51	3,414.38
Grades 7-8	2,780.64	2,692.86	2,558.90	2,431.63
Total Actual ADA	11,794.08	11,165.26	10,674.34	10,208.85
TOTAL FUNDED ADA, LCFF & NSS				
Grades TK-3	5,389.14	5,203.79	4,981.50	4,762.27
Grades 4-6	4,230.38	4,091.31	3,927.83	3,771.49
Grades 7-8	2,979.75	2,888.60	2,792.73	2,677.47
Total Funded ADA	**12,599.27**	**12,183.70**	**11,702.06**	**11,211.23**
Funded Difference (Funded ADA less Actual ADA)	*805.19*	*1,018.44*	*1,027.72*	*1,002.38*
FUNDED ADA for the Transitional Kindergarten Add-on				
Current Year TK ADA	456.46	358.68	357.00	357.00

ANNUAL BUDGET REPORT:

July 1, 2026 Budget Adoption

Select applicable boxes:

X This budget was developed using the state-adopted Criteria and Standards. It includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP) or annual update to the LCAP that will be effective for the budget year. The budget was filed and adopted subsequent to a public hearing by the governing board of the school district pursuant to Education Code sections 33129, 42127, 52060, 52061, and 52062.

X If the budget includes a combined assigned and unassigned ending fund balance above the minimum recommended reserve for economic uncertainties, at its public hearing, the school district complied with the requirements of subparagraphs (B) and (C) of paragraph (2) of subdivision (a) of Education Code Section 42127.

Budget available for inspection at:

Place: 1051 South A Street, Oxnard, CA 93030

Date: May 29, 2026

Public Hearing:

Place: 1051 South A Street Oxnard, CA 93030

Date: June 3, 2026

Time: 7:00 PM

Adoption Date: June 17, 206

Signed:

Clerk/Secretary of the Governing Board

(Original signature required)

Printed Name: Title:

Contact person for additional information on the budget reports:

Name: Patricia Núñez

Title: Director of Fiscal Services

Telephone: 805-385-1501 x2455

E-mail: pnunez@oxnardsd.org

Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review (Form 01CS). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern for fiscal solvency purposes and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Projected (funded) ADA has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
2	Enrollment	Enrollment has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio is consistent with historical ratios for the budget and two subsequent fiscal years.	X	
4	Local Control Funding Formula (LCFF) Revenue	Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years.	X	
5	Salaries and Benefits	Projected ratios of total unrestricted salaries and benefits to total unrestricted general fund expenditures are consistent with historical ratios for the budget and two subsequent fiscal years.		X
6a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.		X
6b	Other Expenditures	Projected operating expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.		X
7	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.	X	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.	X	

9a	Fund Balance	Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
9b	Cash Balance	Projected general fund cash balance will be positive at the end of the current fiscal year.	X	
10	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X	
SUPPLEMENTAL INFORMATION			**No**	**Yes**
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?	X	
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?	X	
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?		X
SUPPLEMENTAL INFORMATION (continued)			**No**	**Yes**
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?		X
		• If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2025-26) annual payment?		X
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?	X	
		• If yes, are they lifetime benefits?	n/a	
		• If yes, do benefits continue beyond age 65?	n/a	
		• If yes, are benefits funded by pay-as-you-go?	n/a	
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation, employee health and welfare, or property and liability)?	X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for:		
		• Certificated? (Section S8A, Line 1)		X
		• Classified? (Section S8B, Line 1)		X
		• Management/supervisor/confidential? (Section S8C, Line 1)		X
S9	Local Control and Accountability Plan (LCAP)	• Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?		X
		• Adoption date of the LCAP or an update to the LCAP:	**06/17/2026**	
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?		X
ADDITIONAL FISCAL INDICATORS			**No**	**Yes**
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?	X	
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?		X
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	
ADDITIONAL FISCAL INDICATORS (continued)			**No**	**Yes**
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?		X
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	

A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?		X

Annual Certification Regarding Self-Insured Workers' Compensation Claims

Pursuant to *Education Code* Section 42141, if a school district, either individually or as a member of a joint powers agency (JPA), is self-insured for workers' compensation claims, the superintendent of the school district annually shall provide information to the governing board of the school district regarding the estimated accrued but unfunded cost of those claims. The governing board annually shall certify to the county superintendent of schools the amount of money, if any, that it has decided to reserve in its budget for the cost of those claims.

To the County Superintendent of Schools:

○ This district is self-insured for workers' compensation claims as defined in *Education Code* Section 42141(a):

- Total liabilities actuarially determined: $ _____
- Less: Amount of total liabilities reserved in budget: $ _____
- Estimated accrued but unfunded liabilities: $ 0.00

◉ This school district is self-insured for workers' compensation claims through the JPA identified below:

Ventura County Schools Self-Funding Authority (VCSSFA)

○ This school district is not self-insured for workers' compensation claims.

Signature (Original signature required)

	06/17/2026
Signature of Clerk/Secretary of the Governing Board	Date of Meeting (Format: MM/DD/YYYY)
Printed Name	Title

For additional information on this certification, please contact:

Norma Magaña	Risk Manager
Name	Title
nmagana@oxnardsd.org	805-385-1501 x2443
Email	Telephone

G = General Ledger Data; S = Supplemental Data

Form	Description	Data Supplied For: 2025-26 Estimated Actuals	2026-27 Budget
01	General Fund/County School Service Fund	GS	GS
08	Student Activity Special Revenue Fund	G	G
09	Charter Schools Special Revenue Fund		
10	Special Education Pass-Through Fund		
11	Adult Education Fund		
12	Child Development Fund	G	G
13	Cafeteria Special Revenue Fund	G	G
14	Deferred Maintenance Fund	G	G
15	Pupil Transportation Equipment Fund		
17	Special Reserve Fund for Other Than Capital Outlay Projects		
18	School Bus Emissions Reduction Fund		
19	Foundation Special Revenue Fund		
20	Special Reserve Fund for Postemployment Benefits		
21	Building Fund	G	G
25	Capital Facilities Fund	G	G
30	State School Building Lease-Purchase Fund		
35	County School Facilities Fund	G	G
40	Special Reserve Fund for Capital Outlay Projects		
49	Capital Project Fund for Blended Component Units		
51	Bond Interest and Redemption Fund	G	G
52	Debt Service Fund for Blended Component Units		
53	Tax Override Fund		
56	Debt Service Fund		
57	Foundation Permanent Fund		
61	Cafeteria Enterprise Fund		
62	Charter Schools Enterprise Fund		
63	Other Enterprise Fund		
66	Warehouse Revolving Fund		
67	Self-Insurance Fund		
71	Retiree Benefit Fund	G	G
73	Foundation Private-Purpose Trust Fund		
76	Warrant/Pass-Through Fund		
95	Student Body Fund		
A	Average Daily Attendance	S	S
ASSET	Schedule of Capital Assets		
CASH	Cashflow Worksheet		S
CB	Budget Certification		S
CC	Workers' Compensation Certification		S
CEA	Current Expense Formula/Minimum Classroom Comp. - Actuals	G	
CEB	Current Expense Formula/Minimum Classroom Comp. - Budget		G
DEBT	Schedule of Long-Term Liabilities		
ESMOE	Every Student Succeeds Act Maintenance of Effort	G	
ICR	Indirect Cost Rate Worksheet	G	

L	Lottery Report	G	
MYP	Multiyear Projections - General Fund		GS
SEA	Special Education Revenue Allocations		
SEAS	Special Education Revenue Allocations Setup (SELPA Selection)		
SIAA	Summary of Interfund Activities - Actuals	G	
SIAB	Summary of Interfund Activities - Budget		G
01CS	Criteria and Standards Review	GS	GS

Description	2025-26 Estimated Actuals			2026-27 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
A. DISTRICT						
1. Total District Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	11,759.61	11,759.61	12,564.80	11,130.79	11,130.79	12,149.23
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
3. Total Basic Aid Open Enrollment Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
4. Total, District Regular ADA (Sum of Lines A1 through A3)	11,759.61	11,759.61	12,564.80	11,130.79	11,130.79	12,149.23
5. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	34.47	34.47	34.47	34.47	34.47	34.47
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	34.47	34.47	34.47	34.47	34.47	34.47
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	11,794.08	11,794.08	12,599.27	11,165.26	11,165.26	12,183.70
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF:	JUNE									
A. BEGINNING CASH			54,287,782.00	48,590,845.55	42,191,337.54	46,316,000.07	40,426,555.30	38,686,782.93	63,337,587.81	56,387,820.02
B. RECEIPTS										
LCFF Sources										
Principal Apportionment	8010-8019		7,015,717.00	7,015,717.00	20,722,983.00	12,628,292.00	12,628,292.00	20,722,983.00	12,628,292.00	11,096,232.00
Property Taxes	8020-8079		0.00	0.00	0.00	0.00	0.00	16,972,188.00	0.00	0.00
Miscellaneous Funds	8080-8099		0.00	0.00	0.00	0.00	0.00	(1,500,000.00)	0.00	0.00
Federal Revenue	8100-8299		0.00	0.00	982,708.29	0.00	0.00	3,477,817.43	0.00	0.00
Other State Revenue	8300-8599		1,953,909.10	1,509,461.10	2,717,029.38	2,717,029.38	3,275,019.26	3,507,579.13	2,717,029.38	2,757,976.38
Other Local Revenue	8600-8799		1,052,016.37	704,568.20	1,920,203.80	1,744,062.15	1,262,352.77	1,244,191.40	2,593,288.61	3,461,174.13
Interfund Transfers In	8900-8929		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Sources	8930-8979		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECEIPTS			10,021,642.47	9,229,746.30	26,342,924.47	17,089,383.53	17,165,664.03	44,424,758.96	17,938,609.99	17,315,382.51
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		291,308.86	10,930,317.92	9,951,452.13	10,022,990.07	10,105,728.53	10,779,981.02	10,066,327.00	10,057,242.31
Classified Salaries	2000-2999		1,705,631.87	4,997,616.10	4,452,404.57	4,310,728.94	4,373,143.81	4,322,990.38	4,350,778.36	4,334,019.37
Employee Benefits	3000-3999		2,411,685.74	6,238,730.17	5,827,978.16	5,873,229.06	5,917,788.73	5,940,332.05	5,941,113.92	5,920,898.70
Books and Supplies	4000-4999		126,397.64	307,011.97	406,287.77	497,822.94	272,907.52	205,232.66	292,268.53	218,670.92
Services	5000-5999		4,030,211.87	1,968,503.27	2,985,332.14	4,199,623.27	3,274,839.09	2,836,631.70	3,111,579.32	3,167,408.66
Capital Outlay	6000-6999		801.29	7,603.77	36,686.03	144,906.54	19,443.51	16,523.14	3,030.50	(271.53)
Other Outgo	7000-7499		23,102.05	23,102.05	101,093.80	41,584.46	41,584.46	41,584.46	41,584.46	51,641.58
Interfund Transfers Out	7600-7629		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
All Other Financing Uses	7630-7699		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL DISBURSEMENTS			8,589,139.32	24,472,885.25	23,761,234.60	25,090,885.28	24,005,435.65	24,143,275.41	23,806,682.09	23,749,610.01
D. BALANCE SHEET ITEMS										
Assets and Deferred Outflows										
Cash Not In Treasury	9111-9199	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Accounts Receivable	9200-9299	32,187,474.22	9,370,592.00	9,031,343.65	5,718,605.21	1,151,342.39	3,840,080.37	1,015,771.72	870.81	2,065.41
Due From Other Funds	9310	340,888.40	0.00	0.00	340,888.40	0.00	0.00	0.00	0.00	0.00
Stores	9320	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prepaid Expenditures	9330	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Current Assets	9340	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Lease Receivable	9380									
Deferred Outflows of Resources	9490	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SUBTOTAL		32,528,362.62	9,370,592.00	9,031,343.65	6,059,493.61	1,151,342.39	3,840,080.37	1,015,771.72	870.81	2,065.41
Liabilities and Deferred Inflows										
Accounts Payable	9500-9599	13,841,057.33	16,500,031.60	187,712.71	91,746.41	(960,714.59)	(1,259,918.88)	(3,353,549.61)	1,082,566.50	(964,273.72)
Due To Other Funds	9610	3,345,411.10	0.00	0.00	3,345,411.10	0.00	0.00	0.00	0.00	0.00
Current Loans	9640	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Unearned Revenues	9650	1,079,363.44	0.00	0.00	1,079,363.44	0.00	0.00	0.00	0.00	0.00
Deferred Inflows of Resources	9690	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SUBTOTAL		18,265,831.87	16,500,031.60	187,712.71	4,516,520.95	(960,714.59)	(1,259,918.88)	(3,353,549.61)	1,082,566.50	(964,273.72)
Nonoperating										
Suspense Clearing	9910	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL BALANCE SHEET ITEMS		14,262,530.75	(7,129,439.60)	8,843,630.94	1,542,972.66	2,112,056.98	5,099,999.25	4,369,321.33	(1,081,695.69)	966,339.13
E. NET INCREASE/DECREASE (B - C + D)			(5,696,936.45)	(6,399,508.01)	4,124,662.53	(5,889,444.77)	(1,739,772.37)	24,650,804.88	(6,949,767.79)	(5,467,888.37)
F. ENDING CASH (A + E)			48,590,845.55	42,191,337.54	46,316,000.07	40,426,555.30	38,686,782.93	63,337,587.81	56,387,820.02	50,919,931.65
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ESTIMATES THROUGH THE MONTH OF:	JUNE								
A. BEGINNING CASH		50,919,931.65	53,156,112.57	65,828,220.79	58,234,471.14				
B. RECEIPTS									
LCFF Sources									
Principal Apportionment	8010-8019	18,635,859.00	11,096,232.00	11,096,232.00	0.00	20,420,587.00	0.00	165,707,418.00	165,707,418.00
Property Taxes	8020-8079	0.00	16,972,188.00	0.00	0.00	0.00	0.00	33,944,376.00	33,944,376.00
Miscellaneous Funds	8080-8099	0.00	0.00	0.00	0.00	0.00	0.00	(1,500,000.00)	(1,500,000.00)
Federal Revenue	8100-8299	2,108,768.42	0.00	0.00	0.00	4,932,483.86	0.00	11,501,778.00	11,501,778.00
Other State Revenue	8300-8599	3,548,526.13	6,071,521.58	2,757,976.38	2,818,650.43	1,821,346.37	0.00	38,173,054.00	38,173,054.00
Other Local Revenue	8600-8799	2,119,968.76	1,803,787.02	1,887,057.46	402,828.06	2,989,100.27	0.00	23,184,599.00	23,184,599.00
Interfund Transfers In	8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Sources	8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECEIPTS		26,413,122.31	35,943,728.60	15,741,265.84	3,221,478.49	30,163,517.50	0.00	271,011,225.00	271,011,225.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	10,029,851.58	10,167,889.30	10,206,825.71	12,138,997.76	360,051.81	0.00	115,108,964.00	115,108,964.00
Classified Salaries	2000-2999	4,342,702.75	4,378,050.50	4,402,997.97	5,430,739.27	440,165.11	0.00	51,841,969.00	51,841,969.00
Employee Benefits	3000-3999	5,921,148.46	5,948,070.38	5,993,105.05	6,883,700.77	355,168.81	0.00	69,172,950.00	69,172,950.00
Books and Supplies	4000-4999	294,217.89	339,788.27	624,437.59	3,543,578.13	1,856,457.17	0.00	8,985,079.00	8,985,079.00
Services	5000-5999	3,657,472.56	3,155,846.47	4,045,769.51	4,824,946.65	6,322,181.49	0.00	47,580,346.00	47,580,346.00
Capital Outlay	6000-6999	4,683.33	330,862.02	10,180.39	106,302.13	94,248.88	0.00	775,000.00	775,000.00
Other Outgo	7000-7499	1,166,657.28	87,890.35	51,641.58	1,386,213.12	(639,485.65)	0.00	2,418,194.00	2,418,194.00
Interfund Transfers Out	7600-7629	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Uses	7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
TOTAL DISBURSEMENTS		25,416,733.85	24,408,397.29	25,334,957.80	34,314,477.83	8,788,787.62	0.00	295,882,502.00	295,882,502.00
D. BALANCE SHEET ITEMS									
Assets and Deferred Outflows									
Cash Not In Treasury	9111-9199	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Accounts Receivable	9200-9299	101,462.82	37,414.96	778,752.32	1,139,172.56	0.00	0.00	32,187,474.22	
Due From Other Funds	9310	0.00	0.00	0.00	0.00	0.00	0.00	340,888.40	
Stores	9320	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Prepaid Expenditures	9330	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Other Current Assets	9340	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Lease Receivable	9380							0.00	
Deferred Outflows of Resources	9490	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
SUBTOTAL		101,462.82	37,414.96	778,752.32	1,139,172.56	0.00	0.00	32,528,362.62	
Liabilities and Deferred Inflows									
Accounts Payable	9500-9599	(1,138,329.64)	(1,099,361.95)	(1,221,189.99)	434,994.83	5,541,343.66	0.00	13,841,057.33	
Due To Other Funds	9610	0.00	0.00	0.00	0.00	0.00	0.00	3,345,411.10	
Current Loans	9640	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Unearned Revenues	9650	0.00	0.00	0.00	0.00	0.00	0.00	1,079,363.44	
Deferred Inflows of Resources	9690	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
SUBTOTAL		(1,138,329.64)	(1,099,361.95)	(1,221,189.99)	434,994.83	5,541,343.66	0.00	18,265,831.87	
Nonoperating									
Suspense Clearing	9910	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
TOTAL BALANCE SHEET ITEMS		1,239,792.46	1,136,776.91	1,999,942.31	704,177.73	(5,541,343.66)	0.00	14,262,530.75	
E. NET INCREASE/DECREASE (B - C + D)		2,236,180.92	12,672,108.22	(7,593,749.65)	(30,388,821.61)	15,833,386.22	0.00	(10,608,746.25)	(24,871,277.00)
F. ENDING CASH (A + E)		53,156,112.57	65,828,220.79	58,234,471.14	27,845,649.53				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								43,679,035.75	

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF:	JUNE									
A. BEGINNING CASH			27,845,649.53	29,597,019.74	23,109,114.51	19,912,154.88	15,335,392.77	13,469,962.25	37,184,827.43	31,020,055.53
B. RECEIPTS										
LCFF Sources										
Principal Apportionment	8010-8019		6,630,031.45	6,630,031.45	11,934,056.61	11,934,056.61	11,934,056.61	19,812,794.61	11,934,056.61	11,934,056.61
Property Taxes	8020-8079		0.00	0.00	0.00	0.00	0.00	16,972,188.00	0.00	0.00
Miscellaneous Funds	8080-8099		0.00	0.00	0.00	0.00	0.00	(1,500,000.00)	0.00	0.00
Federal Revenue	8100-8299		0.00	0.00	859,234.04	0.00	0.00	3,040,840.59	0.00	0.00
Other State Revenue	8300-8599		1,555,291.47	1,555,291.47	2,810,127.78	2,799,524.03	3,349,644.64	3,555,206.58	2,799,524.03	2,841,822.28
Other Local Revenue	8600-8799		1,038,241.78	704,568.20	1,920,203.80	1,744,062.15	1,262,352.77	1,244,191.40	2,543,288.61	3,411,174.13
Interfund Transfers In	8900-8929		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Sources	8930-8979		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECEIPTS			9,223,564.70	8,889,891.12	17,523,622.23	16,477,642.79	16,546,054.02	43,125,221.18	17,276,869.25	18,187,053.02
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		283,077.67	10,621,471.91	9,670,264.86	9,739,781.43	9,820,182.04	10,475,382.91	9,781,893.83	9,773,065.84
Classified Salaries	2000-2999		1,660,322.37	4,864,856.24	4,334,128.05	4,196,215.98	4,256,972.83	4,208,151.71	4,235,201.51	4,218,887.71
Employee Benefits	3000-3999		2,329,425.48	6,025,933.15	5,629,191.48	5,672,898.92	5,715,938.70	5,737,713.10	5,738,468.30	5,718,942.59
Books and Supplies	4000-4999		71,188.64	172,912.74	228,826.04	280,379.73	153,704.72	115,589.45	164,609.07	123,158.03
Services	5000-5999		3,105,078.28	1,516,634.10	2,300,050.29	3,235,601.36	2,523,101.04	2,185,483.98	2,397,317.48	2,440,331.21
Capital Outlay	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Outgo	7000-7499		23,102.05	23,102.50	101,093.80	41,584.46	41,584.46	41,584.46	41,584.46	51,641.58
Interfund Transfers Out	7600-7629		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
All Other Financing Uses	7630-7699		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL DISBURSEMENTS			7,472,194.49	23,224,910.64	22,263,554.52	23,166,461.88	22,511,483.79	22,763,905.61	22,359,074.65	22,326,026.96
D. BALANCE SHEET ITEMS										
Assets and Deferred Outflows										
Cash Not In Treasury	9111-9199	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Accounts Receivable	9200-9299	30,413,517.50	12,385,760.00	8,034,827.00	5,718,605.21	1,151,342.39	2,840,080.37	0.00	0.00	0.00
Due From Other Funds	9310	340,888.40	0.00	0.00	340,888.40	0.00	0.00	0.00	0.00	0.00
Stores	9320	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prepaid Expenditures	9330	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Current Assets	9340	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Lease Receivable	9380									
Deferred Outflows of Resources	9490	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SUBTOTAL		30,754,405.90	12,385,760.00	8,034,827.00	6,059,493.61	1,151,342.39	2,840,080.37	0.00	0.00	0.00
Liabilities and Deferred Inflows										
Accounts Payable	9500-9599	6,411,281.10	12,385,760.00	187,712.71	91,746.41	(960,714.59)	(1,259,918.88)	(3,353,549.61)	1,082,566.50	(964,273.72)
Due To Other Funds	9610	3,345,411.10	0.00	0.00	3,345,411.10	0.00	0.00	0.00	0.00	0.00
Current Loans	9640	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Unearned Revenues	9650	1,079,363.44	0.00	0.00	1,079,363.44	0.00	0.00	0.00	0.00	0.00
Deferred Inflows of Resources	9690	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SUBTOTAL		10,836,055.64	12,385,760.00	187,712.71	4,516,520.95	(960,714.59)	(1,259,918.88)	(3,353,549.61)	1,082,566.50	(964,273.72)
Nonoperating										
Suspense Clearing	9910	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL BALANCE SHEET ITEMS		19,918,350.26	0.00	7,847,114.29	1,542,972.66	2,112,056.98	4,099,999.25	3,353,549.61	(1,082,566.50)	964,273.72
E. NET INCREASE/DECREASE (B - C + D)			1,751,370.21	(6,487,905.23)	(3,196,959.63)	(4,576,762.11)	(1,865,430.52)	23,714,865.18	(6,164,771.90)	(3,174,700.22)
F. ENDING CASH (A + E)			29,597,019.74	23,109,114.51	19,912,154.88	15,335,392.77	13,469,962.25	37,184,827.43	31,020,055.53	27,845,355.31
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ESTIMATES THROUGH THE MONTH OF:	JUNE								
A. BEGINNING CASH		27,845,355.31	32,463,522.75	47,889,421.84	42,842,333.59				
B. RECEIPTS									
LCFF Sources									
Principal Apportionment	8010-8019	19,812,794.61	11,934,056.61	11,934,056.61	7,878,738.00	19,812,796.61	0.00	164,115,583.00	164,115,583.00
Property Taxes	8020-8079	0.00	16,972,188.00	0.00	0.00	0.00	0.00	33,944,376.00	33,944,376.00
Miscellaneous Funds	8080-8099	0.00	0.00	0.00	0.00	0.00	0.00	(1,500,000.00)	(1,500,000.00)
Federal Revenue	8100-8299	1,843,808.29	0.00	0.00	0.00	4,745,437.08	0.00	10,489,320.00	10,489,320.00
Other State Revenue	8300-8599	3,597,504.83	6,264,714.78	2,841,822.28	3,268,642.05	1,384,792.60	0.00	38,623,908.82	38,623,908.80
Other Local Revenue	8600-8799	2,068,968.76	1,753,787.02	1,837,057.50	1,430,227.74	1,867,402.14	0.00	22,825,526.00	22,825,526.00
Interfund Transfers In	8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Sources	8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECEIPTS		27,323,076.49	36,924,746.41	16,612,936.39	12,577,607.79	27,810,428.43	0.00	268,498,713.82	268,498,713.80
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	9,746,449.06	9,880,586.40	9,918,422.63	11,795,999.41	349,878.25	0.00	111,856,456.24	111,856,456.24
Classified Salaries	2000-2999	4,227,340.42	4,261,749.18	4,286,033.92	5,286,473.65	428,472.26	0.00	50,464,805.83	50,464,805.83
Employee Benefits	3000-3999	5,719,183.83	5,745,187.48	5,788,686.06	6,648,904.42	343,054.36	0.00	66,813,527.87	66,813,527.87
Books and Supplies	4000-4999	165,706.97	191,372.74	351,690.58	1,995,784.82	1,045,578.47	0.00	5,060,502.00	5,060,502.00
Services	5000-5999	2,817,901.13	2,431,423.12	2,484,739.86	3,717,382.00	4,870,926.77	0.00	36,025,970.62	36,025,970.62
Capital Outlay	6000-6999	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Outgo	7000-7499	1,166,657.28	87,890.35	51,641.58	1,386,213.12	(639,486.10)	0.00	2,418,194.00	2,418,194.00
Interfund Transfers Out	7600-7629	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Uses	7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
TOTAL DISBURSEMENTS		23,843,238.69	22,598,209.27	22,881,214.63	30,830,757.42	6,398,424.01	0.00	272,639,456.56	272,639,456.56
D. BALANCE SHEET ITEMS									
Assets and Deferred Outflows									
Cash Not In Treasury	9111-9199	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Accounts Receivable	9200-9299	0.00	0.00	0.00	282,902.53	0.00	0.00	30,413,517.50	
Due From Other Funds	9310	0.00	0.00	0.00	0.00	0.00	0.00	340,888.40	
Stores	9320	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Prepaid Expenditures	9330	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Other Current Assets	9340	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Lease Receivable	9380							0.00	
Deferred Outflows of Resources	9490	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
SUBTOTAL		0.00	0.00	0.00	282,902.53	0.00	0.00	30,754,405.90	
Liabilities and Deferred Inflows									
Accounts Payable	9500-9599	(1,138,329.64)	(1,099,361.95)	(1,221,189.99)	2,660,833.86	0.00	0.00	6,411,281.10	
Due To Other Funds	9610	0.00	0.00	0.00	0.00	0.00	0.00	3,345,411.10	
Current Loans	9640	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Unearned Revenues	9650	0.00	0.00	0.00	0.00	0.00	0.00	1,079,363.44	
Deferred Inflows of Resources	9690	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
SUBTOTAL		(1,138,329.64)	(1,099,361.95)	(1,221,189.99)	2,660,833.86	0.00	0.00	10,836,055.64	
Nonoperating									
Suspense Clearing	9910	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
TOTAL BALANCE SHEET ITEMS		1,138,329.64	1,099,361.95	1,221,189.99	(2,377,931.33)	0.00	0.00	19,918,350.26	
E. NET INCREASE/DECREASE (B - C + D)		4,618,167.44	15,425,899.09	(5,047,088.25)	(20,631,080.96)	21,412,004.42	0.00	15,777,607.52	(4,140,742.76)
F. ENDING CASH (A + E)		32,463,522.75	47,889,421.84	42,842,333.59	22,211,252.63				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								43,623,257.05	

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	194,509,661.00	0.00	194,509,661.00	198,151,794.00	0.00	198,151,794.00	1.9%
2) Federal Revenue		8100-8299	0.00	17,582,357.00	17,582,357.00	0.00	11,501,778.00	11,501,778.00	-34.6%
3) Other State Revenue		8300-8599	6,243,111.00	41,525,804.00	47,768,915.00	5,506,610.00	32,666,444.00	38,173,054.00	-20.1%
4) Other Local Revenue		8600-8799	9,461,456.00	17,559,790.00	27,021,246.00	6,659,974.00	16,524,625.00	23,184,599.00	-14.2%
5) TOTAL, REVENUES			210,214,228.00	76,667,951.00	286,882,179.00	210,318,378.00	60,692,847.00	271,011,225.00	-5.5%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	98,963,358.00	19,482,332.00	118,445,690.00	93,354,093.00	21,754,871.00	115,108,964.00	-2.8%
2) Classified Salaries		2000-2999	34,822,000.00	18,495,746.00	53,317,746.00	29,759,378.00	22,082,591.00	51,841,969.00	-2.8%
3) Employee Benefits		3000-3999	54,518,993.00	15,755,053.00	70,274,046.00	50,925,815.00	18,247,135.00	69,172,950.00	-1.6%
4) Books and Supplies		4000-4999	6,878,561.00	7,679,582.00	14,558,143.00	6,143,678.00	2,841,401.00	8,985,079.00	-38.3%
5) Services and Other Operating Expenditures		5000-5999	21,574,510.00	44,297,112.00	65,871,622.00	26,944,597.00	20,635,749.00	47,580,346.00	-27.8%
6) Capital Outlay		6000-6999	3,040,855.00	4,645,807.00	7,686,662.00	700,000.00	75,000.00	775,000.00	-89.9%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	634,635.00	2,357,125.00	2,991,760.00	634,635.00	2,357,125.00	2,991,760.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(3,007,638.00)	2,505,455.00	(502,183.00)	(3,831,121.00)	3,257,555.00	(573,566.00)	14.2%
9) TOTAL, EXPENDITURES			217,425,274.00	115,218,212.00	332,643,486.00	204,631,075.00	91,251,427.00	295,882,502.00	-11.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(7,211,046.00)	(38,550,261.00)	(45,761,307.00)	5,687,303.00	(30,558,580.00)	(24,871,277.00)	-45.6%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(24,115,261.00)	24,115,261.00	0.00	(20,900,460.00)	20,900,460.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(24,115,261.00)	24,115,261.00	0.00	(20,900,460.00)	20,900,460.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(31,326,307.00)	(14,435,000.00)	(45,761,307.00)	(15,213,157.00)	(9,658,120.00)	(24,871,277.00)	-45.6%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	76,997,943.00	37,738,480.00	114,736,423.00	44,921,407.00	24,053,709.00	68,975,116.00	-39.9%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals Unrestricted (A)	2025-26 Estimated Actuals Restricted (B)	2025-26 Estimated Actuals Total Fund col. A + B (C)	2026-27 Budget Unrestricted (D)	2026-27 Budget Restricted (E)	2026-27 Budget Total Fund col. D + E (F)	% Diff Column C & F
c) As of July 1 - Audited (F1a + F1b)			76,997,943.00	37,738,480.00	114,736,423.00	44,921,407.00	24,053,709.00	68,975,116.00	-39.9%
d) Other Restatements		9795	(750,229.00)	750,229.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			76,247,714.00	38,488,709.00	114,736,423.00	44,921,407.00	24,053,709.00	68,975,116.00	-39.9%
2) Ending Balance, June 30 (E + F1e)			44,921,407.00	24,053,709.00	68,975,116.00	29,708,250.00	14,395,589.00	44,103,839.00	-36.1%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	20,000.00	0.00	20,000.00	20,000.00	0.00	20,000.00	0.0%
Stores		9712	100,000.00	0.00	100,000.00	100,000.00	0.00	100,000.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	24,053,709.00	24,053,709.00	0.00	14,395,589.00	14,395,589.00	-40.2%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	11,537,058.00	0.00	11,537,058.00	0.00	0.00	0.00	-100.0%
Financial Stability Reserve	0000	9780	*11,537,058.00*		*11,537,058.00*			*0.00*	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	33,264,349.00	0.00	33,264,349.00	29,588,250.00	0.00	29,588,250.00	-11.1%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
G. ASSETS									
1) Cash									
a) in County Treasury		9110	75,832,926.37	12,570,841.62	88,403,767.99				
1) Fair Value Adjustment to Cash in County Treasury		9111	1,330,000.00	0.00	1,330,000.00				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	20,000.00	0.00	20,000.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	24,870.68	235,008.12	259,878.80				
4) Due from Grantor Government		9290	1,773.00	0.00	1,773.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	306,737.75	0.00	306,737.75				
7) Prepaid Expenditures		9330	0.00	0.00	0.00				

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals Unrestricted (A)	2025-26 Estimated Actuals Restricted (B)	2025-26 Estimated Actuals Total Fund col. A + B (C)	2026-27 Budget Unrestricted (D)	2026-27 Budget Restricted (E)	2026-27 Budget Total Fund col. D + E (F)	% Diff Column C & F
8) Other Current Assets		9340	0.00	0.00	0.00				
9) Lease Receivable		9380	0.00	0.00	0.00				
10) TOTAL, ASSETS			77,516,307.80	12,805,849.74	90,322,157.54				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	9,735,436.90	0.00	9,735,436.90				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			9,735,436.90	0.00	9,735,436.90				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30									
(G10 + H2) - (I6 + J2)			67,780,870.90	12,805,849.74	80,586,720.64				
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	132,634,423.00	0.00	132,634,423.00	133,943,582.00	0.00	133,943,582.00	1.0%
Education Protection Account State Aid - Current Year		8012	31,930,862.00	0.00	31,930,862.00	31,763,836.00	0.00	31,763,836.00	-0.5%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	160,680.00	0.00	160,680.00	160,680.00	0.00	160,680.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes									
Secured Roll Taxes		8041	29,550,589.00	0.00	29,550,589.00	29,550,589.00	0.00	29,550,589.00	0.0%
Unsecured Roll Taxes		8042	566,727.00	0.00	566,727.00	566,727.00	0.00	566,727.00	0.0%
Prior Years' Taxes		8043	84,982.00	0.00	84,982.00	84,982.00	0.00	84,982.00	0.0%
Supplemental Taxes		8044	1,213,604.00	0.00	1,213,604.00	1,213,604.00	0.00	1,213,604.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	123,538.00	0.00	123,538.00	123,538.00	0.00	123,538.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Community Redevelopment Funds (SB 617/699/1992)		8047	2,244,256.00	0.00	2,244,256.00	2,244,256.00	0.00	2,244,256.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)									
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			198,509,661.00	0.00	198,509,661.00	199,651,794.00	0.00	199,651,794.00	0.6%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	(4,000,000.00)		(4,000,000.00)	(1,500,000.00)		(1,500,000.00)	-62.5%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			194,509,661.00	0.00	194,509,661.00	198,151,794.00	0.00	198,151,794.00	1.9%
FEDERAL REVENUE									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	3,062,192.00	3,062,192.00	0.00	3,250,615.00	3,250,615.00	6.2%
Special Education Discretionary Grants		8182	0.00	242,198.00	242,198.00	0.00	193,198.00	193,198.00	-20.2%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		6,084,777.00	6,084,777.00		5,262,322.00	5,262,322.00	-13.5%
Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290		561,960.00	561,960.00		575,635.00	575,635.00	2.4%
Title III, Immigrant Student Program	4201	8290		96,396.00	96,396.00		54,527.00	54,527.00	-43.4%
Title III, English Learner Program	4203	8290		965,066.00	965,066.00		784,496.00	784,496.00	-18.7%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Other Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3182, 4037, 4123, 4124, 4126, 4127, 5630	8290		864,631.00	864,631.00		395,576.00	395,576.00	-54.2%
Career and Technical Education	3500-3599	8290		0.00	0.00		0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	5,705,137.00	5,705,137.00	0.00	985,409.00	985,409.00	-82.7%
TOTAL, FEDERAL REVENUE			0.00	17,582,357.00	17,582,357.00	0.00	11,501,778.00	11,501,778.00	-34.6%
OTHER STATE REVENUE									
Other State Apportionments									
Special Education Master Plan									
Current Year	6500	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	469,822.00	469,822.00	0.00	469,822.00	469,822.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	473,472.00	0.00	473,472.00	475,816.00	0.00	475,816.00	0.5%
Lottery - Unrestricted and Instructional Materials		8560	2,235,234.00	971,741.00	3,206,975.00	2,208,889.00	953,310.00	3,162,199.00	-1.4%
Tax Relief Subventions									
Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from									
State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Expanded Learning Opportunities Program (ELO-P)	2600	8590		23,131,841.00	23,131,841.00		22,534,452.00	22,534,452.00	-2.6%
After School Education and Safety (ASES)	6010	8590		3,681,717.00	3,681,717.00		3,681,717.00	3,681,717.00	0.0%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		0.00	0.00		0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		0.00	0.00		0.00	0.00	0.0%
Arts and Music in Schools (Prop 28)	6770	8590		2,622,624.00	2,622,624.00		2,413,240.00	2,413,240.00	-8.0%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	3,534,405.00	10,648,059.00	14,182,464.00	2,821,905.00	2,613,903.00	5,435,808.00	-61.7%
TOTAL, OTHER STATE REVENUE			6,243,111.00	41,525,804.00	47,768,915.00	5,506,610.00	32,666,444.00	38,173,054.00	-20.1%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	91,000.00	0.00	91,000.00	91,000.00	0.00	91,000.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	100,000.00	0.00	100,000.00	100,000.00	0.00	100,000.00	0.0%
Interest		8660	5,000,000.00	0.00	5,000,000.00	3,000,000.00	0.00	3,000,000.00	-40.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	491,214.00	491,214.00	0.00	500,000.00	500,000.00	1.8%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue									
Plus: Miscellaneous Funds Non-LCFF (50 Percent) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenue from Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	4,270,456.00	5,653,024.00	9,923,480.00	3,468,974.00	4,609,073.00	8,078,047.00	-18.6%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		11,415,552.00	11,415,552.00		11,415,552.00	11,415,552.00	0.0%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			9,461,456.00	17,559,790.00	27,021,246.00	6,659,974.00	16,524,625.00	23,184,599.00	-14.2%
TOTAL, REVENUES			210,214,228.00	76,667,951.00	286,882,179.00	210,318,378.00	60,692,847.00	271,011,225.00	-5.5%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	76,107,538.00	9,937,052.00	86,044,590.00	70,034,433.00	13,005,304.00	83,039,737.00	-3.5%
Certificated Pupil Support Salaries		1200	13,480,101.00	4,662,787.00	18,142,888.00	13,077,441.00	4,789,130.00	17,866,571.00	-1.5%
Certificated Supervisors' and Administrators' Salaries		1300	7,726,766.00	2,664,625.00	10,391,391.00	8,694,958.00	1,598,708.00	10,293,666.00	-0.9%
Other Certificated Salaries		1900	1,648,953.00	2,217,868.00	3,866,821.00	1,547,261.00	2,361,729.00	3,908,990.00	1.1%
TOTAL, CERTIFICATED SALARIES			98,963,358.00	19,482,332.00	118,445,690.00	93,354,093.00	21,754,871.00	115,108,964.00	-2.8%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	9,188,168.00	6,222,680.00	15,410,848.00	5,096,720.00	10,158,701.00	15,255,421.00	-1.0%
Classified Support Salaries		2200	5,153,719.00	7,040,319.00	12,194,038.00	5,174,551.00	6,168,417.00	11,342,968.00	-7.0%
Classified Supervisors' and Administrators' Salaries		2300	2,216,020.00	613,466.00	2,829,486.00	2,120,936.00	635,915.00	2,756,851.00	-2.6%
Clerical, Technical and Office Salaries		2400	11,699,776.00	3,189,372.00	14,889,148.00	11,015,906.00	3,643,540.00	14,659,446.00	-1.5%
Other Classified Salaries		2900	6,564,317.00	1,429,909.00	7,994,226.00	6,351,265.00	1,476,018.00	7,827,283.00	-2.1%
TOTAL, CLASSIFIED SALARIES			34,822,000.00	18,495,746.00	53,317,746.00	29,759,378.00	22,082,591.00	51,841,969.00	-2.8%
EMPLOYEE BENEFITS									
STRS		3101-3102	17,683,187.00	3,551,133.00	21,234,320.00	16,740,157.00	3,946,856.00	20,687,013.00	-2.6%
PERS		3201-3202	10,106,290.00	4,995,589.00	15,101,879.00	8,999,143.00	6,071,051.00	15,070,194.00	-0.2%
OASDI/Medicare/Alternative		3301-3302	4,271,316.00	1,702,362.00	5,973,678.00	3,769,771.00	2,034,155.00	5,803,926.00	-2.8%
Health and Welfare Benefits		3401-3402	15,992,599.00	4,303,689.00	20,296,288.00	15,192,580.00	4,781,422.00	19,974,002.00	-1.6%
Unemployment Insurance		3501-3502	65,007.00	18,571.00	83,578.00	59,744.00	21,488.00	81,232.00	-2.8%
Workers' Compensation		3601-3602	2,241,216.00	636,417.00	2,877,633.00	2,056,555.00	734,109.00	2,790,664.00	-3.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
OPEB, Allocated		3701-3702	2,775,920.00	547,292.00	3,323,212.00	2,723,865.00	658,054.00	3,381,919.00	1.8%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	1,383,458.00	0.00	1,383,458.00	1,384,000.00	0.00	1,384,000.00	0.0%
TOTAL, EMPLOYEE BENEFITS			54,518,993.00	15,755,053.00	70,274,046.00	50,925,815.00	18,247,135.00	69,172,950.00	-1.6%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	2,075,000.00	3,425,223.00	5,500,223.00	0.00	508,000.00	508,000.00	-90.8%
Books and Other Reference Materials		4200	175,645.00	138,626.00	314,271.00	199,660.00	78,400.00	278,060.00	-11.5%
Materials and Supplies		4300	3,097,927.00	3,788,880.00	6,886,807.00	3,909,783.00	2,047,661.00	5,957,444.00	-13.5%
Noncapitalized Equipment		4400	1,529,989.00	326,853.00	1,856,842.00	2,034,235.00	207,340.00	2,241,575.00	20.7%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			6,878,561.00	7,679,582.00	14,558,143.00	6,143,678.00	2,841,401.00	8,985,079.00	-38.3%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	6,971,000.00	32,178,958.00	39,149,958.00	11,934,279.00	12,490,221.00	24,424,500.00	-37.6%
Travel and Conferences		5200	656,332.00	532,397.00	1,188,729.00	798,865.00	319,316.00	1,118,181.00	-5.9%
Dues and Memberships		5300	162,736.00	79,320.00	242,056.00	178,614.00	72,500.00	251,114.00	3.7%
Insurance		5400 - 5499	3,499,438.00	0.00	3,499,438.00	3,501,912.00	0.00	3,501,912.00	0.1%
Operations and Housekeeping Services		5500	2,756,000.00	1,459,000.00	4,215,000.00	2,875,000.00	1,439,000.00	4,314,000.00	2.3%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	438,480.00	827,362.00	1,265,842.00	745,143.00	905,750.00	1,650,893.00	30.4%
Transfers of Direct Costs		5710	(382,398.00)	382,398.00	0.00	(263,303.00)	263,303.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	5,519.00	244,869.00	250,388.00	60,702.00	101,000.00	161,702.00	-35.4%
Professional/Consulting Services and Operating Expenditures		5800 - 5899	6,744,965.00	8,438,308.00	15,183,273.00	6,139,635.00	4,886,653.00	11,026,288.00	-27.4%
Communications		5900	722,438.00	154,500.00	876,938.00	973,750.00	158,006.00	1,131,756.00	29.1%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			21,574,510.00	44,297,112.00	65,871,622.00	26,944,597.00	20,635,749.00	47,580,346.00	-27.8%
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	962,280.00	962,280.00	0.00	0.00	0.00	-100.0%
Buildings and Improvements of Buildings		6200	1,605,514.00	40,991.00	1,646,505.00	0.00	0.00	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	1,055,925.00	3,624,536.00	4,680,461.00	700,000.00	75,000.00	775,000.00	-83.4%
Equipment Replacement		6500	379,416.00	18,000.00	397,416.00	0.00	0.00	0.00	-100.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals Unrestricted (A)	2025-26 Estimated Actuals Restricted (B)	2025-26 Estimated Actuals Total Fund col. A + B (C)	2026-27 Budget Unrestricted (D)	2026-27 Budget Restricted (E)	2026-27 Budget Total Fund col. D + E (F)	% Diff Column C & F
TOTAL, CAPITAL OUTLAY			3,040,855.00	4,645,807.00	7,686,662.00	700,000.00	75,000.00	775,000.00	-89.9%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									
Tuition for Instruction Under Interdistrict									
Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	161,432.00	0.00	161,432.00	161,432.00	0.00	161,432.00	0.0%
Payments to County Offices		7142	473,203.00	2,357,125.00	2,830,328.00	473,203.00	2,357,125.00	2,830,328.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			634,635.00	2,357,125.00	2,991,760.00	634,635.00	2,357,125.00	2,991,760.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(2,505,455.00)	2,505,455.00	0.00	(3,257,555.00)	3,257,555.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(502,183.00)	0.00	(502,183.00)	(573,566.00)	0.00	(573,566.00)	14.2%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(3,007,638.00)	2,505,455.00	(502,183.00)	(3,831,121.00)	3,257,555.00	(573,566.00)	14.2%
TOTAL, EXPENDITURES			217,425,274.00	115,218,212.00	332,643,486.00	204,631,075.00	91,251,427.00	295,882,502.00	-11.1%
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES									
SOURCES									
State Apportionments									
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
USES									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(24,115,261.00)	24,115,261.00	0.00	(20,900,460.00)	20,900,460.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(24,115,261.00)	24,115,261.00	0.00	(20,900,460.00)	20,900,460.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
TOTAL, OTHER FINANCING SOURCES/USES (a- b + c - d + e)			(24,115,261.00)	24,115,261.00	0.00	(20,900,460.00)	20,900,460.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	194,509,661.00	0.00	194,509,661.00	198,151,794.00	0.00	198,151,794.00	1.9%
2) Federal Revenue		8100-8299	0.00	17,582,357.00	17,582,357.00	0.00	11,501,778.00	11,501,778.00	-34.6%
3) Other State Revenue		8300-8599	6,243,111.00	41,525,804.00	47,768,915.00	5,506,610.00	32,666,444.00	38,173,054.00	-20.1%
4) Other Local Revenue		8600-8799	9,461,456.00	17,559,790.00	27,021,246.00	6,659,974.00	16,524,625.00	23,184,599.00	-14.2%
5) TOTAL, REVENUES			210,214,228.00	76,667,951.00	286,882,179.00	210,318,378.00	60,692,847.00	271,011,225.00	-5.5%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999		130,825,300.00	56,585,553.00	187,410,853.00	118,586,282.00	48,909,297.00	167,495,579.00	-10.6%
2) Instruction - Related Services	2000-2999		22,473,593.00	15,471,388.00	37,944,981.00	23,988,225.00	11,661,642.00	35,649,867.00	-6.0%
3) Pupil Services	3000-3999		32,699,417.00	21,924,717.00	54,624,134.00	33,793,458.00	11,405,034.00	45,198,492.00	-17.3%
4) Ancillary Services	4000-4999		0.00	292.00	292.00	0.00	0.00	0.00	-100.0%
5) Community Services	5000-5999		0.00	105,931.00	105,931.00	0.00	101,683.00	101,683.00	-4.0%
6) Enterprise	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999		18,655,441.00	3,223,698.00	21,879,139.00	17,065,441.00	4,046,041.00	21,111,482.00	-3.5%
8) Plant Services	8000-8999		12,136,888.00	15,549,508.00	27,686,396.00	10,563,034.00	12,770,605.00	23,333,639.00	-15.7%
9) Other Outgo	9000-9999	Except 7600-7699	634,635.00	2,357,125.00	2,991,760.00	634,635.00	2,357,125.00	2,991,760.00	0.0%
10) TOTAL, EXPENDITURES			217,425,274.00	115,218,212.00	332,643,486.00	204,631,075.00	91,251,427.00	295,882,502.00	-11.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(7,211,046.00)	(38,550,261.00)	(45,761,307.00)	5,687,303.00	(30,558,580.00)	(24,871,277.00)	-45.6%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(24,115,261.00)	24,115,261.00	0.00	(20,900,460.00)	20,900,460.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(24,115,261.00)	24,115,261.00	0.00	(20,900,460.00)	20,900,460.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(31,326,307.00)	(14,435,000.00)	(45,761,307.00)	(15,213,157.00)	(9,658,120.00)	(24,871,277.00)	-45.6%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	76,997,943.00	37,738,480.00	114,736,423.00	44,921,407.00	24,053,709.00	68,975,116.00	-39.9%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			76,997,943.00	37,738,480.00	114,736,423.00	44,921,407.00	24,053,709.00	68,975,116.00	-39.9%
d) Other Restatements		9795	(750,229.00)	750,229.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			76,247,714.00	38,488,709.00	114,736,423.00	44,921,407.00	24,053,709.00	68,975,116.00	-39.9%
2) Ending Balance, June 30 (E + F1e)			44,921,407.00	24,053,709.00	68,975,116.00	29,708,250.00	14,395,589.00	44,103,839.00	-36.1%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	20,000.00	0.00	20,000.00	20,000.00	0.00	20,000.00	0.0%
Stores		9712	100,000.00	0.00	100,000.00	100,000.00	0.00	100,000.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	24,053,709.00	24,053,709.00	0.00	14,395,589.00	14,395,589.00	-40.2%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments (by Resource/Object)		9780	11,537,058.00	0.00	11,537,058.00	0.00	0.00	0.00	-100.0%
Financial Stability Reserve	0000	9780	*11,537,058.00*		*11,537,058.00*			*0.00*	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	33,264,349.00	0.00	33,264,349.00	29,588,250.00	0.00	29,588,250.00	-11.1%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
2600	Expanded Learning Opportunities Program	2,034,369.00	0.00
6019	Student Support and Professional Development Discretionary Block Grant	198,144.00	0.00
6211	Literacy Coaches and Reading Specialists Grant Program	2,981,755.00	1,168,783.00
6300	Lottery: Instructional Materials	108,632.00	418,303.00
6510	Special Ed: Early Ed Individuals with Exceptional Needs (Infant Program)	89,691.00	36,351.00
6546	Mental Health-Related Services	993,252.00	644,173.00
6547	Special Education Early Intervention Preschool Grant	200,596.00	0.00
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	2,165,072.00	1,577,472.00
7085	Learning Communities for School Success Program	1,055,096.00	169,022.00
7435	Learning Recovery Emergency Block Grant	448,191.00	0.00
7810	Other Restricted State	140,289.00	59,289.00
8150	Ongoing & Major Maintenance Account (RMA: Education Code Section 17070.75)	9,005,004.00	9,619,976.00
9010	Other Restricted Local	4,633,618.00	702,220.00
Total, Restricted Balance		24,053,709.00	14,395,589.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	188,766.00	New
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	188,766.00	New
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	(188,766.00)	New
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	(188,766.00)	New
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	188,766.00	188,766.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			188,766.00	188,766.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			188,766.00	188,766.00	0.0%
2) Ending Balance, June 30 (E + F1e)			188,766.00	0.00	-100.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	188,766.00	0.00	-100.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	194,884.01		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			194,884.01		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenues		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			194,884.01		
REVENUES					
Sale of Equipment and Supplies		8631	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Materials and Supplies		4300	0.00	188,766.00	New
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	188,766.00	New
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	188,766.00	New
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a- b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	188,766.00	New
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	188,766.00	New
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	(188,766.00)	New
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	(188,766.00)	New
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	188,766.00	188,766.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			188,766.00	188,766.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			188,766.00	188,766.00	0.0%
2) Ending Balance, June 30 (E + F1e)			188,766.00	0.00	-100.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	188,766.00	0.00	-100.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
8210	Student Activity Funds	188,766.00	0.00
Total, Restricted Balance		188,766.00	0.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	367,760.00	367,760.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			367,760.00	367,760.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			367,760.00	367,760.00	0.0%
2) Ending Balance, June 30 (E + F1e)			367,760.00	367,760.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	367,760.00	367,760.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	1,477,955.15		
1) Fair Value Adjustment to Cash in County Treasury		9111	16,054.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.02		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			1,494,009.17		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	1,095,671.31		
6) TOTAL, LIABILITIES			1,095,671.31		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			398,337.86		
FEDERAL REVENUE					
Child Nutrition Programs		8220	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	0.00	0.00	0.0%
Child Development Apportionments		8530	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
Expanded Learning Opportunities Program (ELO-P)	2600	8590	0.00	0.00	0.0%
State Preschool	6105	8590	0.00	0.00	0.0%
Arts and Music in Schools (Prop 28)	6770	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%
CERTIFICATED SALARIES					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8911	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	367,760.00	367,760.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			367,760.00	367,760.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			367,760.00	367,760.00	0.0%
2) Ending Balance, June 30 (E + F1e)			367,760.00	367,760.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	367,760.00	367,760.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
5059	Early Education: ARP California State Preschool Program One-time Stipend	96,302.00	96,302.00
6130	Early Education: Center-Based Reserve Account	16,053.00	16,053.00
7810	Other Restricted State	24,000.00	24,000.00
9010	Other Restricted Local	231,405.00	231,405.00
Total, Restricted Balance		367,760.00	367,760.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	10,480,603.00	10,480,603.00	0.0%
3) Other State Revenue		8300-8599	3,420,038.00	3,409,338.00	-0.3%
4) Other Local Revenue		8600-8799	335,284.00	151,000.00	-55.0%
5) TOTAL, REVENUES			14,235,925.00	14,040,941.00	-1.4%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	5,351,388.00	5,250,424.00	-1.9%
3) Employee Benefits		3000-3999	2,480,730.00	2,486,500.00	0.2%
4) Books and Supplies		4000-4999	9,474,485.00	9,131,296.00	-3.6%
5) Services and Other Operating Expenditures		5000-5999	6,350.00	111,977.00	1,663.4%
6) Capital Outlay		6000-6999	2,364,000.00	2,329,052.00	-1.5%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	502,183.00	573,566.00	14.2%
9) TOTAL, EXPENDITURES			20,179,136.00	19,882,815.00	-1.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(5,943,211.00)	(5,841,874.00)	-1.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(5,943,211.00)	(5,841,874.00)	-1.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	16,047,983.00	10,104,772.00	-37.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			16,047,983.00	10,104,772.00	-37.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			16,047,983.00	10,104,772.00	-37.0%
2) Ending Balance, June 30 (E + F1e)			10,104,772.00	4,262,898.00	-57.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	206.00	0.00	-100.0%
Stores		9712	59,555.18	0.00	-100.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	10,045,010.82	4,262,898.00	-57.6%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	11,672,081.22		
1) Fair Value Adjustment to Cash in County Treasury		9111	144,461.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	206.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	(0.01)		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	59,555.18		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			11,876,303.39		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			11,876,303.39		
FEDERAL REVENUE					
Child Nutrition Programs		8220	10,480,603.00	10,480,603.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			10,480,603.00	10,480,603.00	0.0%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	3,315,741.00	3,315,741.00	0.0%
All Other State Revenue		8590	104,297.00	93,597.00	-10.3%
TOTAL, OTHER STATE REVENUE			3,420,038.00	3,409,338.00	-0.3%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	114,299.00	100,000.00	-12.5%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	211,701.00	50,000.00	-76.4%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	9,284.00	1,000.00	-89.2%
TOTAL, OTHER LOCAL REVENUE			335,284.00	151,000.00	-55.0%
TOTAL, REVENUES			14,235,925.00	14,040,941.00	-1.4%
CERTIFICATED SALARIES					
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	4,919,627.00	4,809,527.00	-2.2%
Classified Supervisors' and Administrators' Salaries		2300	258,816.00	270,437.00	4.5%
Clerical, Technical and Office Salaries		2400	172,945.00	170,460.00	-1.4%
Other Classified Salaries		2900	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
TOTAL, CLASSIFIED SALARIES			5,351,388.00	5,250,424.00	-1.9%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	1,423,877.00	1,395,133.00	-2.0%
OASDI/Medicare/Alternative		3301-3302	403,137.00	394,419.00	-2.2%
Health and Welfare Benefits		3401-3402	493,450.00	532,540.00	7.9%
Unemployment Insurance		3501-3502	2,633.00	2,576.00	-2.2%
Workers' Compensation		3601-3602	89,669.00	92,767.00	3.5%
OPEB, Allocated		3701-3702	67,964.00	69,065.00	1.6%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			2,480,730.00	2,486,500.00	0.2%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	5,000.00	5,300.00	6.0%
Materials and Supplies		4300	619,887.00	657,084.00	6.0%
Noncapitalized Equipment		4400	461,000.00	488,660.00	6.0%
Food		4700	8,388,598.00	7,980,252.00	-4.9%
TOTAL, BOOKS AND SUPPLIES			9,474,485.00	9,131,296.00	-3.6%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	19,152.00	21,838.00	14.0%
Dues and Memberships		5300	1,250.00	1,325.00	6.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	130,000.00	137,800.00	6.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	31,688.00	33,590.00	6.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(250,388.00)	(161,702.00)	-35.4%
Professional/Consulting Services and Operating Expenditures		5800	71,748.00	76,052.00	6.0%
Communications		5900	2,900.00	3,074.00	6.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			6,350.00	111,977.00	1,663.4%
CAPITAL OUTLAY					
Buildings and Improvements of Buildings		6200	65,000.00	68,900.00	6.0%
Equipment		6400	2,299,000.00	2,260,152.00	-1.7%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			2,364,000.00	2,329,052.00	-1.5%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	502,183.00	573,566.00	14.2%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			502,183.00	573,566.00	14.2%
TOTAL, EXPENDITURES			20,179,136.00	19,882,815.00	-1.5%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	10,480,603.00	10,480,603.00	0.0%
3) Other State Revenue		8300-8599	3,420,038.00	3,409,338.00	-0.3%
4) Other Local Revenue		8600-8799	335,284.00	151,000.00	-55.0%
5) TOTAL, REVENUES			14,235,925.00	14,040,941.00	-1.4%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		19,481,953.00	19,102,549.00	-1.9%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		502,183.00	573,566.00	14.2%
8) Plant Services	8000-8999		195,000.00	206,700.00	6.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			20,179,136.00	19,882,815.00	-1.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(5,943,211.00)	(5,841,874.00)	-1.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(5,943,211.00)	(5,841,874.00)	-1.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	16,047,983.00	10,104,772.00	-37.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			16,047,983.00	10,104,772.00	-37.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			16,047,983.00	10,104,772.00	-37.0%
2) Ending Balance, June 30 (E + F1e)			10,104,772.00	4,262,898.00	-57.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	206.00	0.00	-100.0%
Stores		9712	59,555.18	0.00	-100.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	10,045,010.82	4,262,898.00	-57.6%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	4,199,347.82	21,830.00
5320	Child Nutrition: Child Care Food Program (CCFP) Claims-Centers and Family Day Care Homes (Meal Reimbursements)	3,386,250.00	3,651,891.00
5330	Child Nutrition: Summer Food Service Program Operations	2,459,413.00	589,177.00
Total, Restricted Balance		10,045,010.82	4,262,898.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	4,000,000.00	1,500,000.00	-62.5%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	63,219.00	50,000.00	-20.9%
5) TOTAL, REVENUES			4,063,219.00	1,550,000.00	-61.9%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	1,339,958.00	0.00	-100.0%
6) Capital Outlay		6000-6999	7,685,768.00	1,912,893.00	-75.1%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			9,025,726.00	1,912,893.00	-78.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(4,962,507.00)	(362,893.00)	-92.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(4,962,507.00)	(362,893.00)	-92.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	5,325,400.00	362,893.00	-93.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			5,325,400.00	362,893.00	-93.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			5,325,400.00	362,893.00	-93.2%
2) Ending Balance, June 30 (E + F1e)			362,893.00	0.00	-100.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	362,893.00	0.00	-100.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	4,869,419.98		
1) Fair Value Adjustment to Cash in County Treasury		9111	57,884.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			4,927,303.98		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			4,927,303.98		
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	4,000,000.00	1,500,000.00	-62.5%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			4,000,000.00	1,500,000.00	-62.5%
OTHER STATE REVENUE					
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	63,219.00	50,000.00	-20.9%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			63,219.00	50,000.00	-20.9%
TOTAL, REVENUES			4,063,219.00	1,550,000.00	-61.9%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	159,445.00	0.00	-100.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	1,180,513.00	0.00	-100.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,339,958.00	0.00	-100.0%
CAPITAL OUTLAY					
Land Improvements		6170	1,020,316.00	0.00	-100.0%
Buildings and Improvements of Buildings		6200	6,665,452.00	1,912,893.00	-71.3%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			7,685,768.00	1,912,893.00	-75.1%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			9,025,726.00	1,912,893.00	-78.8%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	4,000,000.00	1,500,000.00	-62.5%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	63,219.00	50,000.00	-20.9%
5) TOTAL, REVENUES			4,063,219.00	1,550,000.00	-61.9%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		9,025,726.00	1,912,893.00	-78.8%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			9,025,726.00	1,912,893.00	-78.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(4,962,507.00)	(362,893.00)	-92.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(4,962,507.00)	(362,893.00)	-92.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	5,325,400.00	362,893.00	-93.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			5,325,400.00	362,893.00	-93.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			5,325,400.00	362,893.00	-93.2%
2) Ending Balance, June 30 (E + F1e)			362,893.00	0.00	-100.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	362,893.00	0.00	-100.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
9010	Other Restricted Local	362,893.00	0.00
Total, Restricted Balance		362,893.00	0.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,500,000.00	1,500,000.00	0.0%
5) TOTAL, REVENUES			1,500,000.00	1,500,000.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	909,200.00	63,584.00	-93.0%
5) Services and Other Operating Expenditures		5000-5999	25,700.00	8,528.00	-66.8%
6) Capital Outlay		6000-6999	36,406,200.00	47,717,751.00	31.1%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			37,341,100.00	47,789,863.00	28.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(35,841,100.00)	(46,289,863.00)	29.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	30,989,722.00	0.00	-100.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			30,989,722.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(4,851,378.00)	(46,289,863.00)	854.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	62,509,056.00	57,657,678.00	-7.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			62,509,056.00	57,657,678.00	-7.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			62,509,056.00	57,657,678.00	-7.8%
2) Ending Balance, June 30 (E + F1e)			57,657,678.00	11,367,815.00	-80.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	49,358,666.00	1,568,803.00	-96.8%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	8,299,012.00	9,799,012.00	18.1%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	67,771,287.66		
1) Fair Value Adjustment to Cash in County Treasury		9111	714,612.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	.01		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			68,485,899.67		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			68,485,899.67		
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	1,500,000.00	1,500,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,500,000.00	1,500,000.00	0.0%
TOTAL, REVENUES			1,500,000.00	1,500,000.00	0.0%
CLASSIFIED SALARIES					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	502,200.00	47,094.00	-90.6%
Noncapitalized Equipment		4400	407,000.00	16,490.00	-95.9%
TOTAL, BOOKS AND SUPPLIES			909,200.00	63,584.00	-93.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	19,700.00	4,828.00	-75.5%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	6,000.00	3,700.00	-38.3%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			25,700.00	8,528.00	-66.8%
CAPITAL OUTLAY					
Land		6100	105,000.00	83,570.00	-20.4%
Land Improvements		6170	22,000.00	0.00	-100.0%
Buildings and Improvements of Buildings		6200	35,094,200.00	47,033,692.00	34.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	1,185,000.00	600,489.00	-49.3%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			36,406,200.00	47,717,751.00	31.1%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			37,341,100.00	47,789,863.00	28.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale of Bonds		8951	30,989,722.00	0.00	-100.0%
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
County School Bldg Aid		8961	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			30,989,722.00	0.00	-100.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			30,989,722.00	0.00	-100.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,500,000.00	1,500,000.00	0.0%
5) TOTAL, REVENUES			1,500,000.00	1,500,000.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		37,341,100.00	47,789,863.00	28.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			37,341,100.00	47,789,863.00	28.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			(35,841,100.00)	(46,289,863.00)	29.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	30,989,722.00	0.00	-100.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			30,989,722.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(4,851,378.00)	(46,289,863.00)	854.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	62,509,056.00	57,657,678.00	-7.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			62,509,056.00	57,657,678.00	-7.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			62,509,056.00	57,657,678.00	-7.8%
2) Ending Balance, June 30 (E + F1e)			57,657,678.00	11,367,815.00	-80.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	49,358,666.00	1,568,803.00	-96.8%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	8,299,012.00	9,799,012.00	18.1%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
9010	Other Restricted Local	49,358,666.00	1,568,803.00
Total, Restricted Balance		49,358,666.00	1,568,803.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	754,454.00	100,000.00	-86.7%
5) TOTAL, REVENUES			754,454.00	100,000.00	-86.7%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	220,114.00	27,856.00	-87.3%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	581,000.00	575,500.00	-0.9%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			801,114.00	603,356.00	-24.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(46,660.00)	(503,356.00)	978.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(46,660.00)	(503,356.00)	978.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	9,568,024.00	9,521,364.00	-0.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			9,568,024.00	9,521,364.00	-0.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			9,568,024.00	9,521,364.00	-0.5%
2) Ending Balance, June 30 (E + F1e)			9,521,364.00	9,018,008.00	-5.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	9,521,364.00	9,018,008.00	-5.3%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	9,872,488.35		
1) Fair Value Adjustment to Cash in County Treasury		9111	109,417.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	765.02		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	(.01)		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			9,982,670.36		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			9,982,670.36		
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	511,533.00	0.00	-100.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	150,449.00	100,000.00	-33.5%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Mitigation/Developer Fees		8681	92,472.00	0.00	-100.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			754,454.00	100,000.00	-86.7%
TOTAL, REVENUES			754,454.00	100,000.00	-86.7%
CERTIFICATED SALARIES					
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	197,114.00	4,856.00	-97.5%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	23,000.00	23,000.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			220,114.00	27,856.00	-87.3%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	361,000.00	355,500.00	-1.5%
Other Debt Service - Principal		7439	220,000.00	220,000.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			581,000.00	575,500.00	-0.9%
TOTAL, EXPENDITURES			801,114.00	603,356.00	-24.7%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	754,454.00	100,000.00	-86.7%
5) TOTAL, REVENUES			754,454.00	100,000.00	-86.7%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		23,000.00	23,000.00	0.0%
8) Plant Services	8000-8999		197,114.00	4,856.00	-97.5%
9) Other Outgo	9000-9999	Except 7600-7699	581,000.00	575,500.00	-0.9%
10) TOTAL, EXPENDITURES			801,114.00	603,356.00	-24.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			(46,660.00)	(503,356.00)	978.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(46,660.00)	(503,356.00)	978.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	9,568,024.00	9,521,364.00	-0.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			9,568,024.00	9,521,364.00	-0.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			9,568,024.00	9,521,364.00	-0.5%
2) Ending Balance, June 30 (E + F1e)			9,521,364.00	9,018,008.00	-5.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	9,521,364.00	9,018,008.00	-5.3%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
9010	Other Restricted Local	9,521,364.00	9,018,008.00
Total, Restricted Balance		9,521,364.00	9,018,008.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	7,009,482.00	0.00	-100.0%
4) Other Local Revenue		8600-8799	198,065.00	100,000.00	-49.5%
5) TOTAL, REVENUES			7,207,547.00	100,000.00	-98.6%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	234,500.00	62,397.00	-73.4%
5) Services and Other Operating Expenditures		5000-5999	260,000.00	163,060.00	-37.3%
6) Capital Outlay		6000-6999	5,691,000.00	1,837,781.00	-67.7%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			6,185,500.00	2,063,238.00	-66.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			1,022,047.00	(1,963,238.00)	-292.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,022,047.00	(1,963,238.00)	-292.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	12,435,156.00	13,457,203.00	8.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			12,435,156.00	13,457,203.00	8.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			12,435,156.00	13,457,203.00	8.2%
2) Ending Balance, June 30 (E + F1e)			13,457,203.00	11,493,965.00	-14.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	13,457,203.00	11,493,965.00	-14.6%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	16,182,332.96		
1) Fair Value Adjustment to Cash in County Treasury		9111	162,675.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			16,345,007.96		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			16,345,007.96		
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
School Facilities Apportionments		8545	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
All Other State Revenue		8590	7,009,482.00	0.00	-100.0%
TOTAL, OTHER STATE REVENUE			7,009,482.00	0.00	-100.0%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	198,065.00	100,000.00	-49.5%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			198,065.00	100,000.00	-49.5%
TOTAL, REVENUES			7,207,547.00	100,000.00	-98.6%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	87,500.00	12,454.00	-85.8%
Noncapitalized Equipment		4400	147,000.00	49,943.00	-66.0%
TOTAL, BOOKS AND SUPPLIES			234,500.00	62,397.00	-73.4%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	260,000.00	163,060.00	-37.3%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			260,000.00	163,060.00	-37.3%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	5,691,000.00	1,837,781.00	-67.7%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			5,691,000.00	1,837,781.00	-67.7%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			6,185,500.00	2,063,238.00	-66.6%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
To: State School Building Fund/County School Facilities Fund From: All Other Funds		8913	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	7,009,482.00	0.00	-100.0%
4) Other Local Revenue		8600-8799	198,065.00	100,000.00	-49.5%
5) TOTAL, REVENUES			7,207,547.00	100,000.00	-98.6%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		6,185,500.00	2,063,238.00	-66.6%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			6,185,500.00	2,063,238.00	-66.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			1,022,047.00	(1,963,238.00)	-292.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,022,047.00	(1,963,238.00)	-292.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	12,435,156.00	13,457,203.00	8.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			12,435,156.00	13,457,203.00	8.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			12,435,156.00	13,457,203.00	8.2%
2) Ending Balance, June 30 (E + F1e)			13,457,203.00	11,493,965.00	-14.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	13,457,203.00	11,493,965.00	-14.6%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
7700	California Preschool, Transitional Kindergarten, and Full-Day Kindergarten Facilities Grant Program	2,259,847.00	350,818.00
7710	State School Facilities Projects	11,197,356.00	11,143,147.00
Total, Restricted Balance		13,457,203.00	11,493,965.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	114,758.00	110,404.00	-3.8%
4) Other Local Revenue		8600-8799	23,180,368.00	20,859,974.00	-10.0%
5) TOTAL, REVENUES			23,295,126.00	20,970,378.00	-10.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	22,046,538.00	22,893,780.00	3.8%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			22,046,538.00	22,893,780.00	3.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			1,248,588.00	(1,923,402.00)	-254.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	292,563.00	0.00	-100.0%
b) Transfers Out		7600-7629	292,563.00	0.00	-100.0%
2) Other Sources/Uses					
a) Sources		8930-8979	48.00	0.00	-100.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			48.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,248,636.00	(1,923,402.00)	-254.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	21,861,080.00	23,109,716.00	5.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			21,861,080.00	23,109,716.00	5.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			21,861,080.00	23,109,716.00	5.7%
2) Ending Balance, June 30 (E + F1e)			23,109,716.00	21,186,314.00	-8.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	22,949,776.00	21,026,374.00	-8.4%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	159,940.00	159,940.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	22,862,106.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	241,017.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			23,103,123.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			23,103,123.00		
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions					
Voted Indebtedness Levies					
Homeowners' Exemptions		8571	106,021.00	110,404.00	4.1%
Other Subventions/In-Lieu Taxes		8572	8,737.00	0.00	-100.0%
TOTAL, OTHER STATE REVENUE			114,758.00	110,404.00	-3.8%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Voted Indebtedness Levies					
Secured Roll		8611	21,044,596.00	19,863,440.00	-5.6%
Unsecured Roll		8612	1,030,571.00	996,534.00	-3.3%
Prior Years' Taxes		8613	98,996.00	0.00	-100.0%
Supplemental Taxes		8614	190,397.00	0.00	-100.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Interest		8660	815,808.00	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			23,180,368.00	20,859,974.00	-10.0%
TOTAL, REVENUES			23,295,126.00	20,970,378.00	-10.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Bond Redemptions		7433	10,507,910.00	11,715,030.00	11.5%
Bond Interest and Other Service Charges		7434	11,538,628.00	11,178,750.00	-3.1%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			22,046,538.00	22,893,780.00	3.8%
TOTAL, EXPENDITURES			22,046,538.00	22,893,780.00	3.8%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Other Authorized Interfund Transfers In		8919	292,563.00	0.00	-100.0%
(a) TOTAL, INTERFUND TRANSFERS IN			292,563.00	0.00	-100.0%
INTERFUND TRANSFERS OUT					
To: General Fund		7614	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	292,563.00	0.00	-100.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			292,563.00	0.00	-100.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	48.00	0.00	-100.0%
(c) TOTAL, SOURCES			48.00	0.00	-100.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			48.00	0.00	-100.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	114,758.00	110,404.00	-3.8%
4) Other Local Revenue		8600-8799	23,180,368.00	20,859,974.00	-10.0%
5) TOTAL, REVENUES			23,295,126.00	20,970,378.00	-10.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	22,046,538.00	22,893,780.00	3.8%
10) TOTAL, EXPENDITURES			22,046,538.00	22,893,780.00	3.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			1,248,588.00	(1,923,402.00)	-254.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	292,563.00	0.00	-100.0%
b) Transfers Out		7600-7629	292,563.00	0.00	-100.0%
2) Other Sources/Uses					
a) Sources		8930-8979	48.00	0.00	-100.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			48.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,248,636.00	(1,923,402.00)	-254.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	21,861,080.00	23,109,716.00	5.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			21,861,080.00	23,109,716.00	5.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			21,861,080.00	23,109,716.00	5.7%
2) Ending Balance, June 30 (E + F1e)			23,109,716.00	21,186,314.00	-8.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	22,949,776.00	21,026,374.00	-8.4%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	159,940.00	159,940.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
9010	Other Restricted Local	22,949,776.00	21,026,374.00
Total, Restricted Balance		22,949,776.00	21,026,374.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	3,300,000.00	3,300,000.00	0.0%
5) TOTAL, REVENUES			3,300,000.00	3,300,000.00	0.0%
B. EXPENSES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenses		5000-5999	3,826,574.00	3,800,000.00	-0.7%
6) Depreciation and Amortization		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENSES			3,826,574.00	3,800,000.00	-0.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(526,574.00)	(500,000.00)	-5.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			(526,574.00)	(500,000.00)	-5.0%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	12,075,229.00	11,548,655.00	-4.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			12,075,229.00	11,548,655.00	-4.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			12,075,229.00	11,548,655.00	-4.4%
2) Ending Net Position, June 30 (E + F1e)			11,548,655.00	11,048,655.00	-4.3%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	11,548,655.00	11,048,655.00	-4.3%
c) Unrestricted Net Position		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	8,654,653.18		
1) Fair Value Adjustment to Cash in County Treasury		9111	98,255.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	.01		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) Fixed Assets		9400			
11) TOTAL, ASSETS			8,752,908.19		
H. DEFERRED OUTFLOWS OF RESOURCES					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) Long-Term Liabilities					
b) Net Pension Liability		9663	0.00		
c) Total/Net OPEB Liability		9664	0.00		
d) Compensated Absences		9665	0.00		
e) COPs Payable		9666	0.00		
f) Leases Payable		9667	0.00		
g) Lease Revenue Bonds Payable		9668	0.00		
h) Other General Long-Term Liabilities		9669	0.00		
7) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. NET POSITION					
Net Position, June 30 (G11 + H2) - (I7 + J2)			8,752,908.19		
OTHER LOCAL REVENUE					
Other Local Revenue					
Interest		8660	200,000.00	200,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
In-District Premiums/					
Contributions		8674	3,100,000.00	3,100,000.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			3,300,000.00	3,300,000.00	0.0%
TOTAL, REVENUES			3,300,000.00	3,300,000.00	0.0%
SERVICES AND OTHER OPERATING EXPENSES					
Subagreements for Services		5100	0.00	0.00	0.0%
Professional/Consulting Services and					
Operating Expenditures		5800	3,826,574.00	3,800,000.00	-0.7%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			3,826,574.00	3,800,000.00	-0.7%
TOTAL, EXPENSES			3,826,574.00	3,800,000.00	-0.7%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES					
(a + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	3,300,000.00	3,300,000.00	0.0%
5) TOTAL, REVENUES			3,300,000.00	3,300,000.00	0.0%
B. EXPENSES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		3,826,574.00	3,800,000.00	-0.7%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENSES			3,826,574.00	3,800,000.00	-0.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(526,574.00)	(500,000.00)	-5.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			(526,574.00)	(500,000.00)	-5.0%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	12,075,229.00	11,548,655.00	-4.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			12,075,229.00	11,548,655.00	-4.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			12,075,229.00	11,548,655.00	-4.4%
2) Ending Net Position, June 30 (E + F1e)			11,548,655.00	11,048,655.00	-4.3%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	11,548,655.00	11,048,655.00	-4.3%
c) Unrestricted Net Position		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
9010	Other Restricted Local	11,548,655.00	11,048,655.00
Total, Restricted Net Position		11,548,655.00	11,048,655.00

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF Sources	8010-8099	198,151,794.00	-0.80%	196,559,959.00	-1.19%	194,217,801.00
2. Federal Revenues	8100-8299	0.00	0.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	5,506,610.00	-0.27%	5,491,728.81	-0.17%	5,482,649.06
4. Other Local Revenues	8600-8799	6,659,974.00	-11.26%	5,909,974.00	-8.46%	5,409,974.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	(20,900,460.00)	-0.20%	(20,859,444.49)	0.95%	(21,058,007.66)
6. Total (Sum lines A1 thru A5c)		189,417,918.00	-1.22%	187,102,217.32	-1.63%	184,052,416.40
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				93,354,093.00		92,692,696.20
b. Step & Column Adjustment				1,213,603.20		1,205,005.05
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(1,875,000.00)		(1,875,000.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	93,354,093.00	-0.71%	92,692,696.20	-0.72%	92,022,701.25
2. Classified Salaries						
a. Base Salaries				29,759,378.00		29,124,199.25
b. Step & Column Adjustment				386,871.92		378,614.61
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(1,022,050.67)		(1,142,000.00)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	29,759,378.00	-2.13%	29,124,199.25	-2.62%	28,360,813.86
3. Employee Benefits	3000-3999	50,925,815.00	-1.90%	49,956,380.72	-2.94%	48,485,986.50
4. Books and Supplies	4000-4999	6,143,678.00	-62.55%	2,301,000.00	0.00%	2,301,000.00
5. Services and Other Operating Expenditures	5000-5999	26,944,597.00	-32.79%	18,108,204.00	0.00%	18,108,204.00
6. Capital Outlay	6000-6999	700,000.00	-100.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	634,635.00	0.00%	634,635.00	0.00%	634,635.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(3,831,121.00)	-4.59%	(3,655,128.33)	-0.99%	(3,618,845.78)
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)				0.00		0.00
11. Total (Sum lines B1 thru B10)		204,631,075.00	-7.56%	189,161,986.84	-1.52%	186,294,494.83

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(15,213,157.00)		(2,059,769.52)		(2,242,078.43)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		44,921,407.00		29,708,250.00		27,648,480.48
2. Ending Fund Balance (Sum lines C and D1)		29,708,250.00		27,648,480.48		25,406,402.05
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	120,000.00		120,000.00		120,000.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	0.00		264,535.00		959,031.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	29,588,250.00		27,263,945.48		24,327,371.05
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		29,708,250.00		27,648,480.48		25,406,402.05
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	29,588,250.00		27,263,945.48		24,327,371.05
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750			0.00		0.00
b. Reserve for Economic Uncertainties	9789			0.00		0.00
c. Unassigned/Unappropriated	9790			0.00		0.00
3. Total Available Reserves (Sum lines E1a thru E2c)		29,588,250.00		27,263,945.48		24,327,371.05

F. ASSUMPTIONS

Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.

See Attached

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF Sources	8010-8099	0.00	0.00%	0.00	0.00%	0.00
2. Federal Revenues	8100-8299	11,501,778.00	-8.80%	10,489,320.00	0.00%	10,489,320.00
3. Other State Revenues	8300-8599	32,666,444.00	1.43%	33,132,179.99	2.66%	34,013,369.36
4. Other Local Revenues	8600-8799	16,524,625.00	2.37%	16,915,552.00	0.00%	16,915,552.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	20,900,460.00	-0.20%	20,859,444.49	0.95%	21,058,007.66
6. Total (Sum lines A1 thru A5c)		81,593,307.00	-0.24%	81,396,496.48	1.33%	82,476,249.02
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				21,754,871.00		19,163,760.04
b. Step & Column Adjustment				282,813.35		249,128.88
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(2,873,924.31)		(244,492.44)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	21,754,871.00	-11.91%	19,163,760.04	0.02%	19,168,396.48
2. Classified Salaries						
a. Base Salaries				22,082,591.00		21,340,606.58
b. Step & Column Adjustment				287,073.70		277,427.90
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(1,029,058.12)		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	22,082,591.00	-3.36%	21,340,606.58	1.30%	21,618,034.48
3. Employee Benefits	3000-3999	18,247,135.00	-7.62%	16,857,147.15	-0.83%	16,717,096.24
4. Books and Supplies	4000-4999	2,841,401.00	-2.88%	2,759,502.00	0.00%	2,759,502.00
5. Services and Other Operating Expenditures	5000-5999	20,635,749.00	-13.17%	17,917,766.62	2.38%	18,344,199.44
6. Capital Outlay	6000-6999	75,000.00	-100.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	2,357,125.00	0.00%	2,357,125.00	0.00%	2,357,125.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	3,257,555.00	-5.40%	3,081,562.33	-1.18%	3,045,279.78
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)				0.00		0.00
11. Total (Sum lines B1 thru B10)		91,251,427.00	-8.52%	83,477,469.72	0.64%	84,009,633.42
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(9,658,120.00)		(2,080,973.24)		(1,533,384.40)

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		24,053,709.00		14,395,589.00		12,314,615.76
2. Ending Fund Balance (Sum lines C and D1)		14,395,589.00		12,314,615.76		10,781,231.36
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	14,395,589.00		12,314,615.76		10,781,231.36
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		14,395,589.00		12,314,615.76		10,781,231.36
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						

F. ASSUMPTIONS

Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.

See Attached

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF Sources	8010-8099	198,151,794.00	-0.80%	196,559,959.00	-1.19%	194,217,801.00
2. Federal Revenues	8100-8299	11,501,778.00	-8.80%	10,489,320.00	0.00%	10,489,320.00
3. Other State Revenues	8300-8599	38,173,054.00	1.18%	38,623,908.80	2.26%	39,496,018.42
4. Other Local Revenues	8600-8799	23,184,599.00	-1.55%	22,825,526.00	-2.19%	22,325,526.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		271,011,225.00	-0.93%	268,498,713.80	-0.73%	266,528,665.42
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				115,108,964.00		111,856,456.24
b. Step & Column Adjustment				1,496,416.55		1,454,133.93
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(4,748,924.31)		(2,119,492.44)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	115,108,964.00	-2.83%	111,856,456.24	-0.59%	111,191,097.73
2. Classified Salaries						
a. Base Salaries				51,841,969.00		50,464,805.83
b. Step & Column Adjustment				673,945.62		656,042.51
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(2,051,108.79)		(1,142,000.00)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	51,841,969.00	-2.66%	50,464,805.83	-0.96%	49,978,848.34
3. Employee Benefits	3000-3999	69,172,950.00	-3.41%	66,813,527.87	-2.41%	65,203,082.74
4. Books and Supplies	4000-4999	8,985,079.00	-43.68%	5,060,502.00	0.00%	5,060,502.00
5. Services and Other Operating Expenditures	5000-5999	47,580,346.00	-24.28%	36,025,970.62	1.18%	36,452,403.44
6. Capital Outlay	6000-6999	775,000.00	-100.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	2,991,760.00	0.00%	2,991,760.00	0.00%	2,991,760.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(573,566.00)	0.00%	(573,566.00)	0.00%	(573,566.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		295,882,502.00	-7.86%	272,639,456.56	-0.86%	270,304,128.25
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(24,871,277.00)		(4,140,742.76)		(3,775,462.83)

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		68,975,116.00		44,103,839.00		39,963,096.24
2. Ending Fund Balance (Sum lines C and D1)		44,103,839.00		39,963,096.24		36,187,633.41
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	120,000.00		120,000.00		120,000.00
b. Restricted	9740	14,395,589.00		12,314,615.76		10,781,231.36
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	0.00		264,535.00		959,031.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	29,588,250.00		27,263,945.48		24,327,371.05
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		44,103,839.00		39,963,096.24		36,187,633.41
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	29,588,250.00		27,263,945.48		24,327,371.05
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z			0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		29,588,250.00		27,263,945.48		24,327,371.05
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		10.00%		10.00%		9.00%
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	YES					

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
2. Special education pass-through funds (Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)		0.00				
2. District ADA						
Used to determine the reserve standard percentage level on line F3d (Col. A: Form A, Estimated P-2 ADA column, Lines A4 and C4; enter projections)		11,130.79		10,639.87		10,174.38
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		295,882,502.00		272,639,456.56		270,304,128.25
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		295,882,502.00		272,639,456.56		270,304,128.25
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details)		3.00%		3.00%		3.00%
e. Reserve Standard - By Percent (Line F3c times F3d)		8,876,475.06		8,179,183.70		8,109,123.85
f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 10 for calculation details)		0.00		0.00		0.00
g. Reserve Standard (Greater of Line F3e or F3f)		8,876,475.06		8,179,183.70		8,109,123.85
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).

Deviations from the standards must be explained and may affect the approval of the budget.

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

STANDARD: Projected funded average daily attendance (ADA) has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA
3.0%	0 to 300
2.0%	301 to 1,000
1.0%	1,001 and over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):	11,131
District's ADA Standard Percentage Level:	**1.0%**

1A. Calculating the District's ADA Variances

DATA ENTRY: For the Third, Second, and First Prior Years, enter Estimated Funded ADA in the Original Budget Funded ADA column; enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the Third, Second, and First Prior Years. All other data are extracted.

Fiscal Year	Original Budget Funded ADA (Form A, Lines A4 and C4)	Estimated/Unaudited Actuals Funded ADA (Form A, Lines A4 and C4)	ADA Variance Level (If Budget is greater than Actuals, else N/A)	Status
Third Prior Year (2023-24)				
District Regular	14,027	14,027		
Charter School				
Total ADA	**14,027**	**14,027**	**0.0%**	**Met**
Second Prior Year (2024-25)				
District Regular	13,158	13,158		
Charter School				
Total ADA	**13,158**	**13,158**	**0.0%**	**Met**
First Prior Year (2025-26)				
District Regular	12,565	12,565		
Charter School		0		
Total ADA	**12,565**	**12,565**	**0.0%**	**Met**
Budget Year (2026-27)				
District Regular	12,149			
Charter School	0			
Total ADA	**12,149**			

1B. Comparison of District ADA to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:
(required if NOT met)

1b. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

2. CRITERION: Enrollment

STANDARD: Projected enrollment has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA
3.0%	0 to 300
2.0%	301 to 1,000
1.0%	1,001 and over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4): 11,131

District's Enrollment Standard Percentage Level: 1.0%

2A. Calculating the District's Enrollment Variances

DATA ENTRY: Enter data in the Enrollment, Budget, column for all fiscal years and in the Enrollment, CALPADS Actual column for the First Prior Year; all other data are extracted or calculated. CALPADS Actual enrollment data preloaded in the District Regular lines will include both District Regular and Charter School enrollment. Districts will need to adjust the District Regular enrollment lines and the Charter School enrollment lines accordingly. Enter district regular enrollment and charter school enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	Enrollment Budget	Enrollment CALPADS Actual	Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
Third Prior Year (2023-24)				
District Regular	13,399	13,399		
Charter School				
Total Enrollment	**13,399**	**13,399**	**0.0%**	**Met**
Second Prior Year (2024-25)				
District Regular	13,003	13,003		
Charter School				
Total Enrollment	**13,003**	**13,003**	**0.0%**	**Met**
First Prior Year (2025-26)				
District Regular	12,481	12,481		
Charter School				
Total Enrollment	**12,481**	**12,481**	**0.0%**	**Met**
Budget Year (2026-27)				
District Regular	11,841			
Charter School				
Total Enrollment	**11,841**			

2B. Comparison of District Enrollment to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:
(required if NOT met)

1b. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

3. CRITERION: ADA to Enrollment

STANDARD: Projected second period (P-2) average daily attendance (ADA) to enrollment ratio for any of the budget year or two subsequent fiscal years has not increased from the historical average ratio from the three prior fiscal years by more than one half of one percent (0.5%).

3A. Calculating the District's ADA to Enrollment Standard

DATA ENTRY: All data are extracted or calculated. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	P-2 ADA Estimated/Unaudited Actuals (Form A, Lines A4 and C4)	Enrollment CALPADS Actual (Criterion 2, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2023-24)			
District Regular	12,576	13,399	
Charter School		0	
Total ADA/Enrollment	**12,576**	**13,399**	**93.9%**
Second Prior Year (2024-25)			
District Regular	12,112	13,003	
Charter School	0		
Total ADA/Enrollment	**12,112**	**13,003**	**93.2%**
First Prior Year (2025-26)			
District Regular	11,760	12,481	
Charter School			
Total ADA/Enrollment	**11,760**	**12,481**	**94.2%**
		Historical Average Ratio:	93.7%
		District's ADA to Enrollment Standard (historical average ratio plus 0.5%):	**94.2%**

3B. Calculating the District's Projected Ratio of ADA to Enrollment

DATA ENTRY: Enter data in the Estimated P-2 ADA column for the two subsequent years. Enter data in the Enrollment column for the two subsequent years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund only, for all fiscal years. All other data are extracted or calculated.

Fiscal Year	Estimated P-2 ADA Budget (Form A, Lines A4 and C4)	Enrollment Budget/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Budget Year (2026-27)				
District Regular	11,131	11,841		
Charter School	0			
Total ADA/Enrollment	**11,131**	**11,841**	**94.0%**	**Met**
1st Subsequent Year (2027-28)				
District Regular	10,640	11,319		
Charter School				
Total ADA/Enrollment	**10,640**	**11,319**	**94.0%**	**Met**
2nd Subsequent Year (2028-29)				
District Regular	10,174	10,824		
Charter School				
Total ADA/Enrollment	**10,174**	**10,824**	**94.0%**	**Met**

3C. Comparison of District ADA to Enrollment Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected P-2 ADA to enrollment ratio has not exceeded the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

4. CRITERION: LCFF Revenue

STANDARD: Projected local control funding formula (LCFF) revenue for any of the budget year or two subsequent fiscal years has not changed from the prior fiscal year by more than the change in population, plus the district's cost-of-living adjustment (COLA), plus or minus one percent.

For basic aid districts, projected LCFF revenue has not changed from the prior fiscal year by more than the percent change in property tax revenues plus or minus one percent.

For districts funded by necessary small school formulas, projected LCFF revenue has not changed from the prior fiscal year amount by more than the district's COLA, plus or minus one percent.

4A. District's LCFF Revenue Standard

Indicate which standard applies:

LCFF Revenue

Basic Aid

Necessary Small School

The District must select which LCFF revenue standard applies.

LCFF Revenue Standard selected: LCFF Revenue

4A1. Calculating the District's LCFF Revenue Standard

DATA ENTRY: Enter data in Step 1a for the two subsequent fiscal years. All other data is extracted or calculated. Enter data for Steps 2a through 2b1. All other data is calculated.

Projected LCFF Revenue

		Prior Year	Budget Year	1st Subsequent Year	2nd Subsequent Year
Step 1 - Change in Population		(2025-26)	(2026-27)	(2027-28)	(2028-29)
a.	ADA (Funded) (Form A, lines A6 and C4)	12,599.27	12,183.70	11,702.06	11,211.23
b.	Prior Year ADA (Funded)		12,599.27	12,183.70	11,702.06
c.	Difference (Step 1a minus Step 1b)		(415.57)	(481.64)	(490.83)
d.	Percent Change Due to Population (Step 1c divided by Step 1b)		(3.30%)	(3.95%)	(4.19%)
Step 2 - Change in Funding Level					
a.	Prior Year LCFF Funding		198,509,661.00	199,651,794.00	198,059,959.00
b1.	COLA percentage		4.31%	3.30%	3.09%
b2.	COLA amount (proxy for purposes of this criterion)		8,555,766.39	6,588,509.20	6,120,052.73
c.	Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)		4.31%	3.30%	3.09%
Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2c)			1.01%	(.65%)	(1.10%)
	LCFF Revenue Standard (Step 3, plus/minus 1%):		**0.01% to 2.01%**	**-1.65% to 0.35%**	**-2.10% to -0.10%**

4A2. Alternate LCFF Revenue Standard - Basic Aid

DATA ENTRY: If applicable to your district, input data in the 1st and 2nd Subsequent Year columns for projected local property taxes; all other data are extracted or calculated.

Basic Aid District Projected LCFF Revenue

	Prior Year (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	33,944,376.00	33,944,376.00	33,944,376.00	33,944,376.00
Percent Change from Previous Year		**N/A**	**N/A**	**N/A**
Basic Aid Standard (percent change from previous year, plus/minus 1%):		**N/A**	**N/A**	**N/A**

4A3. Alternate LCFF Revenue Standard - Necessary Small School

DATA ENTRY: All data are extracted or calculated.

Necessary Small School District Projected LCFF Revenue

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Necessary Small School Standard (COLA Step 2c, plus/minus 1%):	**N/A**	**N/A**	**N/A**

4B. Calculating the District's Projected Change in LCFF Revenue

DATA ENTRY: Enter data in the 1st and 2nd Subsequent Year columns for LCFF Revenue; all other data are extracted or calculated.

	Prior Year (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	198,509,661.00	199,651,794.00	198,059,959.00	195,717,801.00
District's Projected Change in LCFF Revenue:		.58%	(.80%)	(1.18%)
LCFF Revenue Standard		**0.01% to 2.01%**	**-1.65% to 0.35%**	**-2.10% to -0.10%**
Status:		Met	Met	Met

4C. Comparison of District LCFF Revenue to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected change in LCFF revenue has met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

5. CRITERION: Salaries and Benefits

STANDARD: Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the budget year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the district's required reserves percentage.

5A. Calculating the District's Historical Average Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999) Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
Third Prior Year (2023-24)	163,693,704.14	192,467,682.84	85.0%
Second Prior Year (2024-25)	175,884,946.04	206,398,820.52	85.2%
First Prior Year (2025-26)	188,304,351.00	217,425,274.00	86.6%
		Historical Average Ratio:	85.6%

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
District's Reserve Standard Percentage (Criterion 10B, Line 4):	3.0%	3.0%	3.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	**82.6% to 88.6%**	**82.6% to 88.6%**	**82.6% to 88.6%**

5B. Calculating the District's Projected Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: If Form MYP exists, Unrestricted Salaries and Benefits, and Total Unrestricted Expenditures data for the 1st and 2nd Subsequent Years will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Fiscal Year	Budget - Unrestricted (Resources 0000-1999) Salaries and Benefits (Form MYP, Lines B1-B3)	Total Expenditures (Form MYP, Lines B1-B8, B10)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
Budget Year (2026-27)	174,039,286.00	204,631,075.00	85.1%	Met
1st Subsequent Year (2027-28)	171,773,276.17	189,161,986.84	90.8%	Not Met
2nd Subsequent Year (2028-29)	168,869,501.61	186,294,494.83	90.6%	Not Met

5C. Comparison of District Salaries and Benefits Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD NOT MET - Projected ratio(s) of unrestricted salary and benefit costs to total unrestricted expenditures are outside the standard in one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard, a description of the methods and assumptions used in projecting salaries and benefits, and what changes, if any, will be made to bring the projected salary and benefit costs within the standard.

Explanation:
(required if NOT met)

The District's unrestricted salaries and benefits ratio exceeds the standard in the first and second subsequent years primarily due to declining enrollment and the resulting reduction in unrestricted revenues. The District has implemented staffing reductions and will continue to monitor enrollment, staffing, and expenditures to align ongoing costs with available resources while maintaining educational programs and services.

6. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state, and other local) or expenditures (including books and supplies, and services and other operating), for any of the budget year or two subsequent fiscal years, have not changed from the prior fiscal year amount by more than the percentage change in population and the funded cost-of-living adjustment (COLA) plus or minus ten percent.

For each major object category, changes that exceed the percentage change in population and the funded COLA plus or minus five percent must be explained.

6A. Calculating the District's Other Revenues and Expenditures Standard Percentage Ranges

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	1.01%	(.65%)	(1.10%)
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	**-8.99% to 11.01%**	**-10.65% to 9.35%**	**-11.10% to 8.90%**
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-3.99% to 6.01%	-5.65% to 4.35%	-6.10% to 3.90%

6B. Calculating the District's Change by Major Object Category and Comparison to the Explanation Percentage Range (Section 6A, Line 3)

DATA ENTRY: If Form MYP exists, the 1st and 2nd Subsequent Year data for each revenue and expenditure section will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Explanations must be entered for each category if the percent change for any year exceeds the district's explanation percentage range.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)			
First Prior Year (2025-26)	17,582,357.00		
Budget Year (2026-27)	11,501,778.00	(34.58%)	Yes
1st Subsequent Year (2027-28)	10,489,320.00	(8.80%)	Yes
2nd Subsequent Year (2028-29)	10,489,320.00	0.00%	No

Explanation: (required if Yes)
Federal revenue is projected to decrease in 2026-27 primarily due to the receipt of a one time EPA grant of approximately $4.5 million in 2025-26. Federal revenue also reflects the exclusion of Title carryover funds, as the amount available for carryover is not known at the time the adopted budget is prepared.

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)			
First Prior Year (2025-26)	47,768,915.00		
Budget Year (2026-27)	38,173,054.00	(20.09%)	Yes
1st Subsequent Year (2027-28)	38,623,908.80	1.18%	No
2nd Subsequent Year (2028-29)	39,496,018.42	2.26%	No

Explanation: (required if Yes)
Other State Revenue is projected to decrease in 2026-27 primarily due to the expiration of one time funding received in 2025-26, including approximately $3.7 million in Student Support and Discretionary Block Grant funding (Resource 6019), $1.25 million for Literacy Coaches (Resource 6211), $1.95 million for the Learning Communities for School Success Program (Resource 7085), and $1.36 million in Learning Recovery Emergency Block Grant funding (Resource 7435). The decrease also reflects lower projected revenues for Expanded Learning Opportunities Program Arts (Resource 2600), Arts and Music in Schools (Resource 6770), and Lottery revenues (Resources 1100 and 6300) due to lower expected enrollment.

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)			
First Prior Year (2025-26)	27,021,246.00		
Budget Year (2026-27)	23,184,599.00	(14.20%)	Yes
1st Subsequent Year (2027-28)	22,825,526.00	(1.55%)	No
2nd Subsequent Year (2028-29)	22,325,526.00	(2.19%)	No

Explanation: (required if Yes)
Other Local Revenue is projected to decrease in 2026-27 primarily due to lower interest earnings resulting from declining cash balances and lower projected ERAT revenues.

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4)

First Prior Year (2025-26)	14,558,143.00		
Budget Year (2026-27)	8,985,079.00	(38.28%)	Yes
1st Subsequent Year (2027-28)	5,060,502.00	(43.68%)	Yes
2nd Subsequent Year (2028-29)	5,060,502.00	0.00%	No

Explanation: (required if Yes)

Books and Supplies expenditures are projected to decrease in 2026-27 and future years because one time grant funds and prior year carryover funds were used in 2025-26. Carryover amounts for 2026-27 have not been fully identified yet and will be added at First Interim. The projection also removes one time costs from future years as temporary funding ends and spending returns to ongoing levels.

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYP, Line B5)

First Prior Year (2025-26)	65,871,622.00		
Budget Year (2026-27)	47,580,346.00	(27.77%)	Yes
1st Subsequent Year (2027-28)	36,025,970.62	(24.28%)	Yes
2nd Subsequent Year (2028-29)	36,452,403.44	1.18%	No

Explanation: (required if Yes)

Services and Other Operating Expenditures are projected to decrease in 2026-27 and future years because one time grant funds and prior year carryover funds were used in 2025-26. Carryover amounts for 2026-27 have not been fully identified yet and will be added at First Interim. The projection also removes one time costs from future years as temporary funding ends and spending returns to ongoing levels.

6C. Calculating the District's Change in Total Operating Revenues and Expenditures (Section 6A, Line 2)

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Status
Total Federal, Other State, and Other Local Revenue (Criterion 6B)			
First Prior Year (2025-26)	92,372,518.00		
Budget Year (2026-27)	72,859,431.00	(21.12%)	Not Met
1st Subsequent Year (2027-28)	71,938,754.80	(1.26%)	Met
2nd Subsequent Year (2028-29)	72,310,864.42	.52%	Met
Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)			
First Prior Year (2025-26)	80,429,765.00		
Budget Year (2026-27)	56,565,425.00	(29.67%)	Not Met
1st Subsequent Year (2027-28)	41,086,472.62	(27.36%)	Not Met
2nd Subsequent Year (2028-29)	41,512,905.44	1.04%	Met

6D. Comparison of District Total Operating Revenues and Expenditures to the Standard Percentage Range

DATA ENTRY: Explanations are linked from Section 6B if the status in Section 6C is not met; no entry is allowed below.

1a. STANDARD NOT MET - Projected total operating revenues have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation: Federal Revenue (linked from 6B if NOT met)	Federal revenue is projected to decrease in 2026-27 primarily due to the receipt of a one time EPA grant of approximately $4.5 million in 2025-26. Federal revenue also reflects the exclusion of Title carryover funds, as the amount available for carryover is not known at the time the adopted budget is prepared.
Explanation: Other State Revenue (linked from 6B if NOT met)	Other State Revenue is projected to decrease in 2026-27 primarily due to the expiration of one time funding received in 2025-26, including approximately $3.7 million in Student Support and Discretionary Block Grant funding (Resource 6019), $1.25 million for Literacy Coaches (Resource 6211), $1.95 million for the Learning Communities for School Success Program (Resource 7085), and $1.36 million in Learning Recovery Emergency Block Grant funding (Resource 7435). The decrease also reflects lower projected revenues for Expanded Learning Opportunities Program Arts (Resource 2600), Arts and Music in Schools (Resource 6770), and Lottery revenues (Resources 1100 and 6300) due to lower expected enrollment.
Explanation: Other Local Revenue (linked from 6B if NOT met)	Other Local Revenue is projected to decrease in 2026-27 primarily due to lower interest earnings resulting from declining cash balances and lower projected ERAT revenues.

1b. STANDARD NOT MET - Projected total operating expenditures have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating expenditures within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation: Books and Supplies (linked from 6B if NOT met)	Books and Supplies expenditures are projected to decrease in 2026-27 and future years because one time grant funds and prior year carryover funds were used in 2025-26. Carryover amounts for 2026-27 have not been fully identified yet and will be added at First Interim. The projection also removes one time costs from future years as temporary funding ends and spending returns to ongoing levels.
Explanation: **Services and Other Exps** (linked from 6B if NOT met)	Services and Other Operating Expenditures are projected to decrease in 2026-27 and future years because one time grant funds and prior year carryover funds were used in 2025-26. Carryover amounts for 2026-27 have not been fully identified yet and will be added at First Interim. The projection also removes one time costs from future years as temporary funding ends and spending returns to ongoing levels.

7. CRITERION: Facilities Maintenance

STANDARD: Confirm that the annual contribution for facilities maintenance funding is not less than the amount required pursuant to Education Code Section 17070.75, if applicable, and that the district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

Determining the District's Compliance with the Contribution Requirement for EC Section 17070.75 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)

NOTE: EC Section 17070.75 requires the district to deposit into the account a minimum amount equal to or greater than three percent of the total general fund expenditures and other financing uses for that fiscal year. Statute exclude the following resource codes from the total general fund expenditures calculation: 3212, 3213, 3214, 3216, 3218, 3219, 3225, 3226, 3227, 3228, 5316, 5632, 5633, 5634, 7027, and 7690.

DATA ENTRY: Click the appropriate Yes or No button for special education local plan area (SELPA) administrative units (AUs); all other data are extracted or calculated. If standard is not met, enter an X in the appropriate box and enter an explanation, if applicable.

1. a. For districts that are the AU of a SELPA, do you choose to exclude revenues that are passed through to participating members of the SELPA from the OMMA/RMA required minimum contribution calculation? — Yes

   b. Pass-through revenues and apportionments that may be excluded from the OMMA/RMA calculation per EC Section 17070.75(b)(2)(D) (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223) — 0.00

2. Ongoing and Major Maintenance/Restricted Maintenance Account

a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999, exclude resources 3212, 3213, 3214, 3216, 3218, 3219, 3225, 3226, 3227, 3228, 5316, 5632, 5633, 5634, 7027, and 7690)	295,882,502.00			
b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)		3% Required Minimum Contribution (Line 2c times 3%)	Budgeted Contribution[1] to the Ongoing and Major Maintenance Account	Status
c. Net Budgeted Expenditures and Other Financing Uses	295,882,502.00	8,876,475.06	9,039,600.00	Met

[1] Fund 01, Resource 8150, Objects 8900-8999

If standard is not met, enter an X in the box that best describes why the minimum required contribution was not made:

- [ ] Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)
- [ ] Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])
- [ ] Other (explanation must be provided)

Explanation: (required if NOT met and Other is marked)

8. CRITERION: Deficit Spending

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves[1] as a percentage of total expenditures and other financing uses[2] in two out of three prior fiscal years.

8A. Calculating the District's Deficit Spending Standard Percentage Levels

DATA ENTRY: All data are extracted or calculated.

		Third Prior Year (2023-24)	Second Prior Year (2024-25)	First Prior Year (2025-26)
1.	District's Available Reserve Amounts (resources 0000-1999)			
	a. Stabilization Arrangements (Funds 01 and 17, Object 9750)	0.00	0.00	0.00
	b. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	0.00	0.00	33,264,349.00
	c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	85,307,458.92	76,617,174.60	0.00
	d. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	0.00	0.00	0.00
	e. Available Reserves (Lines 1a through 1d)	85,307,458.92	76,617,174.60	33,264,349.00
2.	Expenditures and Other Financing Uses			
	a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	308,569,141.72	318,421,548.57	332,643,486.00
	b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)			0.00
	c. Total Expenditures and Other Financing Uses (Line 2a plus Line 2b)	308,569,141.72	318,421,548.57	332,643,486.00
3.	District's Available Reserve Percentage (Line 1e divided by Line 2c)	27.6%	24.1%	10.0%
	District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	**9.2%**	**8.0%**	**3.3%**

[1]Available reserves are the unrestricted amounts in the Stabilization Arrangement, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

[2]A school district that is the Administrative Unit of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in Unrestricted Fund Balance (Form 01, Section E)	Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000-7999)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (2023-24)	12,310,055.67	192,467,682.84	N/A	Met
Second Prior Year (2024-25)	(8,644,653.15)	206,398,820.52	4.2%	Met
First Prior Year (2025-26)	(31,326,307.00)	217,425,274.00	14.4%	Not Met
Budget Year (2026-27) (Information only)	(15,213,157.00)	204,631,075.00		

8C. Comparison of District Deficit Spending to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Unrestricted deficit spending, if any, has not exceeded the standard percentage level in two or more of the three prior years.

Explanation:
(required if NOT met)

The District has maintained healthy reserves and is using a portion of those reserves to help manage declining enrollment and revenues. The District will continue to monitor spending and make adjustments as needed to maintain fiscal stability.

9. CRITERION: Fund and Cash Balances

A. Fund Balance STANDARD: Budgeted beginning unrestricted general fund balance has not been overestimated for two out of three prior fiscal years by more than the following percentage levels:

Percentage Level [1]	District ADA
1.7%	0 to 300
1.3%	301 to 1,000
1.0%	1,001 to 30,000
0.7%	30,001 to 250,000
0.3%	250,001 and over

[1] Percentage levels equate to a rate of deficit spending which would eliminate recommended reserves for economic uncertainties over a three year period.

District Estimated P-2 ADA (Form A, Lines A6 and C4):	11,165
District's Fund Balance Standard Percentage Level:	**1.0%**

9A-1. Calculating the District's Unrestricted General Fund Beginning Balance Percentages

DATA ENTRY: Enter data in the Original Budget column for the First, Second, and Third Prior Years; all other data are extracted or calculated.

Fiscal Year	Unrestricted General Fund Beginning Balance [2] (Form 01, Line F1e, Unrestricted Column) Original Budget	Estimated/Unaudited Actuals	Beginning Fund Balance Variance Level (If overestimated, else N/A)	Status
Third Prior Year (2023-24)	55,119,271.00	73,332,541.79	N/A	Met
Second Prior Year (2024-25)	58,602,186.00	85,642,597.46	N/A	Met
First Prior Year (2025-26)	34,827,135.00	76,247,714.00	N/A	Met
Budget Year (2026-27) (Information only)	44,921,407.00			

[2] Adjusted beginning balance, including audit adjustments and other restatements (objects 9791-9795)

9A-2. Comparison of District Unrestricted Beginning Fund Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Unrestricted general fund beginning fund balance has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

B. Cash Balance Standard: Projected general fund cash balance will be positive at the end of the current fiscal year.

9B-1: Determining if the District's Ending Cash Balance is Positive

DATA ENTRY: If Form CASH exists, data will be extracted; if not, data must be entered below.

Fiscal Year	Ending Cash Balance General Fund (Form CASH, Line F, June Column)	Status
Current Year (2026-27)	27,845,649.53	Met

9B-2. Comparison of the District's Ending Cash Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected general fund cash balance will be positive at the end of the current fiscal year.

Explanation:
(required if NOT met)

10. CRITERION: Reserves

STANDARD: Available reserves[1] for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts[2] as applied to total expenditures and other financing uses[3]:

DATA ENTRY: Budget Year data are extracted. If Form MYP exists, 1st and 2nd Subsequent Year data will be extracted. If not, enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the two subsequent years.

Percentage Level	District ADA
5% or $90,000 (greater of)	0 to 300
4% or $90,000 (greater of)	301 to 1,000
3%	1,001 to 30,000
2%	30,001 to 250,000
1%	250,001 and over

[1] Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

[2] Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment, as referenced in Education Code Section 42238.02, rounded to the nearest thousand.

[3] A school district that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4. Subsequent Years, Form MYP, Line F2, if available.)	11,131	10,640	10,174
District's Reserve Standard Percentage Level:	**3%**	**3%**	**3%**

10A. Calculating the District's Special Education Pass-through Exclusions (only for districts that serve as the AU of a SELPA)

DATA ENTRY: For SELPA AUs, if Form MYP exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1. If Yes, enter data for item 2a. If No, enter data for the two subsequent years in item 2b; Budget Year data are extracted.

For districts that serve as the AU of a SELPA (Form MYP, Lines F1a, F1b1, and F1b2):

1. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members? YES

2. If you are the SELPA AU and are excluding special education pass-through funds:

   a. Enter the name(s) of the SELPA(s):

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)	0.00		

10B. Calculating the District's Reserve Standard

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 and 2 will be extracted; if not, enter data for the two subsequent years.

All other data are extracted or calculated.

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	295,882,502.00	272,639,456.56	270,304,128.25
2. Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)			
3. Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	295,882,502.00	272,639,456.56	270,304,128.25

4.	Reserve Standard Percentage Level	3%	3%	3%
5.	Reserve Standard - by Percent (Line B3 times Line B4)	8,876,475.06	8,179,183.70	8,109,123.85
6.	Reserve Standard - by Amount ($90,000 for districts with 0 to 1,000 ADA, else 0)	0.00	0.00	0.00
7.	**District's Reserve Standard (Greater of Line B5 or Line B6)**	**8,876,475.06**	**8,179,183.70**	**8,109,123.85**

10C. Calculating the District's Budgeted Reserve Amount

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 through 7 will be extracted; if not, enter data for the two subsequent years.
All other data are extracted or calculated.

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4):		Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1.	General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00	0.00	0.00
2.	General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	29,588,250.00	27,263,945.48	24,327,371.05
3.	General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	0.00	0.00	0.00
4.	General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYP, Line E1d)	0.00	0.00	0.00
5.	Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a)	0.00	0.00	0.00
6.	Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	0.00	0.00	0.00
7.	Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00	0.00	0.00
8.	District's Budgeted Reserve Amount (Lines C1 thru C7)	29,588,250.00	27,263,945.48	24,327,371.05
9.	District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	10.00%	10.00%	9.00%
	District's Reserve Standard (Section 10B, Line 7):	**8,876,475.06**	**8,179,183.70**	**8,109,123.85**
	Status:	Met	Met	Met

10D. Comparison of District Reserve Amount to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected available reserves have met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

SUPPLEMENTAL INFORMATION

DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

S1. Contingent Liabilities

1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget? — No

1b. If Yes, identify the liabilities and how they may impact the budget:

S2. Use of One-time Revenues for Ongoing Expenditures

1a. Does your district have ongoing general fund expenditures in the budget in excess of one percent of the total general fund expenditures that are funded with one-time resources? — No

1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

S3. Use of Ongoing Revenues for One-time Expenditures

1a. Does your district have large non-recurring general fund expenditures that are funded with ongoing general fund revenues? — No

1b. If Yes, identify the expenditures:

S4. Contingent Revenues

1a. Does your district have projected revenues for the budget year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)? — No

1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

S5. Contributions

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the budget year and two subsequent fiscal years. Provide an explanation if contributions have changed from the prior fiscal year amounts by more than $20,000 and more than ten percent. Explanation should include whether contributions are ongoing or one-time in nature.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the budget year and two subsequent fiscal years. Provide an explanation if transfers have changed from the prior fiscal year amounts by more than $20,000 and more than ten percent. Explanation should include whether transfers are ongoing or one-time in nature.

Estimate the impact of any capital projects on the general fund operational budget.

District's Contributions and Transfers Standard: -10.0% to +10.0% or -$20,000 to +$20,000

S5A. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may Impact the General Fund

DATA ENTRY: For Contributions, enter data in the Projection column for the 1st and 2nd Subsequent Years. Contributions for the First Prior Year and Budget Year data will be extracted. For Transfers In and Transfers Out, the First Prior Year and Budget Year data will be extracted. If Form MYP exists, the data will be extracted for the 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data for the 1st and 2nd Subsequent Years. Click the appropriate button for 1d. All other data are extracted or calculated.

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
1a. **Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)**				
First Prior Year (2025-26)	(24,115,261.00)			
Budget Year (2026-27)	(20,900,460.00)	(3,214,801.00)	(13.3%)	Not Met
1st Subsequent Year (2027-28)	(20,859,444.00)	(41,016.00)	(.2%)	Met
2nd Subsequent Year (2028-29)	(21,058,008.00)	198,564.00	1.0%	Met
1b. **Transfers In, General Fund ***				
First Prior Year (2025-26)	0.00			
Budget Year (2026-27)	0.00	0.00	0.0%	Met
1st Subsequent Year (2027-28)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2028-29)	0.00	0.00	0.0%	Met
1c. **Transfers Out, General Fund ***				
First Prior Year (2025-26)	0.00			
Budget Year (2026-27)	0.00	0.00	0.0%	Met
1st Subsequent Year (2027-28)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2028-29)	0.00	0.00	0.0%	Met

1d. **Impact of Capital Projects**

Do you have any capital projects that may impact the general fund operational budget? No

* Include transfers used to cover operating deficits in either the general fund or any other fund.

S5B. Status of the District's Projected Contributions, Transfers, and Capital Projects

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for item 1d.

1a. NOT MET - The projected contributions from the unrestricted general fund to restricted general fund programs have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify restricted programs and amount of contribution for each program and whether contributions are ongoing or one-time in nature. Explain the district's plan, with timeframes, for reducing or eliminating the contribution.

Explanation: (required if NOT met)

The decrease in unrestricted contributions reflects the District's efforts to better align expenditures with available funding sources. As a result, fewer unrestricted General Fund dollars are needed to support restricted programs.

1b. MET - Projected transfers in have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

1c. MET - Projected transfers out have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

1d. NO - There are no capital projects that may impact the general fund operational budget.

Project Information:
(required if YES)

S6. Long-term Commitments

Identify all existing and new multiyear commitments[1] and their annual required payments for the budget year and two subsequent fiscal years. Explain how any increase in annual payments will be funded. Also explain how any decrease to funding sources used to pay long-term commitments will be replaced.

[1] Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

S6A. Identification of the District's Long-term Commitments

DATA ENTRY: Click the appropriate button in item 1 and enter data in all columns of item 2 for applicable long-term commitments; there are no extractions in this section.

1. Does your district have long-term (multiyear) commitments?
   (If No, skip item 2 and Sections S6B and S6C) — Yes

2. If Yes to item 1, list all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in item S7A.

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For: Funding Sources (Revenues)	Debt Service (Expenditures)	Principal Balance as of July 1, 2026
Leases				
Certificates of Participation	20	25	575,500	7,220,000
General Obligation Bonds	29	51	22,893,780.13	309,411,497
Supp Early Retirement Program	3	01	1,383,460	4,150,380
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (do not include OPEB):				
TOTAL:				320,781,877

Type of Commitment (continued)	Prior Year (2025-26) Annual Payment (P & I)	Budget Year (2026-27) Annual Payment (P & I)	1st Subsequent Year (2027-28) Annual Payment (P & I)	2nd Subsequent Year (2028-29) Annual Payment (P & I)
Leases				
Certificates of Participation	581,500	581,500	581,500	581,500
General Obligation Bonds	22,035,114	22,893,780	24,052,879	22,179,702
Supp Early Retirement Program	1,383,460	1,383,460	1,383,460	1,383,460
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (continued):				
Total Annual Payments:	24,000,074	24,858,740	26,017,839	24,144,662
Has total annual payment increased over prior year (2025-26)?		**Yes**	**Yes**	**Yes**

S6B. Comparison of the District's Annual Payments to Prior Year Annual Payment

DATA ENTRY: Enter an explanation if Yes.

1a. Yes - Annual payments for long-term commitments have increased in one or more of the budget or two subsequent fiscal years. Explain how the increase in annual payments will be funded.

Explanation:
(required if Yes to increase in total annual payments)

Increase in GO bond payments will be funded by Fund51.

S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments

DATA ENTRY: Click the appropriate Yes or No button in item 1; if Yes, an explanation is required in item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

No

2. No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment annual payments.

Explanation:
(required if Yes)

S7. Unfunded Liabilities

Estimate the unfunded liability for postemployment benefits other than pensions (OPEB) based on an actuarial valuation, if required, or other method; identify or estimate the actuarially determined contribution (if available); and indicate how the obligation is funded (pay-as-you-go, amortized over a specific period, etc.).

Estimate the unfunded liability for self-insurance programs such as workers' compensation based on an actuarial valuation, if required, or other method; identify or estimate the required contribution; and indicate how the obligation is funded (level of risk retained, funding approach, etc.).

S7A. Identification of the District's Estimated Unfunded Liability for Postemployment Benefits Other than Pensions (OPEB)

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section except the budget year data on line 5b.

1	Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 2-5)	No
2.	For the district's OPEB:	
	a. Are they lifetime benefits?	No
	b. Do benefits continue past age 65?	Yes

c. Describe any other characteristics of the district's OPEB program including eligibility criteria and amounts, if any, that retirees are required to contribute toward their own benefits:

Employee must be at least 55 years of age, hired prior to 2013 and worked at the Oxnard School District for 15 years to be eligible.

3	a. Are OPEB financed on a pay-as-you-go, actuarial cost, or other method?	Pay-as-you-go	
	b. Indicate any accumulated amounts earmarked for OPEB in a self-insurance or governmental fund	Self-Insurance Fund	Governmental Fund

4.	OPEB Liabilities	
	a. Total OPEB liability	86,134,251.00
	b. OPEB plan(s) fiduciary net position (if applicable)	8,882,538.00
	c. Total/Net OPEB liability (Line 4a minus Line 4b)	77,251,713.00
	d. Is total OPEB liability based on the district's estimate or an actuarial valuation?	Actuarial
	e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation	6/30/2025

5. OPEB Contributions	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method			
b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)	3,450,984.00	3,450,984.00	3,450,984.00
c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)			
d. Number of retirees receiving OPEB benefits	245.00	245.00	245.00

S7B. Identification of the District's Unfunded Liability for Self-Insurance Programs

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section.

1 Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB, which is covered in Section S7A) (If No, skip items 2-4)

No

2 Describe each self-insurance program operated by the district, including details for each such as level of risk retained, funding approach, basis for valuation (district's estimate or actuarial), and date of the valuation:

3. Self-Insurance Liabilities

a. Accrued liability for self-insurance programs	
b. Unfunded liability for self-insurance programs	

4. Self-Insurance Contributions

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
a. Required contribution (funding) for self-insurance programs			
b. Amount contributed (funded) for self-insurance programs			

S8. Status of Labor Agreements

Analyze the status of all employee labor agreements. Identify new labor agreements, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues, and explain how these commitments will be funded in future fiscal years.

If salary and benefit negotiations are not finalized at budget adoption, upon settlement with certificated or classified staff:

The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards, and may provide written comments to the president of the district governing board and superintendent.

S8A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Number of certificated (non-management) full - time - equivalent (FTE) positions	863.00	822.00	797.00	782.00

Certificated (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? — No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

If Yes, date of budget revision board adoption:

4. Period covered by the agreement: Begin Date: End Date:

5. Salary settlement:

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			
One Year Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year			
or			
Multiyear Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6.	Cost of a one percent increase in salary and statutory benefits	1,166,994

		Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
7.	Amount included for any tentative salary schedule increases	0	0	0

Certificated (Non-management) Health and Welfare (H&W) Benefits		Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1.	Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2.	Total cost of H&W benefits	11,751,187	11,373,407	11,127,137
3.	Percent of H&W cost paid by employer			
4.	Percent projected change in H&W cost over prior year	0.0%	0.0%	0.0%

Certificated (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget? No

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

Certificated (Non-management) Step and Column Adjustments		Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1.	Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2.	Cost of step & column adjustments		1,352,919	1,314,691
3.	Percent change in step & column over prior year		1.3%	1.3%

Certificated (Non-management) Attrition (layoffs and retirements)		Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1.	Are savings from attrition included in the budget and MYPs?	Yes	Yes	Yes
2.	Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	Yes	Yes	Yes

Certificated (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):

S8B. Cost Analysis of District's Labor Agreements - Classified (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Number of classified(non - management) FTE positions	852.03	813.00	793.00	773.00

Classified (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

If Yes, date of budget revision board adoption:

4. Period covered by the agreement: Begin Date: End Date:

5. Salary settlement:

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			
One Year Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year			
or			
Multiyear Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6.	Cost of a one percent increase in salary and statutory benefits	601,681		
		Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
7.	Amount included for any tentative salary schedule increases	0	0	0

Classified (Non-management) Health and Welfare (H&W) Benefits		Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1.	Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2.	Total cost of H&W benefits	6,810,555	6,464,815	6,464,815
3.	Percent of H&W cost paid by employer			
4.	Percent projected change in H&W cost over prior year	0.0%	0.0%	0.0%

Classified (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget? No

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

Classified (Non-management) Step and Column Adjustments		Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1.	Are step & column adjustments included in the budget and MYPs?	Yes		Yes
2.	Cost of step & column adjustments		622,042	605,517
3.	Percent change in step & column over prior year		1.3%	1.3%

Classified (Non-management) Attrition (layoffs and retirements)		Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1.	Are savings from attrition included in the budget and MYPs?	Yes	Yes	Yes
2.	Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	Yes	Yes	Yes

Classified (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., hours of employment, leave of absence, bonuses, etc.):

S8C. Cost Analysis of District's Labor Agreements - Management/Supervisor/Confidential Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Number of management, supervisor, and confidential FTE positions	92.60	88.60	88.60	88.60

Management/Supervisor/Confidential

Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? — No

If Yes, complete question 2.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 3 and 4.

If n/a, skip the remainder of Section S8C.

Negotiations Settled

2. Salary settlement:	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Negotiations Not Settled

3. Cost of a one percent increase in salary and statutory benefits	173,983

4. Amount included for any tentative salary schedule increases	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)

Management/Supervisor/Confidential **Health and Welfare (H&W) Benefits**	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. Are costs of H&W benefit changes included in the budget and MYPs?	No	No	No
2. Total cost of H&W benefits	1,412,260	1,412,260	1,412,260
3. Percent of H&W cost paid by employer			
4. Percent projected change in H&W cost over prior year	0.0%	0.0%	0.0%

Management/Supervisor/Confidential **Step and Column Adjustments**	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2. Cost of step and column adjustments		195,402	189,968
3. Percent change in step & column over prior year		1.3%	1.3%

Management/Supervisor/Confidential **Other Benefits (mileage, bonuses, etc.)**	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. Are costs of other benefits included in the budget and MYPs?	Yes	Yes	Yes
2. Total cost of other benefits	66,450	66,450	66,450
3. Percent change in cost of other benefits over prior year	0.0%	0.0%	0.0%

S9. Local Control and Accountability Plan (LCAP)

Confirm that the school district's governing board has adopted an LCAP or an update to the LCAP effective for the budget year.

DATA ENTRY: Click the appropriate Yes or No button in item 1, and enter the date in item 2.

1. Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?	Yes
2. Adoption date of the LCAP or an update to the LCAP.	Jun 17, 2026

S10. LCAP Expenditures

Confirm that the school district's budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.

DATA ENTRY: Click the appropriate Yes or No button.

Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?	Yes

ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review. DATA ENTRY: Click the appropriate Yes or No button for items A1 through A9 except item A3, which is automatically completed based on data in Criterion 2.

A1.	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	No
A2.	Is the system of personnel position control independent from the payroll system?	No
A3.	Is enrollment decreasing in both the prior fiscal year and budget year? (Data from the enrollment budget column and actual column of Criterion 2A are used to determine Yes or No)	Yes
A4.	Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior fiscal year or budget year?	No
A5.	Has the district entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	No
A6.	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	Yes
A7.	Is the district's financial system independent of the county office system?	No
A8.	Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education)	No
A9.	Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?	Yes

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments:
(optional)

A3: Enrollment Trends The district expects enrollment to decline. This trend is already built into the district's Multi Year Projection. A6:Retiree Health Benefits The district provides uncapped health benefits to retirees who were hired before 2013 and who are vested. These benefits continue until the retiree reaches age 69. A9: Personnel Changes within the last 12 months Assistant Superintendent of BusinessServices, Kristen Pifko joined the district as the new Assistant Superintendent of Business Services on July 1, 2025

End of School District Budget Criteria and Standards Review

Following is a chart of the various types of technical review checks and related requirements:

F - Fatal (Data must be corrected; an explanation is not allowed)
W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

SUPPLEMENTAL CHECKS

DEBT-ACTIVITY - (**Informational**) - Long-term debt exists, but it appears that no activity has been entered in the Schedule of Long-Term Liabilities (Form DEBT) for the following long-term debt types: **Exception**

Long-Term Liability Type	Beginning Balance	Ending Balance
DEBT.GOV.GO.BONDS.9661	$345,596,000.00	
DEBT.GOV.PENSION.LIAB.9663	$190,280,667.00	
DEBT.GOV.OPEB.9664	$82,349,426.00	
DEBT.GOV.COMP.ABS.9665	$8,967,358.99	
DEBT.GOV.COPS.9666	$7,430,000.00	
DEBT.GOV.OTH.DEBT.9669	$6,675,879.00	

Following is a chart of the various types of technical review checks and related requirements:

F - Fatal (Data must be corrected; an explanation is not allowed)
W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

SUPPLEMENTAL CHECKS

DEBT-ACTIVITY - (**Informational**) - Long-term debt exists, but it appears that no activity has been entered in the Schedule of Long-Term Liabilities (Form DEBT) for the following long-term debt types: **Exception**

Long-Term Liability Type	Beginning Balance	Ending Balance
DEBT.GOV.GO.BONDS.9661	$345,596,000.00	
DEBT.GOV.PENSION.LIAB.9663	$190,280,667.00	
DEBT.GOV.OPEB.9664	$82,349,426.00	
DEBT.GOV.COMP.ABS.9665	$8,967,358.99	
DEBT.GOV.COPS.9666	$7,430,000.00	
DEBT.GOV.OTH.DEBT.9669	$6,675,879.00	

OSD BOARD AGENDA ITEM

Name of Contributor: Kristen Pifko **Date of Meeting:** June 17, 2026

Agenda Section: Section D: Action Items

Approval of Agreement #26-71 – Highland Electric Fleets, LLC (Pifko)

At the September 17, 2025, the Board approved Agreement #25-134 for Highland Electric Fleets to provide a turnkey transition from CNG (Compressed Natural Gas) school buses to electric school buses, covering consulting, procurement, installation, training, charge management, and operations. This project included fifteen (15) Type C electric buses, twenty-one (21) 30 kW single-port chargers, two (2) 60 kW dual-port chargers and related infrastructure at 516 W. Wooley Road, Oxnard, CA. Funding for this project came through the California Hybrid and Zero-Emission Truck and Bus Voucher Incentive Project (HVIP) and the U.S. Environmental Protection Agency (EPA) Clean Heavy-Duty Vehicle (CHDV) program.

At the November 5, 2025, District Board meeting, the Board adopted Resolution No. 25-10, which authorized the District to apply for additional state funding through the California Zero-Emission School Bus and Infrastructure (ZESBI) Incentive Project, which provides support for four (4) additional electric school buses and associated charging infrastructure. ZESBI is jointly administered by the California Air Resources Board (CARB) and the California Energy Commission (CEC) and is designed to accelerate the transition of school bus fleets to clean, zero-emission vehicles. This step enabled the District to access available state resources to continue advancing its fleet electrification goals while minimizing out-of-pocket costs.

The District was recently awarded the following state incentives:

(a) ZESBI Incentive in the amount of $1,880,000.00;
(b) CARB Hybrid and Zero-Emission Truck and Bus Vouchers equal to $216,000.00; and
(c) Ventura County Air Pollution Control Board Zero Emission School Bus Grants, one in the amount of $100,580.49 and another in the amount of $162,527.09.

Approval of this Agreement would authorize Highland Electric Fleets to expand the District's transition to electric school buses by applying the above incentives toward the acquisition of five (5) Type C electric school buses, one (1) 30 kW single-port charger, and three (3) 60 kW, dual-port chargers.

As with Agreement #25-134, Highland will manage full grant compliance, including reporting, documentation, operational data tracking, emissions calculations, and audit support—helping the District meet regulatory requirements while advancing safe, sustainable, and modern student transportation.

For Reference: On October 8, 2023, Governor Gavin Newsom signed Assembly Bill 579

into law. It requires that starting January 1, 2035, 100% of all newly purchased or contracted school buses by local educational agencies (school districts, county offices of education, or charter schools) must be zero emissions.

FISCAL IMPACT:
$120,000 per year operating costs for 5 buses with 3% escalation each year. Total 12-year operating costs amount to $1.7 million to be paid with LCFF funds. This operating cost is approximately half the cost of operating the current CNG buses for an operating savings of $1.7 million over the 12-year period.

RECOMMENDATION:
It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, that the Board of Trustees approve Agreement #26-71 with Highland Electric Fleets, LLC.

ADDITIONAL MATERIALS:

Attached: Agreement #26-71, Highland Electric Fleet, LLC. (36 Pages)
Proposal (5 Pages)
Presentation (9 Pages)

OSD AGREEMENT #26-71

TRANSPORTATION EQUIPMENT SERVICES AGREEMENT

I. INTRODUCTION

This Transportation Equipment Services Agreement ("**Agreement**") between the Customer and the Provider listed below (each a "**Party"**) is effective as of the last date of signature of this Agreement ("**Effective Date**"). The Agreement includes and incorporates this **Part 1**, including the "Scope of Services" and its Exhibits and Schedules, included as **Part 1**, and the "Terms and Conditions" and its Exhibits, included as **Part 2,** as listed below:

Part 1 – **Transportation Equipment Services Agreement Introduction, Recitals, Scope of Services; Execution**
- **Exhibit 1A** –Vehicle Specifications; Annual Vehicle Work
- **Exhibit 1B** – Preliminary System Site Plan
- **Exhibit 1C** – Incentive Compliance

Part 2 –**Terms and Conditions**
- **Exhibit 2A** – Operational Date Certificate
- **Exhibit 2B –** RESERVED
- **Exhibit 2C -** Customer-Specific Provisions

RECITALS

To improve the ridership and driver experience, and generate environmental and health benefits, Customer desires to transition all or part of its vehicle fleet to electric vehicles. Provider's turnkey "Fleet" services involve three major components: (1) procurement and ongoing ownership of electric vehicles, chargers, and related infrastructure, (2) installation of the chargers and infrastructure, and (3) ongoing operational services including training, equipment operations and maintenance, charging (and paying for electricity), and provision of charge management and telemetry data via web-based software platform. The services are provided in exchange for an annual contract price paid by Customer to Provider.

II. SCOPE OF SERVICES

This Scope of Services provides, in summary format, references and definitions for the Services to be provided by Provider to Customer under this Agreement. This Scope of Services is a summary and is modified by the Exhibits and Schedules to this Scope of Services and by the Terms and Conditions.

1. Parties; Notice Addresses:	(a) Customer: Oxnard School District, a California public school district Notice Address: 1051 S A St, Oxnard, CA 93030 Contact Name and Title: Rita Galvan, Director of Transportation Contact Phone and Email: (805)-385-1519; rgalvan@oxnardsd.org (b) Provider: HEF-P Los Angeles, LLC, a Delaware limited liability company Notice Address: 200 Cummings Center, Suite 273D, Beverly, MA 01915 Contact Name and Title: Benjamin Schutzman, Vice President Contact Phone and Email: (610)-220-5841; ben@highlandfleets.com with copy to notices@highlandfleets.com
2. Services:	Customer retains Provider to provide, and Provider will provide the following **"Services"** for the Contract Price (defined in the Terms and Conditions), for the period identified below: (a) ***Consulting Services:*** Assist in planning for fleet electrification, including identifying incentives for future deployments; (b) ***Procurement Services:*** From the Effective Date through the Operational Date (defined below), and thereafter in Provider's judgment, specify and procure or cause to be procured the System (defined below), selecting components that optimize System performance and efficiency in light of Customer requirements; (c) ***Installation Services:*** Beginning the Effective Date, design, obtain required Approvals (defined in the Terms and Conditions) for, install, interconnect, and start-up, Chargers, Infrastructure, and related improvements at the Premises (defined below), consistent with the final System Site Plan (defined below); (d) ***Training Services:*** Before the Operational Date, at mutually agreed time(s), coordinate original equipment manufacturer ("**OEM")** training and provide training in use of the

	System to Customer personnel; (e) ***Charge Management Services:*** From the Operational Date through the remainder of the Term (defined below) charge Vehicles (defined below) and pay for related electricity; and license the Platform (defined below) to Customer as provided in the Terms and Conditions; and **(f)** ***Operations Services***: From the Operational Date through the remainder of the Term provide Vehicles for use during the agreed Vehicle Operation Period or VOP (defined below); provide access for Vehicles to, and operate and maintain, Chargers and Infrastructure; and reimburse Customer for Vehicle maintenance and repairs performed by Customer in accordance with the Terms and Conditions.
3. Vehicles; Chargers; System; Platform:	Provider's Services will be based on the operation and use of: (a) **Five (5) Type C** electric school buses, as further described on **Exhibit 1A** (each, a "**Vehicle**"), each of which shall be equipped with a wheelchair lift, and further classified as follows: (i) one (1) "**HVIP Bus**;" (ii) one (1) "**Stacked Bus**;" and (iii) three (3) buses, each of which is a "**ZESBI Bus.**" (b) One (1) 30 kW single-port, InCharge charging station (a "**Charger")**, and three (3) 60 kW, dual-port InCharge charging stations (each also a "**Charger")** installed at the Premises, as depicted on the preliminary System Site Plan attached as **Exhibit 1B**; (c) Related equipment and infrastructure installed at the Premises, consistent with **Exhibit 1B** (collectively, "**Infrastructure**" the Vehicles, Chargers, and Infrastructure, collectively, the "**System**"); and (d) The license to the Customer of Provider's intellectual property rights in the fleet management software platform that supports the System (the "**Platform**"), subject to the license terms set forth in the Terms and Conditions.
4. Premises:	The Chargers and Infrastructure will be installed and operated at, and the Vehicles will be stored at, the real property and improvements thereon (the "**Premises**") owned and occupied by Customer and having a street address of: **516 W Wooley Rd, Oxnard, CA 93030**. **Exhibit 1B** includes a preliminary plan ("**System Site Plan**") reflecting the layout of the System on the Premises. The preliminary System Site Plan is subject to revision as provided in the Terms and Conditions.
5. Operational Date; Anticipated Operational Date:	The date the Parties agree that the System is capable of being operated in accordance with the Terms and Conditions is the "**Operational Date,**" as further described in the Terms and Conditions. The System, including all Vehicles, will be operational, as contemplated by the Terms and Conditions, on the date ("**Anticipated Operational Date")** that is **eighteen (18)** months after the Effective Date; provided, however, that Provider will use commercially reasonable efforts to achieve the Operational Date by **December 31, 2026**; and subject to satisfaction of Operational Date conditions, Customer will not object to early achievement of eth Operational Date.
6. Term:	(a) "**Initial Term**": The period beginning the Operational Date, and ending on the last day of the **twelfth (12th)** Contract Year (defined below). (b) "**Extension Term"**: An additional period of **three (3)** Contract Years commencing the first day after the Initial Term, if mutually agreed by the Parties as provided in this Agreement. (c) "**Term**" means the period beginning the Effective Date and ending on the last day of the Initial Term or of the last Extension Term, as applicable, subject to earlier termination as provided in this Agreement. (d) "**Contract Year**" means the 12-month period in the Term beginning the Operational Date or anniversary of the Operational Date.
7. Performance Assurances:	Subject to and as further detailed in the Terms and Conditions, Provider's Services are supported by the following performance assurances: ***Charger Uptime Guarantee.*** Provider guarantees that the Charger ports will be Available (defined in the Terms and Conditions) to charge the Vehicles, measured each Contract Year based on a minimum Availability percentage, subject to agreed exclusions.

	Route Readiness Guarantee: Provider guarantees that each Vehicle will be sufficiently charged for its first, regular Designated Route (defined in the Terms and Conditions) on each day in the VOP (defined below), subject to agreed exclusions. ***Service Promise***: Provider agrees to promptly respond to Customer requests regarding System issues, to escalate Vehicle repair issues to appropriate parties, and to regularly evaluate System for performance matters.
8. Operating Parameters:	(a) **"Annual Mileage Allowance"**: **18,154** miles/Vehicle/Contract Year (b) "**Vehicle Operating Period**" or "**VOP**" includes the following: (i) **6:00 am to 9:00 am and 2:00 pm to 5:00 pm** ("**Regular Operating Session**") on any day in Customer's published school year during the Term on which Customer's educational activities are in regular session; (ii) The period outside of the Regular Operating Session that Customer operates a Vehicle for "**Planned Excursion**," in accordance with the Terms and Conditions. (c) "**Distance Limitation**:" **60** miles away from the Premises in any direction.
9. Provider Use of System:	As detailed in the Terms and Conditions, Provider has the right to use the System outside the VOP, including to deploy the System to provide grid services (demand response and similar), charging (including charging-for-a-fee), or building electricity, so long as this Provider use does not interfere with the Services.
10. Contract Price; Performance-Based Adjustments:	(a) **"Base Service Fee"**: **$24,000.00** per Vehicle per Contract Year, as provided in the Terms and Conditions, subject to escalation beginning the second Contract Year at a rate ("**Annual Escalator")** equal to **3%**/year, subject to adjustment as provided in the Terms and Conditions. (b) Performance-Based Fees and Credits: (i) **"Excess Mileage Fee"**: **$3.00** per mile per Vehicle per Contract Year above Annual Mileage Allowance (ii) "**Time of Use Fee**": **$50.00** per hour outside of VOP per Vehicle. (c) If the Charger Uptime Guarantee is not satisfied in a Contract Year, then, for each **1%** below **97%** that System Chargers are not "Available" (defined in the Terms and Conditions) in that Contract Year, Provider will provide "**Availability Credits**" to Customer equal to **1%** of the aggregate Base Service Fee paid for the Contract Year. (d) If the Route Readiness Guarantee is not satisfied for a Vehicle on any day in the VOP during the Term, Provider will provide a "**Downtime Credit"** to Customer equal to **$100.00** per day per Vehicle. (e) The total amount of Availability Credits and Downtime Credits that accrue in a Contract Year are capped at **10%** of the aggregate Base Service Fee paid for that Contract Year.
11. Regular Maintenance Credit and Reimbursement Rates:	Provider will reimburse Customer for Repair Work (defined in the Terms and Conditions), including the "**Annual Vehicle Work**" detailed on **Exhibit 1A**, and Vehicle towing, all in accordance with the Terms and Conditions based on the following: (a) Reimbursable Labor Rate: **$75.00** per hour for Vehicle Repair; (b) Towing Cap: **$650.00** per Vehicle per tow; (c) Parts – reimbursement at cost, subject to coordination with Provider.
12. Existing Incentives:	An "**Existing Incentive"** means accelerated depreciation and other, available Tax Attributes (defined below) with respect to the ZESBI Buses and the Chargers. Existing Incentive benefits shall be paid or credited to Provider or otherwise used as contemplated by this Agreement. Each Party will comply with the Existing Incentive compliance requirements applicable to such Party set forth on **Exhibit 1C.** Each of the following incentives (each, a "**Customer Award")** are expected to be received and payable to, or inuring to the benefit of, Customer with respect to the deployment of Vehicles under this Agreement: (i) The Zero-Emission School Bus and Infrastructure incentive ("**ZESBI Incentive**") made available through the California Air Resources Board ("**CARB**") in the amount of **$395,000.00** per Vehicle for the three (3) ZESBI Buses and the Stacked Bus, and in the amount of **$75,000.00**/Charger for the four

	(4) Chargers, **$1,880,000.00** total, subject to **Exhibit 2C**;; (ii) California Air Resources Board Hybrid and Zero-Emission Truck and Bus Vouchers equal to **$216,000.00** for the HVIP Bus ("**HVIP Incentive**") to support the purchase of such HVIP Bus; (iii) Ventura County Air Pollution Control District Zero Emission School Bus Grants (each, a "**VCAPCD Incentive")**, one in the amount of **$100,580.49** to be used toward the purchase of the HVIP Bus; and one in the amount of **$162,527.09** to be used toward the purchase of the Stacked Bus. Each Party will comply with the Customer Award compliance requirements applicable to such Party set forth on **Exhibit 1C.**
13. Interconnection Limit:	**$0.00**, which covers the expected Provider costs, after applying applicable make-ready Existing Incentives, to connect the System to an on-Premises connection point and to interconnect from that point to the local electric utility system.
14. Governing Law; Venue:	This Agreement shall be governed by and construed in accordance with the domestic laws of California, without reference to any choice of law principles. The state courts of California and the federal courts sitting in Los Angeles, California, shall have exclusive jurisdiction over any action or proceeding arising under this Agreement, with venue lying in Los Angeles, California.
15. Future Electrification:	As detailed in the Terms and Conditions, Customer and Provider will collaborate to secure Incentives for Customer's future fleet electrifications, and Customer will consider working with Provider to on such future fleet electrifications, subject to applicable law, including procurement law.
16. OTHER:	See **Exhibit 2C**.

<<<<Signature page follows.>>>>

IV. AGREEMENT EXECUTION

INTENDING TO BE LEGALLY BOUND, Provider and Customer, through their duly authorized representatives, are executing and delivering this Agreement, effective as of the Effective Date.

Customer: Oxnard School District	**Provider:** HEF-P Los Angeles, LLC
Signature:_____	Signature:_____
Printed Name: Melissa Reyes	Printed Name: _____
Title: Director, Purchasing	Title:_____
Date:_____	Date:_____

Exhibit 1A of Part 1
Vehicle Specifications; Annual Vehicle Work

1. **Vehicle Specifications:** See attached.

2. **Annual Vehicle Work.** As used in this Agreement, "**Annual Vehicle Work**," generally means the annual preventative maintenance prescribed by the Vehicle OEM, and generally will include:

(a) Up to 15 hours of labor, which is the SRT (defined in the Terms and Conditions),

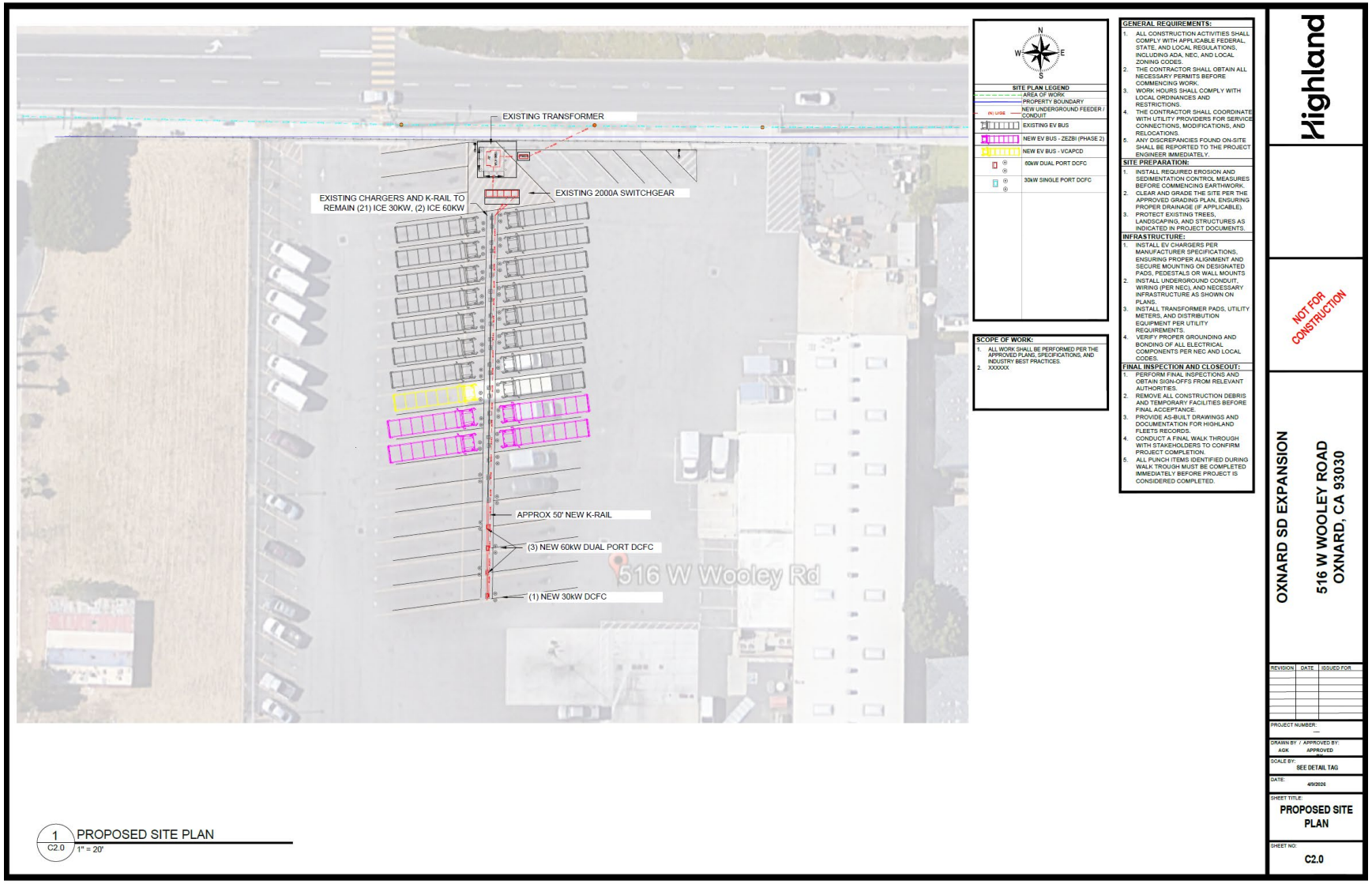
(b) Inspection and change or replacement, as needed or otherwise indicated below, of each of the following:
- (i) Air compressor oil separator and main seal
- (ii) Coolant system maintenance, fluid change
- (iii) Electric Transmission Fluid Change
- (iv) Power steering fluid all C2
- (v) Power steering filter all C2
- (vi) Battery Pack Desiccant (replacement)
- (vii) Rear end fluid (change)
- (viii) Air Drier
- (ix) AC Filters
- (x) Air compressor filter LG (replacement)
- (xi) Air compressor filter SM (replacement)
- (xii) Power steering Motor Lube
- (xiii) Vehicle consumables (such as wiper blades, light bulbs, and similar), other than Vehicle tires

(c) Such other annual, semi-annual, quarterly, monthly, or other, periodic Vehicle work required under Prudent Vehicle Practices (defined in the Terms and Conditions).

As of the Operational Date and from time to time during the Term thereafter, Provider may deliver written notice to Customer to revise the work included as part of Annual Vehicle Work to the extent necessary to conform to Vehicle OEM requirements.

<<<End of Part 1, Exhibit 1A>>>

Exhibit 1B of Part 1
Preliminary System Site Plan



<<<End of Part 1, Exhibit 1B>>>

Exhibit 1C of Part 1
Incentive Compliance

1. Customer will assure that during the Term, each Vehicle will be used exclusively to provide pupil transportation and related transportation services to a public school.

2. Customer will assure that, from the Operational Date through at least the tenth (10^{th}) anniversary of the Operational Date, each Vehicle and each Charger will be used exclusively to serve Oxnard School District.

3. During the Term, Customer will assure that each Vehicle will be used to transport preprimary, primary, and secondary school students to or from school or an event related to school.

4. Customer and Provider agree that, upon the request of the Ventura County Air Pollution Control District ("**VCAPCD")** or CARB, the Vehicles and the balance of the System at the Premises will be made available for inspection by VCAPCD or CARB or the authorized representatives of either of them during the Term.

5. In accordance with the requirements of the ZESBI Incentive program and the VCAPCD Incentive program, Customer will scrap, sell, or donate, or cause to be scrapped, sold, or donated, at least **five (5) Type C** (or other eligible) fully operational diesel school buses with a gross vehicle weight rating of 10,001 pounds or more (each a "**Replaced Vehicle**"), and will provide evidence of the scrapped, sold, or donated Replaced Vehicles to the VCAPCD and/or CARB in the manner and in the timeframe required pursuant to the applicable incentive program. Customer will provide a copy of such evidence as well as a signed scrappage statement to Provider upon Provider request.

6. Customer will provide all information reasonably requested by Provider to complete, and Provider will complete and submit to each of CARB and VCAPCD all information and reporting required with respect to the System and the Services pursuant to the program guidelines relating to the ZESBI Incentive, the HVIP Incentive, and/or the VCAPCD Incentive.

7. Customer agrees to use its best efforts to cooperate promptly with Provider in Provider's completion of reporting, information, and other materials required to be submitted pursuant to the guidelines for the ZESBI Incentive, the HVIP Incentive, and/or the VCAPCD Incentive. Such cooperation includes but is not limited to: (a) Customer's retention, in accordance with Customer's retention policies or applicable law and timely provision of documents, materials, and information related to this Agreement, the System, and/or the Services; (b) Customer's provision to Provider of timely and reasonable access to Customer's personnel for the purpose of interview and discussion related to such documents, materials, and information; (c) tracking of project progress as requested by Provider; (d) reporting to Provider any deviations from budget or project scope or objective (including additions, deletions, or changes the schedule, budget, or workplan); and responding in a timely manner to other inquiries by Provider as necessary for the completion of reporting, information, and other materials required to be submitted pursuant to the guidelines for the ZESBI Incentive, the HVIP Incentive, and/or the VCAPCD Incentive.

8. **Provider Obligations**. Provider agrees to use commercially reasonable efforts to provide, facilitate, and assist Customer with any and all reports, reviews, and/or any other compliance requirements under all Existing Incentives listed in Section 12 , Part 1 (Scope of Services) of this Agreement. Except to the extent arising from the negligence or willful misconduct of Provider, its employees, or agents, Provider shall have no liability, direct or indirect, to Customer, the EPA, any agent of either of them, or claimant by or through either of them, with respect to: any noncompliance or violation of this Agreement by, or on behalf of, Customer; the performance by Customer or its agents of this Agreement; or the EPA CSB Incentive; and Customer releases Provider, its employees, and agents from, and expressly waives, any such liability. For clarification, the preceding sentence shall not apply to the negligent or willful acts or failures by Provider.

9. **Survival**. Notwithstanding any contrary provision of this Agreement (including Terms and Conditions Section 21(b)), the obligations of the Parties under this **Exhibit 1C** of Part 1 shall survive termination of this Agreement through the fourth (4^{th}) anniversary of the last day of the Term; provided, however, that: (a) the obligations of the Parties under **Sections 1-4** of this **Exhibit 1C** of Part 1 shall survive until the last day of the Term.

<<<End of Part 1, Exhibit 1C>>>

Part 2
Terms and Conditions

1. **Interpretation; Relation to Scope of Services**. These Terms and Conditions and related exhibits and attachments ("**Terms and Conditions**") are incorporated into and made part of the Transportation Equipment Services Agreement to which these Terms and Conditions are attached as a Part. Such Transportation Equipment Services Agreement, these Terms and Conditions, and all other Parts, Exhibits, and Schedules thereto and hereto form the "**Agreement**" between Customer and Provider. Capitalized words used but not defined in these Terms and Conditions have the meanings assigned to them elsewhere in the Agreement.

2. **Contract Price; Performance Related Adjustments; Invoicing**.

   a. Contract Price. In consideration of the Services, Customer will pay Provider the "**Contract Price**", which means the Base Service Fee, plus any Excess Mileage Fees and Time of Use Fees, net of Vehicle Repair reimbursements, any Downtime Credits, and any Availability Credits, and which shall be payable as set forth below.

      i. *Base Service Fee*. The Base Service Fee will be payable on a per-Vehicle basis annually, in advance, with the first installment of the Base Service Fee due on the Operational Date for the first Contract Year, and all subsequent installments due and payable on the first day of each Contract Year thereafter. Provider will invoice Customer for the annual, aggregate Base Service Fee in advance of the due date, except that the first Base Service Fee payment will be invoiced on or after the Operational Date. The Base Service Fee will be subject to increase each Contract Year after the first Contract Year at a rate equal to the Annual Escalator (defined in the Scope of Services), subject to adjustment as provided in **Section 5**. The aggregate Base Service Fee for a Contract Year means the Base Service Fee applicable for that Contract Year multiplied by the number of Vehicles based on which Services are provided during that Contract Year.

      ii. *Performance Related Fees and Credits*. Excess Mileage Fees and Availability Credits shall be paid or credited annually; and Time of Use Fees and Downtime Credits shall be paid or credited monthly. Provider will invoice Customer for all Excess Mileage Fees, Time of Use Fees, Downtime Credits, and Availability Credits at least annually following the Contract Year as to which such fees or credits accrue; however, in Provider's discretion, Provider alternatively may invoice Customer for Time of Use Fees and Downtime Credits on a monthly, quarterly, or annual basis instead. The amount of the Time of Use Fees and the Excess Mileage Fees will increase by the Annual Escalator as of the first day of each Contract Year after the first Contract Year.

      iii. *Maintenance Reimbursement and Credits*. Maintenance reimbursements and credits shall accrue and be invoiced as Customer incurs and reports expenses for Repair Work consistent with this Agreement. The maintenance reimbursement process is further described below.

   b. Performance Related Price Adjustments. The Scope of Services and **Section 3** identify and define Availability Credits and Downtime Credits that, once accrued, will result in related adjustments to the Contract Price, subject to a cap on the total amount of Availability Credits and Downtime Credits that can accrue in any Contact Year equal to 10% of the aggregate Base Service Fee paid for such Contract Year. The Contract Price also will be adjusted in respect of reimbursements for Repair Work in accordance with **Section 10.** In addition, the Contract Price will be adjusted as follows:

      i. *Excess Mileage Fees*. For each mile that Customer operates a Vehicle in any Contract Year in excess of the Annual Mileage Allowance for that Vehicle, Customer shall pay to Provider an amount equal to the Excess Mileage Fee multiplied by the number of miles in excess of the Annual Mileage Allowance.

      ii. *Time of Use Fees*. For any hour that a Vehicle is not plugged into the Chargers, excluding any hour that is (A) during the Vehicle Operating Period, (B) during a required Repair Work period, or (C) otherwise approved by, or caused by the actions of, Provider (e.g., Provider causes Vehicle to be relocated to provide emergency grid services), Time of Use Fees shall accrue and will be payable by Customer to Provider.

   c. Invoices and Payment Terms. Annual and monthly invoices shall be provided by Provider to Customer in accordance with this Section. All amounts due under this Agreement are due and payable within thirty (30) days following receipt of invoice. All payments shall be made in U.S. dollars.

3. **Performance Assurances**.

a. Charger Uptime Guarantee. Provider guarantees that, in each Contract Year, the Chargers will be "Available" (defined below) for charging, measured annually (the "**Charger Uptime Guarantee**"). The Chargers will be deemed "**Available**" in any Contract Year if the number of charger ports on such Chargers equal to the number of Vehicles in the System are capable of charging the Vehicles 24 hours a day, each day in such Contract Year in a manner materially consistent with the specifications of the applicable Charger to which each such charging port is attached, including factors such as duration and power quality; *provided that*, a charger port shall be deemed "**Available**" during any period such charging port is not operating due to a Permitted Exclusion (defined below) and during any period Provider makes an operational Redundant Port (defined below) available at the Premises instead of such charging port. Any charging ports that are part of the System in excess of the number of Vehicles included in the System are referred to as "**Redundant Ports**" and may be substituted for a charging port that may not be available for charging for purposes of compliance with the Charger Uptime Guarantee. Provider shall use reasonable efforts to designate charging ports as "in service" and "out of service" if Redundant Ports are used as substitutes; and Customer shall use reasonable efforts to assure that each Vehicle is plugged into an in-service Charger port when the Vehicle is not being driven. "**Permitted Exclusions**" means (i) grid outages, blackouts, telecommunications or Internet outage or unavailability, and similar events, (ii) Customer acts or omissions (including Customer failure to properly plug a Vehicle into an in-service Charger port, facility or parking area construction requiring shut off, Vehicle accidents, theft, or vandalism, failure to provide reasonable access to Vehicles), (iii) Force Majeure Events (defined below); and (iv) scheduled preventive maintenance and testing (not to exceed 40 hours per Contract Year). As of the last day of each Contract Year in which the Charger Uptime Guarantee is not satisfied, an Availability Credit, calculated in accordance with the Scope of Services, will accrue for the benefit of the Customer and will be applied to reduce future Contract Price payments otherwise due from Customer in accordance with the Terms and Conditions.

b. Route Readiness Guarantee. Provider guarantees that each Vehicle will be charged sufficiently for its regular Designated Route at the start of each posted school day in the Vehicle Operation Period ("**School Day**"), subject to the Permitted Exclusions (the "**Route Readiness Guarantee**"). The Route Readiness Guarantee: (i) ensures that the entire System (including Infrastructure, Chargers, and Vehicles) and the Platform are functioning effectively to charge each Vehicle sufficiently for its regular Designated Route at the start of each School Day, and each of these is interoperable with the others to support Vehicle charging; (ii) covers Vehicle inoperability due to Provider errors or omissions; and (iii) does not cover Vehicle inoperability due to System maintenance or repair, including due to manufacturer recall or non-routine maintenance (unless caused by Provider's act or omission), so long as Provider is in compliance with its Service Promise, described below. Provider shall have 72 hours following such notice to address the Vehicle inoperability issue covered by the notice, and no Downtime Credit will accrue if the issue is resolved within such 72-hour period. If the noticed Vehicle inoperability issue is not addressed within 72 hours after delivery of notice to Provider under this provision, then the Route Readiness Guarantee for such Vehicle will not be satisfied, and commencing the School Day the applicable notice of inoperability is provided to Provider under this Section, a Downtime Credit, calculated in accordance with the Scope of Services, will accrue for the benefit of the Customer. Accrued Downtime Credits will be applied to reduce future Contract Price payments otherwise due from Customer in accordance with the Terms and Conditions.

c. Service Promise. Provider shall meet the following service-level obligations: (i) for each identified issue with the System submitted by Customer through agreed communication channels, provide a remote response within 30 minutes of receipt during business hours (9:00 am to 5:00 pm local time) on any business day, with calls made after the end of a business day receiving a response on the next business day), (ii) manage and oversee enforcement of Vehicle manufacturer and dealer warranties and work with Customer to coordinate Vehicle repairs, including implementing reporting and other processes with Customer to support timely repairs (including weekly status reports where applicable for major repairs), and (iii) implement periodic (at least semi-annual) Customer surveys and System operations reviews ("**Service Promise**").

d. Customer Notice of System Issues. Fulfillment of each of the Charger Uptime Guarantee, Route Readiness Guarantee, and the Service Promise is conditioned on Customer providing detailed written notice to Provider via the ticketing system established by Provider or other agreed means as soon as Customer becomes aware of a System Availability or a System inoperability issue. Such notice will include the date and time of the inoperability or lack of Availability and the affected System components and will be provided on the same day that the lack of Availability or inoperability first is observed by Customer.

4. **Conditions Precedent; Contract Price Exclusions**.
   a. Conditions Precedent. If any Condition Precedent (defined below) is not timely satisfied, then upon the request of the Provider delivered within sixty (60) days after the failure of such Condition Precedent, then, for thirty (30) days following written notice from Provider the Parties shall attempt to negotiate an adjustment to the Base Service Fee applicable as of the Operational Date. If after such thirty (30) day negotiation period, either Party that participates in such negotiations in good faith may terminate this Agreement by providing ten (10) days' prior written notice to the other Party, provided that this Agreement shall not terminate if, prior to the expiration of such 10-day period, the Provider withdraws its negotiation request in writing. Neither Party shall be liable for any damages in connection with such termination. Prior to the Operational Date, the following conditions (each a "**Condition Precedent**") shall be satisfied:

      i. The Interconnection Cost (defined below) shall not exceed the Interconnection Limit detailed in the Scope of Services;
      ii. Each Approval (defined below) shall have been secured for the System, on a timely basis and without any condition or requirement that a change should be made to the System or the System Site Plan attached as **Exhibit 1B**;
      iii. All applicable Existing Incentives for the System shall have been timely secured and received by Provider;
      iv. Unforeseeable sitework at the Premises shall not be required to complete the Installation Services; and
      v. Customer has not provided inaccurate or incomplete information concerning the Premises or made requests for changes to the System or the location of the System or related facilities on the Premises that, in either case, increase the cost to Provider to perform Installation Services or extend the schedule for performance of Installation Services.

   b. Definitions. The "**Interconnection Cost**" means the total cost payable by Provider, after any make-ready or similar interconnection-related Existing Incentive, to connect the System to an on-Premises connection point and to interconnect from that point to the local electric utility system, including fees and reimbursements payable to the local electric utility, and the cost of electrical equipment, materials, and labor. An "**Approval**" means each permit, license, approval, authorization, service agreement, or similar permission or agreement from a Governmental Authority (defined below) or utility that is required pursuant to applicable law, applicable code (including building, electrical, or similar), or in the reasonable judgment of the Provider to install, interconnect, start-up, or operate the System at the Premises. A "**Governmental Authority**" means a federal, state, or local government authority, agency, department, commission, board, instrumentality, official, court, or tribunal that has jurisdiction over the relevant subject matter.

   c. Contract Price Exclusions. Unless otherwise identified in the Scope of Services, the Contract Price excludes the following:

      i. Performance bond or other surety;
      ii. Prevailing wage rates with respect to provision of the Services;
      iii. Work at the Premises (asphalt repair, landscaping, lighting, species management) beyond the work contemplated by the System Site Plan, as a condition to an Approval or otherwise;
      iv. Work at the Premises that is outside of the scope of the System Site Plan (e.g., installation of an information kiosk);
      v. Exclusions identified in the Vehicle Specifications in **Exhibit 1A** or the System specifications in **Exhibit 1B** to the Scope of Services.

5. **Taxes; Hyperinflation**.
   a. Taxes.

      i. *Customer's Taxes*. Customer is responsible for (1) any real property taxes on the Premises or Customer's property thereon; and (2) personal property or excise taxes on the Vehicles; and (3) state or local sales, use, or similar taxes (collectively, "**Sales Taxes**"), if any, imposed with respect to the provision of any Services (including any Services relating to provision of any System component) (collectively, "**Customer Taxes**").
      ii. *Provider's Taxes***.** Provider is responsible for any income taxes or similar taxes imposed on Provider's receipt of income with respect to any Contract Price payment under this Agreement ("**Provider's Taxes**") and, if required by applicable law, for collection from Customer and remittance to the applicable taxing authority of Sales Taxes payable with respect to the Services under this Agreement.

iii. *Tax Cooperation*. Both Parties shall use reasonable efforts to administer this Agreement and implement its provisions so as to minimize the taxes, including Sales Taxes, payable by the Parties.

b. Hyperinflation. If general inflation for any Contract Year, as measured by the 12-month change in the Consumer Price Index for the nearest metropolitan region to Customer's location, exceeds 6%, then the Annual Escalator for the next Contract Year shall be increased in accordance with the following formula:

$$EI\ (\%) = (CPI\text{-}CY(\%) - [6]\%)$$

EI (%): Percentage Increase in Annual Escalator applied to succeeding Contract Year
CPI-CY (%): Actual CPI (nearest metro) change over Contract Year or nearest possible measurement period.

6. System and Platform; Future Electrification.

a. System Specifications and Warranties. The System and related specifications (or preliminary specifications) for the Vehicles and Chargers are set forth in the Scope of Services. Prior to the Operational Date, Provider will provide or cause to be provided to Customer the final dealer/manufacturer issued specifications and a copy of any applicable warranty (each, an "**OEM Warranty**") for the Vehicles and Chargers. Unless otherwise identified in the Scope of Services, the major System components provided by Provider will be new and unused as of the applicable Operational Date. Each Charger will be manufactured by a Provider pre-qualified manufacturer, will have the operating functionality and capacity to perform the Services, and will conform to the specifications therefor set forth on the preliminary System Site Plan, subject to **Section 6(b).**

b. Change to System. The System specifications may be updated by written agreement of Provider and Customer prior to the purchase of Vehicles. Prior to the Operational Date, with Customer's prior consent, which consent shall not be unreasonably withheld or delayed, Provider may determine to deploy and may procure, install, and ready for deployment chargers and infrastructure, other than the Chargers and Infrastructure included on the preliminary System Site Plan. Customer shall not withhold its consent pursuant to the preceding sentence to the extent (i) Provider demonstrates functional equivalency between initially specified Chargers or Infrastructure and the replacement chargers or infrastructure; (ii) the replacement chargers or infrastructure are required by the local utility or applicable law, or (iii) the replacement chargers and infrastructure are required pursuant to the terms of any Existing Incentive or other Incentive. Once Customer consent is secured consistent with the previous sentence, the replacement chargers or infrastructure will be Chargers or Infrastructure under this Agreement. If, after the Operational Date, Provider determines that any Vehicles, Chargers, or Infrastructure are not performing to expectations, Provider reserves the right to swap such Vehicles, Chargers, or Infrastructure with replacement equipment of similar specifications.

c. Provider Facilities. Provider has the right: (i) to install at the Premises or on any System component, use, operate, repair, replace, and remove equipment (collectively, "**Provider Equipment**") that may be included as part of, that is related to, or that may serve any Vehicle or any other component of the System; and (ii) to install at the Premises or on or within a Vehicle or other System component, use, operate, maintain, repair, replace, and remove any storage container, vault, or other facility (each, a "**Storage Facility**") that may be used as a repository for Provider equipment, tools, or materials used or useful in providing Services or for electric vehicle, charger, or related parts, infrastructure components or material. The Provider Equipment and any Storage Facility may also be referred to collectively as "**Provider Facilities."** The Provider's rights with respect to Provider Facilities are expressly conditioned on the use, operation, maintenance, repair, replacement, or removal thereof: (1) complying with applicable law and, as applicable, Prudent Vehicle Practices, and (2) supporting and not interfering with, or inhibiting, the provision of Services as contemplated by this Agreement or the use of the System by the Customer contemplated by this Agreement. Without limitation, Provider is permitted by this provision to install, operate, repair, replace, and remove from any Vehicle, enhanced telematics, stop-arm enforcement cameras, air quality monitors, Wi-Fi hotspots, and internal or external Vehicle cameras. Provider shall own and shall bear all risk of loss (excluding Customer-caused damage) with respect to Provider Facilities and shall maintain Provider Facilities in good condition, reasonable wear and tear excepted. To the extent Provider removes the System from the Premises at the end of the Term or otherwise, unless otherwise agreed by Customer, Provider also shall remove all Provider Facilities from the Premises.

d. Platform License; Intellectual Property.

i. *Intellectual Property*. As between Provider and Customer, Provider retains and reserves all right, title, and interest

in and to the Platform. No rights are granted to Customer in the Platform hereunder except as expressly set forth in this Agreement.

ii. *Grant of License in Platform*. Provider hereby grants to Customer a royalty-free, non-assignable, non-transferable, and non-exclusive license for Customer's personnel, commencing the Operational Date and for the balance the Term, to access and use the Platform as made available by Provider to Customer solely to the extent necessary for Customer to access, use, and receive the Services and perform its transportation operations as permitted herein.

iii. *Data.* Data regarding the operational state of and performance of System and Vehicle use shall be the property of Provider. However, data specific to any Vehicle may only be published by Provider on an anonymized basis. Data regarding use of any Vehicle shall be made available to Customer, and is hereby licensed to, Customer to on a non-exclusive, worldwide, royalty-free basis, and may be used by Customer in connection with its transportation services.

iv. *Use Limitations*. Customer shall not, and shall not permit any users accessing the Platform by, for, or through, Customer to: (i) copy, modify, or create derivative works of the Platform; (ii) rent, lease, lend, sell, license, sublicense, assign, distribute, publish, transfer, or otherwise make available the Platform; (iii) reverse engineer, disassemble, decompile, decode, adapt, or otherwise attempt to derive or gain access to any software component or source code or algorithms of the Platform; (iv) circumvent security measures in the Platform; or (v) remove any proprietary notices from the Platform.

e. Provider Use of System. Customer acknowledges that Provider has the right to operate the System outside of the Vehicle Operating Period and that such rights support Provider's ability to offer the Services at a reasonable price to Customer by generating third party revenues, tax benefits, and savings for Provider. Subject in all cases to its obligations to provide the Services to Customer, Provider may use the System to, among other things, provide services to third parties as described below. Except as set forth below or in any subsequent agreement between Provider and Customer concerning third-party services, all expenses, profits, risks, and liabilities associated with such activities shall be borne entirely by Provider, including but not limited risk of damage and degradation to the System and associated insurance and operational costs.

i. *Grid Services*. Outside of the Vehicle Operating Period, Provider may use the Vehicles to participate in utility demand response and vehicle-to-grid dispatch programs, ISO-level frequency regulation and other wholesale market dispatch, and grid services activities, at its sole discretion ("**Grid Services**").

ii. *Highland Network Charging*. Customer may elect to participate in a municipal or regional charger sharing program operated by Provider and its affiliates that makes available chargers owned or otherwise available to by Provider and its affiliates for charging vehicles utilized by or for Governmental Authorities, including school districts, located in the municipality or region. By electing to participate in such a program, Customer would agree to make certain Chargers and parking bays available to other network participants upon prior notice and, likewise, could utilize the chargers of other network participants.

iii. *Use of Chargers During VOP*. Subject to the establishment of mutually agreeable terms, including operating parameters, signage, and pricing arrangements, during the Term and during the Vehicle Operating Period only, Customer may use the Chargers to charge electric vehicles, other than the Vehicles.

iv. *Air Quality Analysis*. Provider may, with prior written permission of Customer, install one or more air quality monitor systems on the Vehicles (or on other Provider owned or controlled property or equipment) to gather air quality data within the Vehicle service area. Upon request of Customer, Provider shall make summary reports of such gathered data available to Customer at no cost to Customer.

v. *Use of Platform*. Throughout the Term, the Provider shall have access to the Platform and, without limitation, will use the Platform to access and analyze Vehicle and Charger operational data, Vehicle state of charge, faults, maintenance status, Vehicle location (GPS), Vehicle speed, and Charger electricity use.

vi. *Use of Provider Facilities.* Throughout the Term, Provider may operate and use the Provider Facilities to support Provider's ability to offer the Services, including the Provider's ability to offer Services at a reasonable price to Customer by generating third party revenues, tax benefits, and savings for Provider. Subject in all cases to its obligations to provide the Services to Customer and consistent with Prudent Vehicle Practices, including applicable law, Provider may use the Provider Facilities to, among other things, provide services to third parties,

provide services, in addition to the Services to Customer, and to engage in any other lawful activity, whether or not revenue producing.

f. Future Fleet Electrifications.

i. *Application for Incentives.* For the System under this Agreement, and to enable and support any future Fleet Electrification (defined below), during the Term, Customer will apply for, or will partner with Provider to apply for, and will use reasonable efforts to secure, any Incentive (defined below) available to support any Fleet Electrification or any Vehicles or System under this Agreement, consistent with the applicable Incentive terms and any Requirements (defined below). With respect to any application for any such future Incentive, (a) the applicant Party will provide a copy of the final application to the other Party; (b) consistent with the application requirements, Provider will be included or referred to as Customer's electrification provider or similar designation with respect to such applications or participation; and (c) the Parties will promptly disclose to each other all correspondence, communications, and awards with respect to any Incentive application pursuant to this **Section 6(f).** Neither Party will have any liability to the other for failure to secure an award or payment of any future Incentive, except in the event of such Party's gross negligence or willful misconduct.

ii. *Customer Notice.* During the Term and prior to undertaking any Fleet Electrification, Customer will deliver written notice to Provider of Customer's determination to proceed with any Fleet Electrification, and, following delivery of such notice, Customer will afford Provider a reasonable opportunity to participate in any competitive solicitation or other contracting process undertaken by Customer with respect to such Fleet Electrification so long as Provider is not a Defaulting Party (defined below).

iii. *Customer Procurement Process.* The Customer is free to choose any method of acquisition and implementation of any Fleet Electrification, including but not limited to a competitive procurement process, cooperative procurement process, or single or sole source procurement process, consistent with applicable Requirements. The performance of this Agreement, including the Incentive applications and facilitation of Incentive applications by Provider and the compliance of the Customer with this Section as to any Fleet Electrification will not bar Provider (or any Provider affiliate) from becoming the provider to the Customer of such Fleet Electrification, including but not limited to Provider competing or participating in any Customer procurement process to select a provider for such Fleet Electrification. Further, to the extent the performance of this Agreement by Provider or any compliance or performance by Customer under this Agreement would violate any Requirement or bar Provider from competing or participating in any Customer process to select a provider for any Fleet Electrification, such performance by Provider or such compliance or performance by Customer hereby is waived and excused by the other Party.

iv. *Fleet Electrification.* A "**Fleet Electrification"** means any project or undertaking, in addition to the deployment of the System and license of the Platform underlying the Services contemplated by this Agreement, that: (i) will result in the replacement of any of Customer's fleet from non-electric vehicles to electric vehicles, (ii) will result in the addition of any electric vehicle to Customer's fleet, or (iii) will revise, upgrade, or enhance the charging or vehicle management systems of Customer. A Fleet Electrification may include, without limitation, procurement or provision of electric vehicles for transportation, installation of charging stations or vehicle charging system(s), or procurement of internet-based or other software applications to manage Customer's electric vehicles.

v. *Requirement.* As used in this Section, a "**Requirement**" means: (i) applicable law, (ii) any requirement, compliance with which is a condition to securing any available Incentive for the applicable Fleet Electrification, or (iii) a requirement imposed by a Governmental Authority or other entity or association having jurisdiction over Customer that must be complied with to enable Customer to secure funding for, or to enable either Party to secure a required Approval for, a proposed Fleet Electrification. Without limitation, "Requirement" includes the provisions of any trade agreement or treaty that is applicable to Customer.

7. Operational Date; Extension Terms.

a. Operational Date Certificate. When Provider determines the Operational Date for the System has been achieved, Provider will deliver to Customer a certificate in the form of **Exhibit 2A**. The date set forth in certificate delivered to Customer pursuant to the preceding sentence will be the "Operational Date" for the System, including the Vehicles,

listed in such certificate, ***unless*** within five (5) days after deliver of such certificate to Customer, Customer delivers to Provider a written notice ("**Objection Notice**") advising that the System is not substantially delivered, installed, and operational at the Premises as of the Operational Date set forth in such certificate and providing details about such objection. If an Objection Notice is delivered, (i) the Parties will confer and endeavor in good faith to promptly resolve the Customer objections included in the Objection Notice; and (ii) the "Operational Date" will be the date agreed by Customer and Provider following the delivery of the Objection Notice and ensuing resolution process. The certificate in the form of **Exhibit 2A**, as delivered by Provider or, in the event Customer delivers an Objection Notice, in the form mutually agreed by the Parties is referred to as the "**Certificate of Commercial Operation**." The "**Operational Date**" for the System is the date specified in the Certificate of Commercial Operation. Subject to permitted extensions under **Section 7(b)**, Provider shall achieve the Operational Date for the System on or before the Anticipated Operational Date set forth in the Scope of Services, as the same may be extended pursuant to **Section 7(b)**. Provider may provide Customer access to and use of portions of the System (Vehicle(s) and Chargers sufficient to charge the Vehicles) in rolling format and, in such case, there may be multiple Certificates of Commercial Operation, each specifying the Operational Date for the System components covered by such Certificate of Commercial Operation.

b. Extension of Anticipated Operational Date. If the Operational Date for the System is delayed beyond the Anticipated Operational Date due to a Force Majeure Event (defined below), a delay by the local utility in providing utility service or interconnection for the System (including a delay in completing utility interconnection work), a delay caused by unexpected site conditions at the Premises, a delay due to Customer-requested changes to the System Site Plan, a delay in award or payment of any Existing Incentive, a delay in securing any required Approval, or a delay caused by the vendor or OEM of any major component of the System to be provided, the Anticipated Operational Date and the time for achievement of the Operational Date for the System will be automatically extended on a day-for-day basis for the period commencing the initial occurrence of such delay event through the end of such delay event, without liability of either Party to the other Party.

c. Termination for Delay in Operational Date Achievement. If the Operational Date for the System has not occurred within at least one hundred eighty (180) days after the Anticipated Operational Date, as extended pursuant to **Section 7(b)**, either Party may terminate this Agreement by providing thirty (30) days' prior written notice to the other Party; provided that such termination shall be revoked if the Operational Date for the System occurs on or before the end of such thirty (30) day notice period.

d. Extension Term(s). Not less than twelve (12) months prior to the end of the Initial Term, Customer may, by written notice to Provider, request to extend the Term for the Extension Term on the same terms and conditions; provided, however, that if the Contract Price is uneconomic for Provider with respect to the Extension Term, then Provider may provide a written notice to Customer prior to the commencement of the Extension Term. Upon delivery of such notice by Provider, the Parties shall negotiate an adjusted Contract Price that provides significant value to Customer while preserving for Provider a reasonable profit margin. If no notice is provided, or the Parties are unable to agree to an adjusted Contract Price by the commencement of the noticed Extension Term, then this Agreement shall expire on the last day of the Initial Term.

e. Multiple Operational Dates. This provision applies to the extent that this Agreement contemplates the deployment of more than one (1) Vehicle.

i. *Anticipated Operational Date.* If the Vehicles covered by the Agreement are delivered to the Premises on different dates through no fault of Provider, then each Vehicle may be assigned a different Operational Date based on the date of delivery of such Vehicle to the Premises so long as the System, excluding the Vehicles, is substantially installed, operational, and capable of charging the Vehicle or Vehicles for which Certificate of Commercial Operation is presented by Provider. Provider's obligation to achieve the Operational Date on or before the Anticipated Operational Date shall be deemed satisfied so long as the Operational Date for one Vehicle is achieved on or before the Anticipated Operational Date, as the same may be extended.

ii. *Multiple Operational Dates.* If the Vehicles under this Agreement have different Operational Dates, then, the Initial Term, any Extension Term, and a Contract Year as to a Vehicle will commence on the Operational Date or the anniversary of the Operational Date for such Vehicle, and the provisions of the Agreement shall be deemed amended *mutatis mutandis* to accommodate a separate and distinct Operational Date for each Vehicle, without the need for a written, executed amendment to this Agreement. The Term of this Agreement shall

continue until the last day of the last Initial Term or, if applicable, the last Extension Term for any Vehicle under this Agreement. If multiple Operational Dates are assigned to the Vehicles, the Parties may agree in writing to establish a single period as the Contract Year, Initial Term, or Extension Term, as applicable, for all Vehicles, with such pro ration of the Base Service Fee and other adjustments as necessary to give effect such period alignment.

8. Incentives

a. Incentives Generally. Except as may be provided in the Scope of Services, Provider is entitled to the benefit of, and will retain all ownership interests in, Tax Attributes (defined below) and, to the extent consistent with the relevant Incentive program, Existing Incentives and Future Incentives (defined below). Subject to any Incentive allocation in the Scope of Services, Customer shall (i) cooperate with Provider in obtaining, securing, and transferring to Provider or its designee any and all Incentives, (ii) not make any filing or statements inconsistent with Provider's ownership interests in the Tax Attributes or rights in or to Incentives, and (iii) immediately pay or deliver to Provider any Tax Attributes that are, directly or indirectly, paid to, delivered to, or otherwise realized by Customer and pay and tender all Incentives as contemplated by this Agreement or as otherwise agreed with Provider. The following capitalized terms shall have the meanings set forth below:

i. An "**Incentive**" means (i) a payment (such as a rebate or grant, but excluding any "make ready" funding") paid by a utility, regional grid operator, or governmental authority based in whole or in part on the cost, size, or operation of the System or any portion thereof, (ii) "make ready" or similar interconnection related funding, payment, or rebate provided by a utility with respect to the System or its interconnection or operation, and (iii) a performance-based credit or payment, based on the production, operation, or capacity of the System or any portion thereof; an "Incentive" includes any Existing Incentive.

ii. "**Tax Attributes**" means (i) any federal or state investment tax credit, production tax credit, or similar tax credit, grant, or benefit, including those credits (or direct pay benefits) under Section 30C and Section 45W of the federal tax code, or other tax benefits under federal, state, or local law with respect to the upfront costs or operation of the System, and (ii) depreciation including any bonus or accelerated depreciation with respect to the System.

iii. A "**Future Incentive**" means any Incentive (excluding Existing Incentives) that is not available as of the Effective Date and, as of the Effective Date, is not reasonably contemplated to be available by the Anticipated Operational Date.

b. Future Incentives. Throughout the Term, each of Provider and Customer will use commercially reasonable efforts to secure Future Incentives related to the System, and each will reasonably assist the other Party in such other Party's pursuit of such Future Incentives. However, neither Party will have any obligation under this Agreement to pursue any particular Future Incentive or to incur any out-of-pocket costs or expenses in connection therewith.

9. Vehicle and System Operation

a. Customer Vehicle Operating Parameters. Commencing the Operational Date for a Vehicle and throughout the balance of the Term, Customer will:

i. operate the Vehicle only: (A) during the Vehicle Operation Period on Designated Routes (defined below) and for Planned Excursions**;** (B) as necessary to perform Repair Work; and (C) in accordance with Prudent Vehicle Practices;

ii. not directly or indirectly, modify, repair, move, or otherwise tamper with the Vehicle in any manner, except as necessary to perform Repair Work consistent with this Agreement;

iii. be responsible for (A) ensuring that appropriately trained Customer employees properly plug and unplug the Vehicles from the Chargers when not in use by Customer as permitted under this provision; and (B) restricting access of third parties, passengers, and other unauthorized personnel to the System, except as contemplated by this Agreement;

iv. at its own expense (subject to Provider reimbursement obligations for Vehicle Repair Work, including Annual Vehicle Work), keep each Vehicle properly registered and licensed in Customer's name;

v. at its own expense, keep each Vehicle insured in accordance with applicable law and this Agreement;

vi. ensure the Vehicle is driven only by properly licensed and trained personnel (each, a "**Driver**");

vii. be responsible for the safe loading, supervision, and transportation of passengers with respect to Vehicles;

viii. not operate the Vehicle outside of the Distance Limitation;

ix. use reasonable efforts, in collaboration with Provider, to support charge management, including moving a Vehicle

to plug into an in-service Charger port, including a Redundant Port;

x. not permit any person, except Drivers or authorized agents of Customer, to access or use the Chargers or Infrastructure, except as necessary to enable Customer to perform under this Agreement or except in the case of an emergency at the Premises;

xi. not transfer, sublease, or assign the Vehicle, or permit any person, except Drivers or authorized agents in connection with Repair Work, to drive the Vehicles; and

xii. operate the Vehicle outside the VOP, at Provider's expense, in accordance with the reasonable request of Provider.

Except for Customer's operation of a Vehicle in accordance with the above operating parameters, Provider shall have charge over, and control of, the Vehicles.

b. Designated Routes. Prior to the Anticipated Operational Date, Customer may consult with Provider about, and will deliver to Provider a written notice identifying, the regular, route and schedule for each Vehicle (each a "**Designated Route**") based on which Customer will operate the Vehicle during the Regular Operating Session, which Designated Route will be consistent with System specifications and the Vehicle operating requirements and restrictions in this Agreement. From time to time during the Term, Customer may revise the Designated Route for any Vehicle, so long as the revised Designated Route is consistent with the System specifications and the Vehicle operating requirements and restrictions in this Agreement; and Customer will notify Provider and may consult with Provider about any such change.

c. Planned Excursions. A "**Planned Excursion**" means operation of a Vehicle by Customer outside of the Regular Operating Session for such Vehicle (i) if the operation is a single trip out from and back to the Premises; (ii) if the trip is for transportation of passengers and Customer personnel related to extraordinary activities, (iii) so long as: (x) Customer provides Provider with at least forty-eight (48) hours' advance written notice of such planned Vehicle use, identifying total anticipated mileage, time of day, and day of week details, (y) the miles to be covered by the Vehicle for the trip plus the estimated mileage of the Vehicle attributable to the Regular Operating Sessions in the Contract Year in which the trip is to occur do not exceed the Vehicle's Annual Mileage Allowance; and (z) both the timing and mileage of the proposed trip allow for sufficient Vehicle charging before or following the Vehicle's Regular Operating Session that preceded the proposed trip.

d. Prudent Vehicle Practices. "**Prudent Vehicle Practices"** means those practices and processes in connection with Vehicle charging, operation, and repair that: (i) are consistent with both applicable heavy-duty vehicle school bus industry and electric vehicle industry best practices, (ii) comply with applicable OEM recommendations and OEM requirements, to the extent provided to Customer by Provider or the OEM, its dealer, or agent; (iii) conform to the requirements or guidelines necessary to preserve the efficacy or availability of any applicable OEM Warranty provided to Customer by Provider hereunder; and (iv) comply with all applicable federal, state, and local laws and requirements.

10. **Maintenance.**

a. System Maintenance Generally. Provider is responsible for all operation and maintenance, and related costs, for the Infrastructure and Chargers. Subject to Provider's reimbursement obligations for Repair Work, Customer is responsible for all inspection, maintenance, and repair of the Vehicles in accordance with this Agreement.

b. Vehicle Maintenance and Reimbursement.

i. *Reimbursable Repair Work*. Subject to Provider's obligations and rights with respect to Vehicle repairs, as provided in this Agreement, Customer shall perform or cause to be performed by a qualified third party, all inspections, maintenance, and repairs of each Vehicle consistent with the requirements of this Agreement ("**Repair Work**"). Customer shall self-perform all Repair Work, except those items which require specialized training or service at a third-party facility, such as for repairs to the battery and drivetrain systems. Repair Work shall be performed in accordance with applicable Prudent Vehicle Practices. For the avoidance of doubt, Customer assumes all responsibility for the operation of each Vehicle before, during and after any Repair Work for such Vehicle.

ii. *OEM Warranty*. If any OEM Warranty applies to or would cover any Repair Work subject to reimbursement under this Agreement, then to the extent necessary in Provider's discretion, Provider may enforce rights under the applicable OEM Warranty for the purpose of securing OEM coverage of the applicable Repair Work under such OEM Warranty. Provider shall have the sole right to pursue any claims under OEM Warranties

and such other warranties as may apply to the Vehicles. To the extent any Repair Work is covered by an OEM Warranty, Customer shall perform or shall cause to be performed, such Repair Work consistent with the requirements applicable to the relevant OEM Warranty.

iii. *Towing*. To the extent that, other than due to Customer-caused damage, as required by Prudent Vehicle Practices, any Vehicle must be towed to the Premises or to the location of a third-party Vehicle repair service provider, if the Customer is not capable (under Prudent Vehicle Practices) to perform the required repairs, then Provider shall pay for, or shall reimburse Customer for, the cost of such tow, subject to the Towing Cap. Customer shall be responsible for arranging and paying for any Vehicle tow required due to Customer-caused damage or due to Customer's failure to operate the Vehicle or any other System component as required by this Agreement.

iv. *Annual Vehicle Work*. Each Contract Year during the Term, as part of its obligation to perform Repair Work for Vehicles, Customer shall submit each Vehicle for Inspections (defined below) and shall perform such minor maintenance and repairs on such Vehicle as set forth on **Exhibit 1A** to the Scope of Services and as otherwise may be required to enable such Vehicle to successfully pass or satisfy all applicable Inspection criteria. "**Inspections**" means such inspections required by Prudent Vehicle Practices to maintain Vehicle operability. Any regular Vehicle maintenance and repairs required to satisfy inspection requirements shall be included in Annual Vehicle Work. Upon satisfactorily passing any Inspection, Customer will deliver to Provider documentary proof thereof.

v. *Standard Repair Time.* From time to time during the Term, Provider may deliver to Customer a written listing of standard repair times ("**SRT"**) for standard Repair Work based on OEM recommendations, Prudent Vehicle Practices, or Provider's demonstrated experience with such repairs, and Customer shall use reasonable efforts to perform Repair Work consistent with the applicable SRT.

vi. *Reporting.* No later than the fifteenth day of any calendar month after the Operational Date, Customer will deliver to Provider a written report, in form mutually agreed by Customer and Provider, detailing the Repair Work performed by or at the request of Customer for which Customer seeks reimbursement under this Agreement or for Customer-Caused Repairs (defined below), including the nature or cause of the Repair Work, the date(s) the Repair Work was performed, the number of labor hours expended on such Repair Work, the person(s) performing the Repair Work, the parts procured and used to perform the Repair Work, and the documented cost of such parts. The Customer agrees to provide Provider with access to maintenance records, labor time, and required parts receipts and specifications for each Vehicle and to collaborate with Provider with respect to the timing, location, and substance of Repair Work. Each Repair Work report provided by Customer shall include detail about Repair Work performed in the period agreed by Customer and Provider, which may be a trailing 90-day period, or such other period as agreed to enable capture of all relevant data, include OEM Warranty data.

vii. *Reimbursement.* Based on timely completion of monthly Repair Work reporting by Customer, Provider shall reimburse Customer for Repair Work and parts performed by, or paid for by, Customer consistent with this Agreement. Provider shall have no obligation to reimburse Customer for Customer-Caused Repairs or for labor hours for Repair Work in excess of the applicable SRT. Further, Provider may delay reimbursement of any Repair Work until all relevant data, including OEM Warranty data and clarification as to whether the work covered by the report is a Customer-Caused Repair, is provided by Customer. To the extent an OEM pays for Repair Work, including parts, under an OEM Warranty, including through paying or reimbursing Customer for such Repair Work or by paying a third-party service provider for the Repair Work, then Provider shall have no obligation to reimburse the Customer for such Repair Work. Required reimbursement payments by Provider for parts shall be at the lowest of: the Customer's cost for the part, the applicable manufacturer suggested retail price for the part, or the price for the part reasonably available from Provider or a Provider-designated supplier.

viii. *Adjustment.* No more than once per Contract Year a Party may request review of Repair Work and the applicable reimbursement rate under this Agreement. During the thirty (30)-day period following delivery of such a request by one Party to the other, Provider and Customer will engage in good faith review and negotiation of the applicable reimbursement rate in light of then applicable Prudent Vehicle Practices and industry standards for Vehicle Repair Work and may agree to adjust the reimbursement rate under this Agreement and, as applicable, the Contract Price to reflect any upward or downward adjustment to the reimbursement rate.

c. Vehicle Maintenance Consulting. As part of its Operations Services, and at no additional cost to Customer, Provider will support Customer's maintenance of the Vehicles as described below.

i. *Major Maintenance Consulting*. Prior to undertaking or arranging for major maintenance or repairs for a Vehicle, Customer shall provide reasonable notice to Provider of such proposed maintenance or repairs and the reason(s) therefor. Customer will confer with Provider regarding any anticipated service for major maintenance or repairs for a Vehicle.

ii. *Parts and Warranty Management Strategy*. Provider shall advise Customer regarding broader electric fleet management, maintenance, and repair strategy, and coordinate maintenance, repair, and related service escalations with Customer's third-party servicers, including by communicating with Customer regarding Vehicle condition, performance, and maintenance detection, evaluating part needs and recommending inventory stocking levels, and enforcing proper warranty claim work through dealer and Vehicle OEM communications, including direct communications with such third parties as an agent of Customer

iii. *Preventive Maintenance*. Provider may advise Customer to perform additional preventive maintenance on a Vehicle or adopt procedures under a comprehensive maintenance manual (which shall include existing OEM standards). If adopted, Provider shall be responsible for costs associated with such additional preventative maintenance as Repair Work hereunder.

iv. *Reliability and Mitigation of Service*. Provider will coordinate with Customer as needed to cause Vehicle Repair Work to be conducted in a manner to minimize any interruption in service to Customer, including by facilitating Vehicle Repair Work outside of the Vehicle Operating Period to the extent commercially practicable.

d. Maintenance of Chargers and Infrastructure. Provider shall be responsible for scheduling and coordination and cost of any maintenance of each component of any Charger, as recommended by the vendor and manufacturer of such component, and of related Infrastructure ("**Charger Maintenance and Repairs**"), as needed for the operation of the Chargers to provide Services; provided, that Provider shall use commercially reasonable efforts to (i) minimize any interruption in Services, and (ii) limit any suspension of Services due to Charger Maintenance and Repairs to non-VOP hours. Scheduled and unscheduled Charger Maintenance and Repairs shall be undertaken at Provider's sole cost and expense, except that Customer shall reimburse Provider for the reasonable cost of any maintenance or repairs resulting from damage caused by Customer, its agents, employees, or contractors.

e. Customer-Caused Repairs. Customer shall bear the cost of any service, inspection, or repairs for a Vehicle (collectively, "**Customer-Caused Repairs**") resulting from (i) damage to a Vehicle or the System caused by Customer, its agents, employees, contractors, Drivers, or passengers, (ii) Customer's use of the any Vehicle, or any other action or inaction of the Customer, that voids the OEM Warranty for such Vehicle or is outside of the Prudent Vehicle Practices, or (iii) Customer's failure to perform or cause to be performed any Repair Work in accordance with this Agreement. Customer shall also be responsible for ensuring that a properly trained Customer employee or contractor performs all Repair Work and Customer-Caused Repairs completed by or for Customer. A Customer-Caused Repair specifically excludes any Repair Work necessitated due to damage caused to a Vehicle as a result of following Provider's guidance or instructions with respect to such Repair Work.

11. Premises.

a. System Site Plan. To achieve System efficiencies, to respond to the requirements of the applicable local utility or Governmental Authority, or to respond to the reasonable requests of Customer for changes to the preliminary System Site Plan attached as **Exhibit 1B** to the Scope of Services, Provider may propose adjustments to the design, equipment, or layout of the System at the Premises or any on-site installation schedule so that the preliminary System Site Plan attached as **Exhibit 1B** is no longer materially accurate. Prior to implementing any such change, Provider shall deliver to Customer an updated plan for the System at the Premises. Customer shall have ten (10) days after receipt of any design update, which may be in any form mutually acceptable to the Parties, including a change order, to (i) approve or disapprove such updated design and (ii) notify Provider of any site conditions or technical, electrical, or structural impediments known to Customer which could reasonably be anticipated to prevent, delay or add cost to the System installation. Customer's failure to respond within such ten (10) day period shall be deemed approval of, and agreement to, such updated System design. If Customer disapproves an updated design of the System at the Premises, Provider shall use commercially reasonable efforts to modify the design and resubmit it for Customer's approval. Any updated System design at the Premises that is agreed by Customer and Provider shall be deemed the "**System Site Plan"** hereunder and shall replace and supersede any prior System Site Plan. If any design modifications requested by Customer render the System or any component thereof non-viable or require additional expense by Provider, in Provider 's reasonable judgment, Provider may terminate this Agreement by providing thirty (30) days' prior written notice to Customer, in which case neither Party shall be liable for any damages in connection with such termination.

Provider may, at its discretion, upon written notice to Customer add additional Chargers and Infrastructure at the Premises within the area(s) on the System Site Plan designated for stationary System equipment, at no additional cost to Customer. Provider shall have no obligation to obtain Customer approval of immaterial changes to the System Site Plan; provided, that, within thirty (30) days after completion of all Installation Services, Provider will deliver to Customer a final, as-built System Site Plan, reflecting the as-installed System with all such immaterial changes. Changes to the System Site Plan may be made by change order or any other form acceptable to the Parties, so long as such changes to the System Site Plan are specified and acknowledged in writing by the Parties. However, immaterial changes to the System Site Plan made by Provider need only be reflected on the as-installed System Site Plan delivered by Provider to Customer.

b. Access Rights. Customer represents and warrants that, as of the Effective Date, Customer occupies, uses, and controls the Premises (through fee title ownership, easement rights, lease, or similar) and Customer represents that, throughout the Term, Customer will control, use, and occupy the Premises in in substantially the same manner as Customer's use and occupancy as of the Effective Date. Customer, as owner of a Premises, or with full permission from the owner of the Premises, if other than Customer (the "**Landowner**"), hereby grants to Provider and to Provider's agents, employees, contractors, subcontractors, and the utility serving the Premises a non-exclusive, royalty free, license running with the Premises (the "**Non-Exclusive License**") for access to, on, over, under and across such Premises from the Effective Date until the date that is ninety (90) days following the date of expiration or earlier termination of the Term (the "**License Term**"), for the purposes of performing the Services and all of Provider's obligations and enforcing all of Provider's rights set forth in this Agreement and otherwise as required by Provider in order to effectuate the purposes of this Agreement, including performing due diligence of the Premises. In addition, Customer, as the owner of the Premises, or with full permission from the Landowner, hereby grants to Provider an exclusive, sub-licensable license running with the Premises during the License Term (the "**Exclusive License**," and together with the above Non-Exclusive License, the "**Licenses**") for the sole purposes of installation, operation, use, repair, and removal of the Vehicles, Chargers, Infrastructure, and any Provider Facilities on or from the Premises. To the extent Customer does not own the Premises, Customer will use commercially reasonable efforts to secure from the Landowner of such Premises, written consent to the Licenses and contemplated uses associated with the Licenses prior to the initiation of Installation Services at the Premises consistent with this Agreement. In connection with the access rights under the Licenses, and to ensure prompt performance of repairs, emergency response, and to mitigate risk of property losses associated with the System, Customer shall provide to Provider and its agents 24/7 access to each Premises (including provision of keys or gate pass codes).

12. Ownership and Risk of Loss; Liens.

a. Ownership of System; Risk of Loss. Subject to the provisions of **Exhibit 2C**, through the end of the Incentive Period (defined on **Exhibit 2C)** Customer shall be the legal and beneficial owner of the System, and the System will remain the personal property of Customer. No part of the System will attach to or be deemed a part of, or fixture to, the Premises. Risk of loss of the System, including the Vehicles, Chargers, and Infrastructure shall be borne by Customer. Customer also shall bear the risk of loss and liability associated with driving of the Vehicles by Customer, including for the acts or failures of its Drivers (and any chaperones or assistants under control of Customer) and passengers. Notwithstanding the foregoing, Provider (including any Provider Financing Party) shall be the owner of the System, excluding the HVIP Bus and the Stacked Bus, for tax purposes.

b. Notice to Customer Lienholders; Liens. Customer shall use commercially reasonable efforts to place all parties having a lien on the Premises or any improvement on which any part of the System is installed on notice of the ownership of the System and the legal status or classification of the System as personal property. If any mortgage or fixture filing against the Premises could reasonably be construed as prospectively attaching to the System as a fixture of such Premises, Customer shall provide a disclaimer or release from such lienholder in a form acceptable to Provider. Customer shall not directly or indirectly (including through any affiliate of Customer) cause, create, incur, assume, or allow to exist any mortgage, pledge, lien, charge, security interest, encumbrance or other claim of any nature, except such encumbrances as may be required to allow Provider access to the Premises on or with respect to the any components of any System.

c. Fixture Disclaimer. If Customer is the fee owner of the Premises under this Agreement, Customer consents to the filing of a disclaimer of the System as a fixture of the Premises in the office where real estate records are customarily filed in the jurisdiction where such Premises are located. If Customer is not the fee owner of any Premises, Customer shall use commercially reasonable efforts to obtain consent from the applicable Landowner to file a fixture disclaimer.

For the avoidance of doubt, Provider has the right to file such disclaimer.

d. UCC Filing. The System will at all times retain the legal status of personal property as defined under Article 9 of the Uniform Commercial Code of the jurisdiction identified by this Agreement as the source of governing law ("**UCC**"). Customer authorizes Provider or any Financing Party (defined below) to file a precautionary UCC financing statements and other similar filings and recordings with respect to any System component. Customer agrees not to file any corrective or termination statements or partial releases with respect to any such UCC financing statements or other similar filings or recordings filed by Provider in connection with a System component, except (i) if Provider fails to file a corrective or termination statement or release on request from Customer after the expiration or earlier termination of the Agreement, or (ii) with Provider's consent.

13. Insurance. During the Term, the Parties shall comply with the insurance provisions below.

a. Insurance – Customer**.** Customer shall maintain or ensure the following is maintained (i) property insurance on the Vehicles and any other portion of the System located on the Premises for the replacement cost thereof; (ii) commercial general liability insurance with coverage of at least $1,000,000 per occurrence and $2,000,000 general aggregate; (iii) automobile liability insurance and physical damage covering all Vehicles with coverage of at least $1,000,000 combined single limit per occurrence and $2,000,000 general aggregate, including collision coverage on a replacement cost basis; (iv) umbrella form excess liability insurance in excess of the limits provided by the commercial general liability and automobile policies with limits of at least $5,000,000 per occurrence; (v) employer's liability insurance with coverage of at least $1,000,000; and (vi) workers' compensation insurance as required by law. Provider, its parent, its subsidiaries, its affiliates, and/or, to the extent designated by Provider, its Financing Party or Financing Parties shall be named as a loss payee or loss payable or as loss payees or loss payables, as applicable, on Customer's property insurance policy and as additional insureds on all other insurance required by this **Section 13**, other than employer liability and workers compensation insurance. Each Customer policy required under this Section shall provide and shall be endorsed to provide that: (A) the Customer's insurance is primary and non-contributory with respect to any insurance maintained by Provider and shall apply first; and (B) any insurance maintained by Provider shall be excess of the Customer's insurance and shall not contribute to the Customer's insurance. Each of the foregoing Customer insurance policies shall include a waiver of subrogation in favor of Provider, its parent, its subsidiaries, its affiliates, and Financing Party/ies. Customer shall assure that each Driver is covered under the Customer's liability and employer/ workers compensation insurance policies. If the minimum financial responsibility applicable to Customer as operator of the Vehicles, whether imposed by applicable law or by Governmental Authority, exceeds the Customer insurance minimums in this Agreement, Customer shall obtain and maintain insurance at such higher, required levels.

b. Insurance – Provider**.** Provider shall maintain (or have maintained on its behalf) the following insurance policies, covering the activities of Provider under this Agreement: (i) commercial general liability insurance with coverage of at least $1,000,000 combined single limit per occurrence and $2,000,000 annual aggregate; (ii) umbrella form excess liability insurance in excess of the limits provided by the commercial general liability policy with limits of at least $5,000,000 per occurrence and annual aggregate; (iii) employer's liability insurance with coverage of at least $1,000,000; and (iv) workers' compensation insurance as required by law. Provider is not obligated to carry property insurance on the Vehicles or the System for the benefit of Customer, and any such insurance maintained by or for Provider shall be excess over the insurance required to be maintained by Customer under this Agreement. Provider's insurance will not be called upon to respond to or cover Customer's negligence or willful misconduct.

c. Additional Requirements of Customer and Provider. All liability insurance and property insurance policies required to be maintained by a Party (each, an "**Insured**") under this Agreement: (i) shall be issued by a company with an A.M. Best rating of not less than A VIII; (ii) shall not be cancelled, or not renewed until after the insurer or the Insured has given to the other Party ("**Beneficiary**") at least thirty (30) days' prior written notice of such proposed cancellation or non-renewal; (iii) no act or default of the Customer, as Insured, or any other person or entity shall affect the right of the Provider, as Beneficiary, or its successors or assigns to recover under such policy or policies of insurance in the event of any loss of or damage to any Vehicle; (iv) shall name the other Party (or, upon request, its applicable financing party or other designee) as an additional insured, and, with respect to property insurance, as loss-payee or lender loss payable, as

applicable; and (v) the coverage under each such policy is "primary coverage" for the protection of Customer and Provider and their respective successors and assigns, notwithstanding any other coverage carried by Customer or Provider or any of their respective successors or assigns protecting against similar risks. Customer, its Drivers, and its agents will cooperate with Provider and any of Customer's or Provider's insurance carriers in the investigation, defense, and prosecution of all claims or suits arising from the use or operation of any Vehicle. If any claim is made or any action is commenced for death, personal injury, or property damage resulting from the ownership, maintenance, use or operation of any Vehicle; each Party will promptly notify the other Party of such action or claim and will forward to the other Party a copy of every demand, notice, summons, or other process received.

d. Damage to or Destruction of System**.** Customer shall notify Provider immediately of any insurable claims (e.g., damage, destruction) affecting the System of which Customer becomes aware. If the System is substantially damaged or destroyed, other than due to a Default Event (defined below) by Provider, Provider will have the right, exercisable upon written notice to Customer, to terminate this Agreement or to repair and restore the System and, if applicable, receive from Customer the proceeds of any insurance maintained by Customer that cover the loss relating to such System damage or destruction. Subject to the preceding sentence, insurance proceeds shall be applied to prompt repair, restoration, or replacement of the applicable System components. If Provider elects to repair and restore the System, the Parties will work in good faith to promptly agree on a scope of work and schedule for repair and restoration work and, as applicable, adjustments to the Term and Base Service Fee. Each Party shall be responsible for any insurance deductibles under the policies maintained by such Party, except in the case of claims resulting from the other Party's negligence or breach of this Agreement, in which case such other Party shall be responsible for payment of the insured Party's deductible for any responding insurance. In the event such proceeds are insufficient to accomplish such repair, restoration or replacement due to Customer's failure to comply with the terms of the applicable insurance policies or with this Agreement, Customer shall be responsible for any additional funds required to complete the necessary work.

e. State Minimum Coverage. If at any time the minimum financial responsibility applicable to Customer as operator of the Vehicles, whether imposed by applicable law or by Governmental Authority, exceed the Customer insurance minimums stated in this Agreement, Customer must obtain and maintain the insurance at such higher, required levels.

14. Miscellaneous Obligations and Representations Concerning the Premises and System.

a. Safety Requirements. Provider and its employees, agents and contractors shall comply with Customer's site safety and security requirements provided to Provider by Customer when on the Premises during the License Term. During the License Term, Customer shall, and shall cause the Landowner, if different, to preserve and protect Provider's rights under the Licenses and Provider's access to Premises, and shall not interfere, or permit any third parties under Customer's control to interfere with such rights or access. Customer acknowledges that Provider may prepare and record in the relevant registry of deeds evidence of the Licenses (which may be a memorandum of license and/or a separate license instrument consistent with this Section), and Customer shall cooperate with such efforts, including by executing such document(s). Each Party shall comply with all Occupational Safety and Health Act (OSHA) requirements and other similar applicable safety laws and codes with respect to such Party's performance under this Agreement.

b. Maintenance of Premises. Customer shall, at its sole cost and expense, maintain the Premises in good condition and repair. Customer, to the extent within its reasonable control, (i) shall ensure that the Premises remains connected to the local electric utility grid at all times; (ii) shall assure that the Premises maintains ingress and egress access to and from a public right of way sufficient in area and design to accommodate each Vehicle; and (iii) shall not permit or cause cessation of electric service to such Premises from the local electric utility.

c. No Alteration of Premises. Not less than thirty (30) days prior to making or allowing to be made any planned alterations or repairs to a Premises that may adversely affect the operation and maintenance of the System, Customer shall inform Provider in writing and, thereafter, shall use commercially reasonable efforts to conduct, or cause to be conducted, such repairs, alterations or improvements in compliance with any reasonable written request to mitigate any adverse effect that is delivered by Provider no later than ten (10) days Provider receives Customer's alternation notice. If any repair, alteration, or improvement results in a permanent and material adverse economic impact on the

System, Customer may request relocation of the System under **Section 14(g)**. To the extent that temporary disconnection or removal of the System is necessary to perform such alterations or repairs, Provider shall perform such work, and any re-connection or re-installation of the System, at Customer's cost.

d. Approvals; Access to Customer Information. Customer shall cooperate with Provider's reasonable requests to assist Provider in obtaining such Approvals, including, without limitation the execution of documents required to be provided by Customer to the utility, such as any easements and consents from Customer or the owner of the Premises or of adjacent properties. Customer has provided to Provider all material concerning Customer, Customer's operations, and the Premises and Customer's use thereof (including information pertaining to underground utilities, conservation easements, wetlands, and the like), and such information is accurate in all material respects.

e. Customer's Interest in Premises. Customer represents, warrants, and covenants to Provider the following as of the Effective Date: (a) Customer has title to or a leasehold or other valid property interest in such Premises, (b) the grant of the Licenses and other rights under this Agreement does not violate any law, ordinance, rule, or other governmental restriction applicable to Customer or the Customer's use of the Premises and is not inconsistent with and will not result in a breach or default under any agreement by which Customer is bound or that affects the Premises or, if applicable, the System, and (c) if Customer does not own the Premises under this Agreement or any improvement to such Premises on which the System is to be installed, Customer has obtained all required consents from the Premises Landowner or improvement owner, as the case may be, to grant the Licenses and other rights to Provider with respect to such Premises and improvement(s) so that Provider may perform its obligations under this Agreement.

f. Environmental.

i. *Representations*. Customer represents that there are no Hazardous Substances (as defined below) present on, in or under the Premises in violation of any applicable law. Customer shall not introduce, store, discharge, manage or use any Hazardous Substances on, in or under the Premises in violation of any applicable laws, legal requirements, or Provider's maintenance obligations. In the event of the discovery of Hazardous Substances on, in or under the Premises, Customer shall comply with all applicable laws relating thereto. In no event shall Provider be responsible for Hazardous Substances on or migrating from the Premises arising from or related to acts or omissions that were not caused by Provider. The provisions of this Section shall survive the termination or expiration of this Agreement.

ii. *Notices*. Each Party shall promptly notify the other Party if it becomes aware of any Hazardous Substance on or about the Premises generally or any deposit, spill or release of any Hazardous Substance.

iii. "**Hazardous Substance**" means any chemical, waste or other substance (a) which now or hereafter becomes defined as or included in the definition of "hazardous substances," "hazardous wastes," "hazardous materials," "extremely hazardous wastes," "restricted hazardous wastes," "toxic substances," "toxic pollutants," "pollution," "pollutants," "regulated substances," or words of similar import under any laws pertaining to the environment, health, safety or welfare, (b) which is declared to be hazardous, toxic, or polluting by any Governmental Authority, (c) exposure to which is now or hereafter prohibited, limited or regulated by any Governmental Authority, (d) the storage, use, handling, disposal or release of which is restricted or regulated by any Governmental Authority, or (e) for which remediation or cleanup is required by any Governmental Authority.

g. Relocation. If, during the Term, (i) Customer ceases to use any Vehicle to conduct transportation operations at the Premises, or vacates such Premises; (ii) the Premises are substantially damaged or destroyed; or (iii) the Customer is otherwise unable to continue to host the System at the Premises for any other reason (other than a Default Event by Provider), Customer may propose in writing the relocation of the Chargers, Infrastructure, and any Provider Facilities installed on the Premises that have served the System at Customer's cost, in lieu of termination of the Agreement by Provider for a Default Event (defined below) by Customer. If such proposal is practically feasible and preserves the economic value of the agreement for Provider, the Parties shall seek to negotiate in good faith an agreement for the relocation of the Chargers, Infrastructure, and, as applicable, Provider Facilities. If the Parties are unable to reach agreement on relocation of such Chargers, Infrastructure, and Provider Facilities within sixty (60) days after the date of receipt of Customer's proposal, Provider may terminate this Agreement pursuant to **Section 16(b)(ii)**.

h. End of Term; Removal. The Parties acknowledge Provider's investment in, and the expected long-term value of, the System, including the charging, electrical infrastructure, and metering components of the Chargers and Infrastructure.

The Parties therefore agree to meet at least one (1) year prior the end of the Initial Term or, as applicable, the Extension Term or as soon as practicable upon the earlier termination of this Agreement in order to discuss the use of the components of the System in connection with Customer's future transit plans. Customer will endeavor to use such System components in connection with any future electrical vehicle operations, to the extent practicable and upon agreement to a reasonable purchase or lease arrangement with Provider, but in no event shall Customer or Provider be obligated to enter into any such arrangement. Unless such arrangement is entered into, during the 90-day period following the last day of the Initial Term or, as applicable, the Extension Term, (i) Customer shall take all such action as reasonably necessary to repair, clean, and restore the Vehicles included in the System consistent with Prudent Vehicle Practices so that such Vehicles are fully operational and in a good state of repair, reasonable wear and tear excepted; and (ii) Provider shall, at its expense and in a reasonably diligent manner, (A) decommission and remove from the Premises all above-ground property comprising the System and Provider Facilities, and (B) return to substantially original condition (excluding ordinary wear and tear) any portion of the Premises that was impacted by the above-ground components of the System or any Provider Facilities and System decommissioning. Customer must provide access, space, and cooperation as reasonably necessary to facilitate System decommissioning and any removal of the above-ground components of the System or any Provider Facilities. If Provider fails to remove or commence substantial efforts to remove the Chargers, Infrastructure, and any Provider Facilities as required by this provision, Customer may, at its option, remove such Chargers, Infrastructure, and Provider Facilities to a public warehouse and restore the Premises to its original condition (other than ordinary wear and tear) at Provider's cost.

15. Mutual Representations and Warranties; Disclaimer.

a. Each Party represents and warrants to the other the following as of the Effective Date:

i. Such Party is duly organized, validly existing and in good standing under the laws of the jurisdiction of its formation; the execution, delivery and performance by such Party of this Agreement have been duly authorized by all necessary corporate, partnership, limited liability company, or, if required for such Party, action by Governmental Authority, as applicable, and do not and will not violate any law; and this Agreement is the valid obligation of such Party, enforceable against such Party in accordance with its terms (except as may be limited by applicable bankruptcy, insolvency, and other similar laws relating to creditors' rights generally);

ii. Such Party has obtained all licenses, authorizations, consents, and approvals required by any Governmental Authority or other third party and necessary for such Party to own its assets, carry on its business, and to execute and deliver this Agreement, and such Party is in compliance with all laws that relate to this Agreement in all material respects; and

iii. Neither the execution and delivery of this Agreement by such Party nor the performance by such Party of any of its obligations under this Agreement conflicts with or will result in a breach or default under any agreement or obligation to which it is a party or by which it is bound.

b. EXCLUSION OF WARRANTIES. EXCEPT AS EXPRESSLY SET FORTH IN THIS AGREEMENT, THE SERVICES PROVIDED BY PROVIDER TO CUSTOMER PURSUANT TO THIS AGREEMENT SHALL BE "AS-IS WHERE-IS." NO OTHER WARRANTY TO CUSTOMER OR ANY OTHER PERSON, WHETHER EXPRESS, IMPLIED OR STATUTORY, IS MADE AS TO THE INSTALLATION, DESIGN, DESCRIPTION, QUALITY, MERCHANTABILITY, COMPLETENESS, USEFUL LIFE, FUTURE ECONOMIC VIABILITY, OR FITNESS FOR ANY PARTICULAR PURPOSE OF THE SYSTEM OR ANY SERVICE PROVIDED HEREUNDER OR DESCRIBED HEREIN, OR AS TO ANY OTHER MATTER, ALL OF WHICH ARE EXPRESSLY DISCLAIMED BY PROVIDER.

16. Default, Remedies and Damages.

a. Default. Any Party that fails to perform its responsibilities as listed below or experiences any of the circumstances listed below is deemed a "**Defaulting Party**," the other Party is the "**Non-Defaulting Party**" and each of the following is a "**Default Event**":

i. failure of a Party to pay any amount due and payable under this Agreement, other than an amount that is subject to a good faith dispute, within ten (10) days following receipt of written notice from the Non-Defaulting Party of such failure to pay ("**Payment Default**");

ii. failure of a Party to perform any material obligation under this Agreement or other provision of this Agreement not addressed elsewhere in this **Section 16(a)** within ninety (90) days following receipt of written

notice from the Non-Defaulting Party demanding such cure; provided, that if the Default Event cannot reasonably be cured within ninety (90) days and the Defaulting Party has demonstrated prior to the end of that period that it is diligently pursuing such cure, the cure period will be extended for a further reasonable period of time, not to exceed one hundred eighty (180) days;

iii. any representation or warranty given by a Party under this Agreement, was incorrect in any material respect when made and is not cured within sixty (60) days following receipt of written notice from the Non-Defaulting Party demanding such cure;

iv. a Party becomes insolvent or is a party to a bankruptcy, reorganization, insolvency, liquidation, receivership, dissolution, winding-up or relief of debtors, or any general assignment for the benefit of creditors or other similar arrangement or any event occurs or proceedings are taken in any jurisdiction with respect to the Party which has a similar effect (or, if any such actions are initiated by a third party, such action(s) is (are) not dismissed within sixty (60) days); or

v. in the case of Customer as the Defaulting Party only, Customer (A) loses its rights to access, operate, maintain, repair, or otherwise use any Vehicle under this Agreement whether at the Premises or otherwise, (B) loses its rights to access, use, occupy, and enjoy the Premises unless the Parties agree upon a relocation of the System under **Section 14** above; or (C) prevents Provider from performing any material obligation under this Agreement with respect to this Agreement unless such action by Customer (I) is permitted under this Agreement, or (II) is cured within ten (10) days after written notice thereof from Provider.

The failure of the Charger Uptime Guarantee or the Route Readiness Guarantee as to any Vehicle shall not be a Default Event by Provider so long as Provider satisfies any obligation under this Agreement to pay or credit Customer with respect to such failure.

b. Remedies.

i. Upon the occurrence and during the continuation of a Default Event by Customer, including a Payment Default, Provider may suspend performance of its obligations under this Agreement until the earlier to occur of the date (a) that Customer cures the Default Event in full, or (b) termination of this Agreement. Provider's rights under this **Section 16(b)(i)** are in addition to any other remedies available to it under this Agreement, at law, or in equity. Notwithstanding suspension by Provider under this Section, during the period of the suspension, Provider shall have access to and use of the Premises and System, including the Vehicles, and may continue to provide Services during the period of the suspension.

ii. Upon the occurrence and during the continuation of a Default Event, the Non-Defaulting Party may terminate this Agreement, by providing five (5) days prior written notice to the Defaulting Party; provided, in the case of a Default Event under **Section 16(a)(iv),** the Non-Defaulting Party may terminate this Agreement immediately.

iii. Upon a termination of this Agreement due to a Default Event, and subject to **Sections 17(c)** and **(d)**, the Non-Defaulting Party may exercise any other remedy available at law or equity or under this Agreement, including recovery of all reasonably foreseeable damages.

c. Obligations Following Termination. If a Party terminates this Agreement pursuant to **Section 16(b)(ii),** then following such termination, the Parties will perform their respective obligations in compliance with **Section 14** at the sole cost and expense of the Defaulting Party; provided that Provider shall not be required to remove the System or any Provider Facilities following the occurrence of a Default Event by Customer pursuant to **Section 16(a)(i),** unless Customer pre-pays the cost of removal and restoration reasonably estimated by Provider. Nothing in this Section limits either Party's right to pursue any remedy under this Agreement, at law or in equity, including with respect to the pursuit of an action for damages by reason of a breach or Default Event under this Agreement. Regardless of whether this Agreement is terminated for a Default Event, the Non- Defaulting Party must make commercially reasonable efforts to mitigate its damages resulting from such Default Event.

17. Hold Harmless, Indemnification, and Limitations of Liability.

a. General. To the fullest extent permitted by law, Provider (the "**Covering Party**") shall defend, indemnify, and hold harmless Customer, its affiliates, each member of its Board of Trustees, and their respective officers, agents, and employees (collectively, the "**Covered Parties**"), from and against any loss, damage, expense, liability, and other claims, including court costs and reasonable attorneys' fees (collectively, "**Liabilities**") resulting from any Claim (as defined below) relating to (1) the Covering Party's breach of any representation or warranty set forth in **Section 15**, (2) a breach by the Covering Party of its obligations under this Agreement, or (3) injury to or death of persons, and

damage to or loss of property, to the extent caused by or arising out of the negligent acts or omissions of, or the willful misconduct of, the Covering Party (or its contractors, agents, or employees) in connection with this Agreement; provided, that nothing herein will require the Covering Party to cover the Covered Parties for any Liabilities to the extent caused by or arising out of the negligent acts or omissions of, or the willful misconduct of, a Covered Party. This indemnification provision shall survive the termination of this Agreement.

b. Notice and Participation in Third Party Claims. The Covered Party shall give the Covering Party written notice with respect to any Liability asserted by a third party (a "**Claim**"), as soon as possible upon the receipt of information of any possible Claim or of the commencement of such Claim. The Covering Party may assume the defense of any Claim, at its sole cost and expense, with counsel designated by the Covering Party and reasonably satisfactory to the Covered Party. The Covered Party may, however, select separate counsel if both Parties are defendants in the Claim and such defense or other form of participation is not reasonably available to the Covering Party. The Covering Party shall pay the reasonable attorneys' fees incurred by such separate counsel until such time as the need for separate counsel expires. The Covered Party may also, at the sole cost and expense of the Covering Party, assume the defense of any Claim if the Covering Party fails to assume the defense of the Claim within a reasonable time. Neither Party may settle any Claim covered by this Section unless it has obtained the prior written consent of the other Party, which consent shall not be unreasonably withheld or delayed. The Covering Party has no liability under this Section for any Claim for which such notice is not provided if the failure to give notice prejudices the Covering Party.

c. Limitations of Liability.
   i. Except with respect to Claims and claims concerning Hazardous Substances pursuant to this Section, neither Party nor its directors, officers, shareholders, partners, members, managers, agents, employees, subcontractors, or suppliers will be liable for any special, punitive, exemplary, indirect, or consequential damages, whether foreseeable or not, arising out of, or in connection with, this Agreement; provided, that the foregoing limitations shall not apply to: (a) liabilities arising from fraud, gross negligence, or willful misconduct by a Party; or (b) losses and liabilities arising with respect to the clawback or recapture of any Incentive awards which, for the avoidance of doubt, shall constitute direct damages under this Agreement. For avoidance of doubt, any amount incurred by Provider upon default by Customer to prepay any debt incurred by Provider to finance any Vehicle or other System asset pursuant to this Agreement, including any prepayment fees, original issue discount, breakage, hedge, or swap termination fees, and other amounts payable by Provider to any Financing Party as a consequence of such Customer default, shall be included in Provider's direct damages.
   ii. Except with respect to Claims, claims for unpaid and past-due amounts expressly required to be paid under this Agreement (such as any Base Service Fee or Downtime Credit), and claims concerning Hazardous Substances pursuant to this Section, the aggregate liability for damages of a Party under this Agreement arising out of or in connection with the performance or non-performance hereof by such Party cannot exceed the payments made by Customer to Provider in the immediate two (2) years during the Term prior to the related claim for damages. The provisions of this Section will apply whether such liability arises in contract, tort, strict liability, or otherwise. However, the limitation on damages under this Section 17(c)(ii) shall not apply to damages arising from fraud, gross negligence, or willful misconduct by an allegedly liable Party; or (b) losses and liabilities arising with respect to the clawback or recapture of any Incentive awards which, for the avoidance of doubt, shall constitute direct damages under this Agreement.

d. EXCLUSIVE REMEDIES. TO THE EXTENT THAT THIS AGREEMENT SETS FORTH SPECIFIC REMEDIES FOR ANY CLAIM OR LIABILITY, AND SUCH REMEDIES ARE EXPRESSLY STATED TO BE EXCLUSIVE REMEDIES, SUCH REMEDIES ARE THE AFFECTED PARTY'S SOLE AND EXCLUSIVE REMEDIES FOR SUCH CLAIM OR LIABILITY, WHETHER ARISING IN CONTRACT, TORT (INCLUDING NEGLIGENCE), STRICT LIABILITY OR OTHERWISE.

e. Comparative Negligence. Where negligence is determined to have been joint, contributory, or concurrent, each Party shall bear the proportionate cost of any Liability.

f. No Indemnification. To the extent Customer is prohibited by applicable state law from entering into any indemnification agreements and to the extent any provisions of this Agreement are construed as indemnification obligations of Customer, such provisions shall be void and of no effect.

18. Force Majeure.

a. Force Majeure Event. If either Party is unable to timely perform any of its obligations (other than payment obligations) under this Agreement in whole or in part due to a Force Majeure Event, that Party will be excused from performing such obligations for the duration of the time that such Party remains affected by the Force Majeure Event; provided, that such Party uses commercially reasonable efforts to mitigate the impact of the Force Majeure Event and resumes performance of its affected obligations as soon as reasonably practical. The Party affected by the Force Majeure Event shall notify the other Party as soon as reasonably practical after the affected Party becomes aware that it is or will be affected by a Force Majeure Event. If the Force Majeure Event occurs during the Term and impacts the ability of Provider to provide Services to Customer, the Term will be extended by a day for each day delivery is suspended due to the Force Majeure Event.

b. Definition of Force Majeure Event. "**Force Majeure Event**" means any event or circumstance beyond the reasonable control of and without the fault or negligence of the claiming Party which prevents or precludes the performance by the claiming Party of its obligations under this Agreement (other than payment) and which, subject to the foregoing, may include an event or circumstance due to: an act of god; war (declared or undeclared); sabotage; cyberattack or ransomware attack; piracy; riot; insurrection; civil unrest or disturbance; military or guerilla action; terrorism; economic sanction or embargo; civil strike, work stoppage, slow-down, or lock-out; explosion; fire; earthquake; abnormal weather condition or actions of the elements; hurricane; flood; lightning; wind; drought; epidemic or pandemic; animals; the binding order of any Governmental Authority; the failure to act on the part of any Governmental Authority (including, without limitation, delays in permitting not caused by actions or omissions of the Party seeking such permit); unavailability of electricity from the utility grid and material delays in utility work associated with interconnecting to the grid and distribution of electricity to and from the applicable Premises; and failure or unavailability of equipment, supplies or products outside of Provider's control or due to a Force Majeure Event.

19. Assignment and Financing.

a. Assignment.

i. Subject to the remainder of this **Section 19(a),** this Agreement may not be assigned in whole or in part by either Party without the prior written consent of the other Party, which consent may not be unreasonably withheld, conditioned, or delayed. Customer may not withhold its consent to an assignment proposed by Provider where the proposed assignee, itself or in conjunction with its affiliates and contractors, has the financial capability necessary to meet Provider's obligations this Agreement, provided that the proposed assignee shall not be required to have financial capability or experience greater than that of Provider immediately prior to such assignment.

ii. Notwithstanding **Section 19(a)(i),** Provider may, without the prior written consent of Customer, assign, mortgage, pledge or otherwise directly or indirectly assign its interests in this Agreement to (A) any Financing Party (as defined in **Section 19(b)**), (B) any entity through which Provider is obtaining financing from a Financing Party, (C) any affiliate of Provider or any person succeeding to all or substantially all of the assets comprising any System, or (D) a third party financial owner of a System, provided that Provider or its asset management affiliate remains the asset manager of the applicable System. Provider shall not be released from liability hereunder as a result of an assignment under subsections (C) or (D) hereof unless the assignee assumes Provider's obligations hereunder by binding written instrument. The rights of Provider under this **Section 19(a)(ii)** do not include the right to impose a lien or other encumbrance on the real property of Customer.

b. Financing. The Parties acknowledge that Provider may obtain debt or equity financing or other credit support from lenders, investors or other third parties (each, a "**Financing Party**") in connection with the installation, construction, ownership, and repair of a System, and, as a result thereof, may grant a lien on or security interest in all or any part of the System and its rights under this Agreement (including any rights to payment of amounts hereunder). Customer acknowledges that a Financing Party may possess an ownership or security interest in the System, or component thereof, and in Provider's right to proceeds, rental and other payments under this Agreement. Provider's rights under this Agreement are subject and subordinate to the rights of the Financing Party under the documents evidencing Provider's obligations to Financing Party. In furtherance of Provider's financing arrangements and in addition to any other rights or entitlements of Provider under this Agreement, Customer shall deliver to Provider reasonable evidence of Customer's authority to enter into and perform this Agreement (for example, a copy of the authenticated, final approving resolution of the Customer's governing body) and Customer shall timely execute any consents to

assignment (which may include notice, cure, attornment and step-in rights) or estoppels and negotiate any amendments to this Agreement that may be reasonably requested by Provider or the Financing Parties; provided, that such estoppels, consents to assignment, or amendments do not alter the fundamental economic terms of this Agreement or interfere with Customer's use of the System under this Agreement in accordance with this Agreement. The Parties expressly agree that Financing Party is and shall be a third-party beneficiary under this Section.

c. Lender Step-In Right. Customer acknowledges and agrees that upon written notice from a Financing Party, Customer will make all payments due to Provider identified by the Financing Party or under this Agreement, as a whole, directly to such Financing Party, and no such notice shall (1) constitute a Default under this Agreement, (2) impose on Financing Party any obligation to perform any of Provider's obligations under this Agreement, or (3) modify, alter or otherwise impact any rights of Customer or obligations of Provider under this Agreement. Customer hereby expressly grants Financing Party the right and/or license to access the Premises under this Agreement at reasonable times and upon reasonable notice to (i) inspect the System, and (ii) remove any or all of the System, solely in the case of any event that results in a termination or expiration of the Agreement, pursuant and subject to the terms hereof. Customer will have no liability to Provider resulting from Customer's compliance with any notice provided by Financing Party under this Section. Customer agrees that Customer will not pay more than one month's, or any other recurring period hereunder, advance for any recurring amounts due under this Agreement without the consent of the Financing Party identified as having an interest in the System.

20. Confidentiality.

a. Confidential Information. To the maximum extent permitted by applicable law, including any freedom of information or right to know law applicable to Customer (the "**Right to Know Act")**, if either Party provides confidential information ("**Confidential Information**") to the other or, if in the course of performing under this Agreement or negotiating this Agreement a Party learns Confidential Information of the other Party, the receiving or learning Party shall (i) protect the Confidential Information from disclosure to third parties with the same degree of care accorded its own confidential and proprietary information and (ii) refrain from using such Confidential Information, except in the negotiation, performance, enforcement and, in the case of Provider, financing, of this Agreement. The terms of this Agreement (but not the fact of its execution or existence) are considered Confidential Information of each Party for purposes of this Section. Confidential Information does not include any information that (A) becomes publicly available other than through breach of this Agreement, (B) is required to be disclosed to a Governmental Authority under applicable law or pursuant to a validly issued subpoena, (C) is independently developed by the receiving Party, (D) is required to be disclosed by a Party that is a Governmental Authority subject to freedom of information or similar transparency requirements under applicable law pursuant to a valid request for information under such law, or (E) becomes available to the receiving Party without restriction from a third party under no obligation of confidentiality. If disclosure of information is required by a Governmental Authority or by a Party that is a Governmental Authority subject to freedom of information law requirements, the disclosing Party shall, to the extent permitted by applicable law, notify the other Party of such required disclosure promptly upon becoming aware of such required disclosure and shall reasonably cooperate with the other Party's efforts to limit the disclosure to the extent permitted by applicable law, including, as applicable, the Right to Know Act.

b. Permitted Disclosures. Notwithstanding **Section 20(a),** a Party may provide Confidential Information to its affiliates and to its and its affiliates' respective officers, directors, members, managers, employees, agents, contractors, consultants, and Financing Parties (collectively, "**Representatives**"), and potential direct or indirect assignees of this Agreement if such potential assignees are first bound by a written agreement or legal obligation restricting use and disclosure of Confidential Information. Each Party is liable for breaches of this provision by any Representative or other person to whom that Party discloses Confidential Information**.**

c. Destruction; Equitable Remedies; Survival. All Confidential Information remains the property of the disclosing Party and, upon request of the disclosing Party, will be returned to the disclosing Party or destroyed (at the receiving Party's option), subject to the record retention obligations of the receiving Party under applicable law and subject to the ability of the receiving Party to retain an archival copy consistent with receiving Party's written document retention policy. Each Party acknowledges that the disclosing Party would be irreparably injured by a breach of this **Section 20** by the receiving Party or its Representatives or other person to whom the receiving Party discloses Confidential Information of the disclosing Party in breach of this **Section 20**, and that the disclosing Party may be entitled to equitable relief, including injunctive relief and specific performance, for breaches of this **Section 20**. To the fullest extent permitted by applicable law, such remedies shall not be deemed to be the exclusive remedies for a breach of this **Section 20**, but

will be in addition to all other remedies available at law or in equity. The obligation of confidentiality will survive termination of this Agreement for a period of two (2) years.

d. Goodwill and Publicity. Neither Party may (i) make any press release or public announcement of the specific terms of this Agreement (except for filings or other statements or releases as may be required by applicable law), or (ii) use service mark or trademark of the other Party in any promotional or advertising material without the prior written consent of the other Party. The Parties shall coordinate and cooperate with each other when making public announcements regarding this Agreement and the System and its use. The Parties agree that at or around the Operational Date, the Parties shall jointly issue an announcement regarding the Services and the System. Provider is entitled to (A) place signage on the System and the Premises reflecting its association with the System, (B) take and use photographs and video of the System for marketing purposes, and (C) use publicly available information and Provider-developed analytics for marketing purposes. All marketing and publicity by a party will comply with applicable law, including privacy law. Provider shall not use images of passengers or Customer personnel without express written permission.

21. General Provisions.

a. Notices. All notices under this Agreement shall be in writing and delivered by hand, electronic mail, overnight courier, or regular, certified, or registered mail, return receipt requested, and will be deemed received upon personal delivery, acknowledgment of receipt of electronic transmission (provided that automatic acknowledgment shall not suffice), the promised delivery date after deposit with overnight courier, or five (5) days after deposit in the mail. Notices must be sent to the notice address of a Party identified in the Scope of Services or such other address as either Party may specify in writing pursuant to this Section.

b. Survival. Provisions of this Agreement that should reasonably be considered to survive termination of this Agreement as a whole, including, without limitation provisions related to billing and payment and hold harmless, will survive such termination.

c. Further Assurances. Each Party shall provide such information, execute, and deliver any instruments and documents and to take such other actions as may be reasonably requested by the other Party to give full effect to this Agreement and to carry out the intent of this Agreement.

d. Waivers. No provision or right or entitlement under this Agreement may be waived or varied except in writing signed by the Party to be bound. No waiver of any of the provisions of this Agreement will constitute a waiver of any other provision, nor will such waiver constitute a continuing waiver unless otherwise expressly provided.

e. Non-Dedication of Facilities. Nothing in this Agreement may be construed as the dedication by either Party of its facilities or equipment to the public or any part thereof. Neither Party may knowingly take any action that would subject the other Party, or other Party's facilities or equipment, to the jurisdiction of any Governmental Authority as a public utility or similar entity. Neither Party may assert in any proceeding before a court or regulatory body that the other Party is a public utility by virtue of such other Party's performance under this Agreement.

f. No Partnership. No provision of this Agreement may be construed or represented as creating a partnership, trust, joint venture, fiduciary, or any similar relationship between the Parties. No Party is authorized to act on behalf of the other Party, and neither may be considered the agent of the other.

g. Service Contract. The Customer and Provider intend and agree that this Agreement is a "service contract" within the meaning of Section 7701(e) of the Internal Revenue Code of 1986, as amended.

h. Customer-Specific Provisions. Except as otherwise expressly stated on **Exhibit 2C, t**he provisions of any **Exhibit 2C** included as part of this Agreement replace and supersede any inconsistent provision included in the Scope of Services, these Terms and Conditions, or any Exhibit to the extent of the inconsistency.

i. Entire Agreement, Modification, Invalidity, Captions. This Agreement constitutes the entire agreement of the Parties regarding its subject matter and supersedes all prior proposals, agreements, or other communications between the

Parties, oral or written. No aspect of this Agreement (including, the Services, the Contract Price, the number or specifications for the Vehicles, or other provision) may be modified, other than pursuant to a written document executed by Customer and Provider, including a written amendment, supplement, or change order, that identifies specific changes to the Services, the Contract Price, the number or specifications for the Vehicles, or other provision this Agreement, subject only to **Section 11(a)** concerning changes to the System Site Plan. If any provision of this Agreement is found unenforceable or invalid, such provision shall not be read to render this Agreement unenforceable or invalid as a whole. In such event, such provision shall be rectified or interpreted so as to best accomplish its objectives within the limits of applicable law.

j. Order of Precedence. This Agreement is comprised of the Scope of Services (Part 1), these Terms and Conditions (Part 2), and the Exhibits to each such Part, each of which are incorporated herein by reference. In the event of any conflicts among the Parts and any Part Exhibit, Exhibit 2C (Customer-Specified Terms), if any, shall prevail, followed by Parts 1, including its Exhibits, and Part 2, including its Exhibits (other than any Exhibit 2C), in that order of precedence.

k. No Third-Party Beneficiaries. Except as otherwise expressly provided herein, this Agreement and all rights hereunder are intended for the sole benefit of the Parties hereto, and the Financing Parties, to the extent provided herein or in any other agreement between a Financing Party and Provider or Customer, and do not imply or create any rights on the part of, or obligations to, any other Person.

l. Affiliate Operations. For purposes of this Agreement, if Customer's affiliate(s) is (are) the applicable lessee or Landowner of the Premises, or the operating entity actually conducting operations with respect to vehicles maintained at the Premises, then Customer shall cause such affiliate to comply with the terms, covenants and obligations of this Agreement which apply to the activities of such affiliate. Customer represents and warrants that Customer has the authority to bind and ensure performance from such affiliates.

m. Counterparts. This Agreement may be executed in any number of separate counterparts, and each counterpart will be considered an original and together comprise the same agreement.

n. Severability. In the event that any provision of this Agreement is unenforceable, void, or held to be unenforceable or void, the Parties agree that all other provisions of this Agreement have force and effect and shall not be affected thereby.

<<<End of Terms and Conditions>>>

Part 2, Exhibit 2A
Certificate of Commercial Operation

PROJECT NAME: Oxnard School District School Bus Electrification - Five (5) Type C
PROJECT ADDRESS: 516 W Wooley Rd, Oxnard, CA 93030

OPERATIONAL DATE: [July 1, 2026]

Pursuant to **Section 7** of the Terms and Conditions under the Transportation Equipment Services Agreement (as may be amended or modified from time to time, the "**Agreement**"), dated [June 17, 2026] by and between Oxnard School District ("**Customer**") and HEF-P Los Angeles, LLC ("**Provider**"), this Operational Date Certificate ("**Certificate**") is hereby provided by Provider to Customer in accordance with the Agreement. All capitalized terms used, but not defined, herein shall have the meaning ascribed to them in the Agreement.

Provider hereby certifies that, as of the Operational Date set forth above and subject to Punchlist Items: (i) the Vehicles set forth on **Attachment A** to this Certificate conforming to the Specifications are available at the Premises and operational; (ii) the Chargers necessary to support such Vehicles are installed at the Premises and operational; (iii) the Infrastructure necessary to support such Vehicles and such Chargers is installed at the Premises and operational; and (iv) any Approvals required for the installation and operation of the System identified in this Certificate have been obtained.

IN WITNESS WHEREOF, Provider is executing this Certificate as of the Operational Date set forth above on this Certificate.

Provider:

HEF-P LOS ANGELES, LLC

By: _____
Name:
Title:
Date: _____

If an Objection Notice has been delivered by Customer in Accordance with Agreement Terms and Conditions Section 7, then Customer is executing and delivering this Certificate to confirm Customer's agreement that the Operational Date is as set forth above.

OXNARD SCHOOL DISTRICT:

By: _____
Name: **Melissa Reyes**
Title: **Director, Purchasing**
Date: _____

Attachment A Vehicles

<<<End of Part 2, Exhibit 2A>>>

Part 2, Exhibit 2B
RESERVED

Part 2, Exhibit 2C
Customer-Specific Provisions

1. **Nature of Agreement**. Customer and Provider acknowledge and agree that this Agreement is a continuing contract for the furnishing of transportation of pupils in local educational agencies to and from school under Cal. Educ. Code Ann. §39803.5(b) and because the Provider will own the Chargers and Infrastructure at the Premises, the System and its installation are not a public work under Cal. Labor Code Ann. §1720.

2. **Use of Chargers for EVs that are not Vehicles.** Except pursuant to this **Section 2**, Customer shall not use or permit the use of any Charger to provide electricity to any electric vehicle, other than the Vehicles, or for any purpose, other than to charge the Vehicles consistent with this Agreement. From time to time from and after the Operational Date during the Term, and notwithstanding any contrary provision of this Agreement (including Terms and conditions Section 9(a)), Customer may use a Charger to provide charging electricity to an electric vehicle, other than the Vehicles, that is owned or controlled by Customer (each, a "**Customer EV")**, so long as: (a) Customer reimburses and pays Provider for the cost incurred by Provider to deliver charging electricity via a Charger to a Customer EV upon Provider's delivery of an invoice therefor; and (b) Customer does not connect a Customer EV to a Charger, attempt to provide charging electricity via a Charger to a Customer EV, or permit or suffer any other person to connect a Customer EV to a Charger or provide charging electricity via a Charger to a Customer EV during the local distribution utility's peak demand hours ("**Peak Demand**"). As of the Effective Date, Peak Demand runs from 4:00 p.m. though 9:00 p.m. local time; and Provider may adjust the Peak Demand from time to time during the Term effective upon delivery of a written notice to the Customer.

3. **Vehicle Acquisition; Existing Incentives.** The Vehicles will be acquired and the funds available under the ZESBI Incentive and allocable to the purchase of ZESBI Buses and Chargers will be secured and applied in accordance with the following:
   a. The Customer has been awarded the ZESBI Incentive in the total amount of **$1,880,000.00**, of which **$395,000.00** per Vehicle will be used to pay the purchase price of the ZESBI Buses and **$75,000** will be used to pay the purchase prices of the Chargers.
   b. From and after the Effective Date, Provider will initiate and complete a competitive process to purchase the ZESBI Buses, Provider will issue an assignable purchase order ("**Vehicle PO**") to purchase and acquire the ZESBI Buses to the successful seller pursuant to such competitive process, and Provider shall pay and tender **$**_____ per ZESBI Bus (the difference between the ZESBI Bus purchase price and the funds payable from the ZESBI Incentive toward the ZESBI Bus purchase price) as a prepayment for the ZESBI Buses under the Vehicle PO.
   c. From and after the Effective Date, Provider will initiate and complete a process to purchase the Chargers, Provider will issue an assignable purchase order ("**Charger PO;**" the Vehicle PO and the Charger PO, each individually or together, as the context requires, the "**Equipment PO"**) to purchase and acquire the Chargers, and Provider shall pay and tender **$**_____ (the total difference between the total Charger price and the funds payable from the ZESBI Incentive toward the Charger purchase price) as a prepayment for the Chargers under the Charger PO.
   d. Prior to the Anticipated Operational Date, the Provider will assign and transfer to the Customer the Equipment PO, and the benefit of any payment made under the Equipment PO consistent with **Section 3(d)**.
   e. Upon assignment to, and acceptance by, Customer of the Equipment PO, Customer will apply [the entirety of] the ZESBI Incentive toward the purchase of the ZESBI Buses and the Chargers.
   f. Prior to the Operational Date, Customer will register or cause to be registered each Vehicle, including eth ZESBI Buses, in Customer's name as owner and operator; and Provider will take such actions as necessary to facilitate such registration and titling, including coordination of Vehicle inspections as needed to register the Vehicles, including the ZESBI Buses.

   The achievement of each milestone in each of subclauses (a) through (f) of this **Section 3** is a "**Equipment Condition**."

4. **Vehicle and Charger Lease; Conveyance**.
   (a) As of the Operational Date, in consideration of Provider covenants under this Agreement, Customer will lease and provide each ZESBI Bus and each Charger to Provider during the Incentive Period

(defined below), for the permitted uses of providing Customer access to, and use of, such Vehicles and Chargers under this Agreement.

(b) From the Operational Date through the last day of the Incentive Period, Customer will register or cause to be registered each Vehicle in Customer's name as owner, and, if requested by Provider and permitted pursuant to the ZESBI Incentive program and/or any other Customer Award, will reflect Provider or its designee as lien holder on the applicable title and registration documentation consistent with applicable law.

(c) Consistent with applicable law, at all times during the Term, Provider will be entitled to all tax attributes attributable to the ZESBI Buses and Chargers, including tax credits and depreciation.

(d) On the last day of the Incentive Period (the "**Transfer Date**"), and in consideration of the tender and payment by Provider to Customer of the Equipment Price (defined below), Provider shall acquire and accept from Customer, and Customer shall transfer and convey to Provider the ZESBI Buses and the Chargers free and clear of liens and, otherwise, as is, where is, together with all OEM Warranties applicable to the ZESBI Buses and Chargers. In consideration of such transfer, Provider shall pay and tender to Customer the Equipment Price.

(e) Provider shall be responsible for and shall pay to the appropriate taxing authorities any sales tax due on the conveyance of the ZESBI Buses and Chargers to Provider on the Transfer Date, as contemplated by this provision.

(f) Upon or as soon as possible after conveyance of the ZESBI Buses and Chargers to Provider on the Transfer Date, Provider will register or cause to be registered each ZESBI Bus in Provider's name as owner, and will reflect Customer as the operator on the applicable title and registration documentation consistent with applicable law.

(g) Each of Customer and Provider will execute and timely deliver such statements, conveyances, certificates, and other documents as necessary, or, in Provider's reasonable discretion, appropriate, to give effect to the provisions of this Section, including the lease and conveyance of the ZESBI Buses and Chargers to Provider as contemplated by this Section.

The achievement of each milestone in each of subclauses (a) through (g) of this **Section 4** is a "**Equipment Condition**."

5. **Incentive Period**. "**Incentive Period**" means the period commencing the Operational Date and ending on the date that is the earlier of (x) the date as of which Provider may hold title to the ZESBI Buses and Chargers pursuant to the ZESBI Incentive program, and (y) three (3) years after the Operational Date.

6. **Equipment Price.** The "**Equipment Price**" means $50, $10.00/ZESBI Bus and $5.00/Charger; and it is a "**Equipment Condition**" that the total Equipment Price payable by Provider to acquire and purchase the ZESBI Buses and Chargers pursuant to **Section 4** is and shall remain $50.00.

7. **Nonfulfillment of an Equipment Condition.** If any Equipment Condition is not timely fulfilled or satisfied, then, by delivering written notice ("**Condition Notice**") to the other Party, a Party that is adversely affected by such non-fulfillment and that has not caused the non-fulfillment through its own misconduct (a "**Notice Party**") shall have the right to initiate renegotiation and amendment of this Agreement to achieve the anticipated operational and economic outcomes of this Agreement notwithstanding the non-fulfillment of such Equipment Condition and, as a consequence, the potential unavailability under this Agreement of a ZESBI Bus or Charger. If, within forty-five (45) days after delivery of a Condition Notice by a Notice Party, the Parties are not successful in amending this Agreement, then by delivery of written notice to the other Party within ninety (90) days after initial delivery of the Condition Notice, the Notice Party may terminate this Agreement as to the unavailable ZESBI Buses or Charger, so long as the timing of termination would not result in recapture of any Existing Incentive or Customer Award, may terminate this Agreement in its entirety. Neither Party shall have any liability for termination of this Agreement as to an unavailable ZESBI Bus or Charger or in its entirety in accordance with the preceding sentence. Notwithstanding the foregoing, each Party will use commercially reasonable efforts in good faith to perform under this Agreement to avert recapture of any portion of the ZESBI Incentive, notwithstanding the nonfulfillment of any Equipment Condition.

8. **Provision of HVIP Bus and Stacked Bus**. As of the Operational Date, in consideration of Provider covenants under this Agreement, Customer will lease and provide each HVIP Bus and each Stacked Bus to

Provider during the Term, for the permitted uses of providing Customer access to, and use of, such Vehicles under this Agreement.

9. **Vehicle Battery Services**. Notwithstanding any other provision of this Agreement to the contrary, including Terms and Conditions Section 10(b), the Provider's obligation to reimburse Customer for Repair Work with respect to the propulsion battery ("**EV Battery**") in either the HVIP Bus or the Stacked Bus (each a "Customer Bus") shall be subject to, and in accordance with, this **Section 9**.

   a. On or before the Operational Date, the Customer will procure a full electric power train OEM Warranty (the "**Battery Warranty**") for the EV Battery of each Customer Bus, which Battery Warranty will be effective during the period ("**Battery Warranty Period**") beginning the date the applicable Customer Bus first is operational through, at least, the eighth anniversary of such operational date. During the Battery Warranty Period, Customer shall rely on the Battery Warranty to reimburse Customer or pay for EV Battery repairs or replacements, and Provider shall have no liability for such repairs or replacements, except to the extent the repairs or replacements are due to the fault of Provider or except to the extent of Provider's responsibility to consult with Customer with respect to such EV Battery Repair Work.

   b. So long as Customer operates each Customer Bus throughout the Term in accordance with the requirements of this Agreement, including Prudent Vehicle Practices and, among other things, performs or has performed all replacements and repairs of the electric power train, including the EV Battery, of each Customer Bus required through the expiration or termination of the Battery Warranty Period, then during the period ("**Provider Warranty Period**") beginning the day after the last day of the Battery Warranty Period through the last day of the Initial Term, to the extent the EV Battery of a Customer Bus requires repair or replacement because such EV Battery is not operational or is operational at less than 70% efficiency, then Provider shall reimburse Customer for the reasonable, out-of-pocket costs (excluding towing above the Towing Cap) incurred by Customer to repair or replace such EV Battery.

   c. Provider's reimbursement obligation pursuant to subclause (b) is expressly conditioned on the following: (i) the issue with the EV Battery is not caused by misuse by Customer, its Drivers, or its agents, including the failure of any of them to operate or repair the underlying Customer Bus consistent with Prudent Vehicle Practices; (ii) Customer advises Provider in advance of undertaking any EV Battery repair or replacement that is subject to reimbursement; (iii) Customer follows Provider's reasonable advice with respect to the performance of any EV Battery Repair Work, including the selection of an EV Battery service provider, both during and prior to the Provider Warranty Period; and (iv) Customer uses commercially reasonable efforts to minimize the costs of any EV Battery Repair Work subject to reimbursement.

   d. Customer shall submit an invoice to Provider for the cost of EV Battery Repair Work subject to reimbursement under this Section, together with all documentation relating to such EV Battery Repair Work, and absent any good faith objections to the invoice and related documentation, Provider shall remit payment to Customer within forty-five (45) days of receipt of such invoice.

   e. Notwithstanding any provision of this Agreement to the contrary, Provider shall only reimburse Customer for, or pay directly for, the replacement of the EV Battery of each Customer Bus once; subsequent EV Battery Repair Work shall be the sole responsibility of Customer.

   f. The Parties shall make good faith efforts to resolve any claim, dispute, or controversy arising out of or relating to any EV Battery repair or replacement or the reimbursement or payment therefor by Provider, as contemplated by this **Section 9** (each a "**Dispute**") in accordance with this provision. In the event that either Customer or Provider concludes, after making a good faith effort to resolve a Dispute in the normal course of business, that such Dispute cannot be resolved informally between their respective representatives within twenty (20) days, then the aggrieved Party shall have the right to initiate the processes identified in this **Section 9(f)**. If the Dispute has not been resolved by the Parties' respective representatives within twenty (20) days, then either Customer or Provider shall have the right to give the other written notice of its request to have the Dispute heard by a senior executive of their respective organizations. Each Party shall identify in writing a senior executive(s) who shall have the responsibility

and authority to negotiate on behalf of the Parties under this Section. Unless extended by written agreement between the senior executives, this process must occur within seven (7) days after the written notice requesting negotiations under this subsection. If the Dispute has not been resolved pursuant to the aforesaid procedure within the indicated timeframe, then either Customer or Provider may, by notice to the other, submit the dispute to judicial resolution, subject to the venue requirements of the Agreement.

10. **Operation Outside of Distance Limitation.** To the extent Customer operates a Vehicle beyond the Distance Limitation, such operation shall not be a Default Event so long as Customer assures that: (a) the Vehicle is afforded sufficient charging throughout such operation by means of charging stations that are compatible with the Vehicle consistent with Prudent Vehicle Practices; and (b) the Vehicle is operated so that the Vehicle remains above a ten percent (10%) state of charge throughout such operation beyond the Distance Limitation. Prior to taking any Vehicle beyond the Distance Limitation, the Customer may consult with Provider about whether the sufficiency and compatibility about the Customer's proposed charging options.

<<<End of Part 2, Exhibit 2C>>>

Highland®

Sourcewell Awarded Contract

VENDOR: **HEF-P Los Angeles, LLC** *(*also, "Highland" or "Provider")
ADDRESS: 200 Cummings Center, Suite 273D
Beverly, MA 01916
CONTACT: **Adam Blau**
EMAIL: adam@highlandfleets.com

All quoted Services are Guaranteed Best Government Value, and have been Competitively Awarded for purchase using:

And Sourcewell Contract 051123-HEF
(Valid: 07/20/2023 – 07/19/2027)

CUSTOMER:		QUOTE NUMBER:	QUOTE DATE:
CUSTOMER: Oxnard School District		**CA-OXND-0002**	**May 18, 2026**
ADDRESS:		**Freight Terms**	*Prepaid*
1051 S A St. **Oxnard, CA 93030**		**Payment Terms**	*Annual beginning Operational Date (see attached contract)*
CONTACT (name & title): Rita Galvan, **Director of Transportation**		**Est. Project Timeline**	*18 months after Contract execution*
EMAIL; PHONE: (805)-385-1519; **rgalvan@oxnardsd.org**		**Quote Effective Through:**	**May 31, 2026**

SKU	PRODUCT DESCRIPTION	QTY	LIST PRICE/	CONTRACT PRICE**	TOTAL*
SBS-50-60KW-20	School Bus & Shuttles -12 year contract for 16001 - 18000 miles & 40 - 60 kW Charger with Net VAC of $50 - $100k	5	$69,413.00	$39,001.00	**$195,005.00**
Discount	**Add'l Discount**	5	**($15,001.00)**		**($75,005.00)**

Five (5) Type C *Electric School Buses with* **ZESBI, VCAPCD, and HVIP Incentives** *applied* **Oxnard School District** is Sourcewell Member No. **53856** https://www.sourcewell-mn.gov/participating-agency/53856	**SUBTOTAL:**	**$120,000.00**
	SALES TAX:	(if applicable)
	TOTAL CONTRACT PRICE, CONTRACT YEAR 1:	**$120,000.00**

This Quotation is subject to the provisions of Sourcewell Contract 051123-HEF, as noted on the following pages.

Noted Contract Price includes any Sourcewell Volume Discounts
PRICING IS FOR CONTRACT YEAR 1 UNLESS OTHERWISE STATED.

Highland®

Sourcewell Awarded Contract

SCOPE OF SERVICES

This **Transportation Equipment Services Scope of Services ("Scope of Services")** is incorporated into and made part of the foregoing quote ("**Quote**" or, when executed, "**Purchase Order**") for Products or "Services" (as further described in this Scope of Services) provided to the Customer (also, "**District**") by the Vendor (also "**Provider**"), as set forth on Page 1. Upon countersignature of this Quote by the District, the District will acknowledge and accept this Quote, including this Scope of Services, whereupon this Quote shall become a binding Purchase Order and Provider and Customer will execute and deliver the Sourcewell Contract, Contract #051123-HEF (a "**TESA**") that incorporates this Purchase Order, including this Scope of Services as Part 1, the Highland General Terms and Conditions ("**Terms and Conditions**") as Part 2,and all Exhibits to the TESA (each a "**TESA Exhibit**").

This Scope of Services provides, in summary format, descriptions of the Services and Products to be provided by Provider to Customer. This Scope of Services is modified by the TESA, including the TESA Exhibits, described in this Scope of Services and in the TESA.

1. **Parties:**	The Parties and their respective notice addresses are as set forth on Page 1.
2. **Services:**	Customer retains Provider to provide, and Provider will provide the following **"Services"** for the Contract Price, for the period identified below: (a) ***Consulting Services:*** Assist in planning for fleet electrification, including identifying incentives for future deployments; (b) ***Procurement Services:*** From the Effective Date through the Operational Date (defined below), and thereafter in Provider's judgment, specify and procure or cause to be procured the System (defined below), selecting components that optimize System performance and efficiency in light of Customer requirements; (c) ***Installation Services:*** Beginning the Effective Date (defined in the TESA), design, obtain required Approvals (defined in the TESA) for, install, interconnect, and start-up, Chargers, Infrastructure, and related improvements at the Premises (defined below), consistent with the final System Site Plan (defined below); (d) ***Training Services:*** Before the Operational Date, at mutually agreed time(s), coordinate original equipment manufacturer ("**OEM")** training and provide training in use of the System to Customer personnel; **(e)** ***Charge Management Services:*** From the Operational Date through the remainder of the Term (defined below) charge Vehicles (defined below) and pay for related electricity; and license the Platform (defined below) to Customer as provided in the Terms and Conditions; and **(f)** ***Operations Services***: From the Operational Date through the remainder of the Term provide Vehicles for use during the agreed Vehicle Operation Period or VOP (defined below); provide access for Vehicles to, and operate and maintain, Chargers and Infrastructure; and reimburse Customer for Vehicle maintenance and repairs performed by Customer in accordance with the Terms and Conditions.
1. **Vehicles; Chargers; System; Platform:**	Provider's Services will be based on the operation and use of: (a) **Five (5) Type C** electric school buses, as further described on **TESA Exhibit 1A** (each, a "**Vehicle**"), each of which shall be equipped with a wheelchair lift, and further classified as follows: (i) one (1) "**HVIP Bus**;" (ii) one (1) "**Stacked Bus**;" and (iii) three (3) buses, each of which is a "**ZESBI Bus.**" (b) One (1) 30 kW single-port, InCharge charging station (a "**Charger")**, and three (3) 60 kW, dual-port InCharge charging stations (each also a "**Charger")** installed at the Premises, as depicted on the preliminary System Site Plan attached as **TESA Exhibit 1B**; (c) Related equipment and infrastructure installed at the Premises, consistent with **TESA Exhibit 1B** (collectively, "**Infrastructure**" the Vehicles, Chargers, and Infrastructure, collectively, the "**System**"); and (a) The license to the Customer of Provider's intellectual property rights in the fleet management software platform that supports the System (the "**Platform**"), subject to the license terms set forth in the Terms and Conditions.
3. **Premises:**	The Chargers and Infrastructure will be installed and operated at, and the Vehicles will be stored at, the real property and improvements thereon (the "**Premises**") owned and occupied by Customer and having a street address of: **516 W Wooley Rd, Oxnard, CA**

	93030. **TESA Exhibit 1B** includes a preliminary plan ("**System Site Plan**") reflecting the layout of the System on the Premises. The preliminary System Site Plan is subject to revision as provided in the Terms and Conditions.
4. **Operational Date; Anticipated Operational Date:**	The date the Parties agree that the System is capable of being operated in accordance with the Terms and Conditions is the "**Operational Date,**" as further described in the Terms and Conditions. The System, including all Vehicles, will be operational, as contemplated by the Terms and Conditions, on the date ("**Anticipated Operational Date")** that is **eighteen (18)** months after the Effective Date; provided, however, that Provider will use commercially reasonable efforts to achieve the Operational Date by **December 31, 2026**; and subject to satisfaction of Operational Date conditions, Customer will not object to early achievement of eth Operational Date.
2. Term:	(a) "**Initial Term**": The period beginning the Operational Date, and ending on the last day of the **twelfth (12th)** Contract Year (defined below). (b) "**Extension Term"**: An additional period of **three (3)** Contract Years commencing the first day after the Initial Term, if mutually agreed by the Parties as provided in this Agreement. (c) "**Term**" means the period beginning the Effective Date and ending on the last day of the Initial Term or of the last Extension Term, as applicable, subject to earlier termination as provided in this Agreement. (a) "**Contract Year**" means the 12-month period in the Term beginning the Operational Date or anniversary of the Operational Date.
5. **Performance Assurances:**	Subject to and as further detailed in the Terms and Conditions, Provider's Services are supported by the following performance assurances: ***Charger Uptime Guarantee.*** Provider guarantees that the Charger ports will be Available (defined in the TESA) to charge the Vehicles, measured each Contract Year based on a minimum Availability percentage, subject to agreed exclusions. ***Route Readiness Guarantee***: Provider guarantees that each Vehicle will be sufficiently charged for its first, regular Designated Route (defined in the TESA) on each day in the VOP (defined below), subject to agreed exclusions. ***Service Promise***: Provider agrees to promptly respond to Customer requests regarding System issues, to escalate Vehicle repair issues to appropriate parties, and to regularly evaluate System for performance matters.
6. **Operating Parameters:**	(a) **"Annual Mileage Allowance"**: **18,154** miles/Vehicle/Contract Year (b) "**Vehicle Operating Period**" or "**VOP**" includes the following: (i) **6:00 am to 9:00 am and 2:00 pm to 5:00 pm** ("**Regular Operating Session**") on any day in Customer's published school year during the Term on which Customer's educational activities are in regular session; (ii) The period outside of the Regular Operating Session that Customer operates a Vehicle for "**Planned Excursion**," in accordance with the Terms and Conditions. (c) "**Distance Limitation**:" **60** miles away from the Premises in any direction.
7. **Provider Use of System:**	As detailed in the Terms and Conditions, Provider has the right to use the System outside the VOP, including to deploy the System to provide grid services (demand response and similar), charging (including charging-for-a-fee), or building electricity, so long as this Provider use does not interfere with the Services.
3. Contract Price; Performance-Based Adjustments:	(a) **"Base Service Fee"**: **$24,000.00** per Vehicle per Contract Year, as provided in the Terms and Conditions, subject to escalation beginning the second Contract Year at a rate ("**Annual Escalator")** equal to **3%**/year, subject to adjustment as provided in the Terms and Conditions. (b) Performance-Based Fees and Credits: (i) **"Excess Mileage Fee"**: **$3.00** per mile per Vehicle per Contract Year above Annual Mileage Allowance (ii) "**Time of Use Fee**": **$50.00** per hour outside of VOP per Vehicle.

	(c) If the Charger Uptime Guarantee is not satisfied in a Contract Year, then, for each **1%** below **97%** that System Chargers are not "Available" (defined in the TESA) in that Contract Year, Provider will provide "**Availability Credits**" to Customer equal to **1%** of the aggregate Base Service Fee paid for the Contract Year. (d) If the Route Readiness Guarantee is not satisfied for a Vehicle on any day in the VOP during the Term, Provider will provide a "**Downtime Credit"** to Customer equal to **$100.00** per day per Vehicle. (e) The total amount of Availability Credits and Downtime Credits that accrue in a Contract Year are capped at **10%** of the aggregate Base Service Fee paid for that Contract Year.
8. **Regular Maintenance Credit and Reimbursement Rates:**	Provider will reimburse Customer for Repair Work (defined in the TESA), including the "**Annual Vehicle Work**" detailed on **TESA Exhibit 1A**, and Vehicle towing, all in accordance with the Terms and Conditions based on the following: (a) Reimbursable Labor Rate: **$75.00** per hour for Vehicle Repair; (b) Towing Cap: **$650.00** per Vehicle per tow; (c) Parts – reimbursement at cost, subject to coordination with Provider.
4. Existing Incentives:	An "**Existing Incentive"** means accelerated depreciation and other, available Tax Attributes (defined in the TESA) with respect to the ZESBI Buses and the Chargers. Existing Incentive benefits shall be paid or credited to Provider or otherwise used as contemplated by this Agreement. Each Party will comply with the Existing Incentive compliance requirements applicable to such Party set forth on **TESA Exhibit 1C.** Each of the following incentives (each, a "**Customer Award")** are expected to be received and payable to, or inuring to the benefit of, Customer with respect to the deployment of Vehicles under this Agreement: (i) The Zero-Emission School Bus and Infrastructure incentive ("**ZESBI Incentive**") made available through the California Air Resources Board (CARB) in the amount of **$395,000.00** per Vehicle for the three (3) ZESBI Buses and the Stacked Bus, and in the amount of **$75,000.00**/Charger for the four (4) Chargers, **$1,880,000.00** total, subject to **TESA Exhibit 2C**;; (ii) California Air Resources Board Hybrid and Zero-Emission Truck and Bus Vouchers equal to **$216,000.00** for the HVIP Bus ("**HVIP Incentive**") to support the purchase of such HVIP Bus; (iii) Ventura County Air Pollution Control Board Zero Emission School Bus Grants (each, a "**VCAPCB Incentive")**, one in the amount of **$100,580.49** to be used toward the purchase of the HVIP Bus; and one in the amount of **$162,527.09** to be used toward the purchase of the Stacked Bus. Each Party will comply with the Customer Award compliance requirements applicable to such Party set forth on **TESA Exhibit 1C.**
9. **Interconnection Limit:**	**$0.00**, which covers the expected Provider costs, after applying applicable make-ready Existing Incentives, to connect the System to an on-Premises connection point and to interconnect from that point to the local electric utility system.
10. **Governing Law; Venue:**	This Agreement shall be governed by and construed in accordance with the domestic laws of California, without reference to any choice of law principles. The state courts of California and the federal courts sitting in Los Angeles, California, shall have exclusive jurisdiction over any action or proceeding arising under this Agreement, with venue lying in Los Angeles, California.
11. **Future Electrification:**	As detailed in the Terms and Conditions, Customer and Provider will collaborate to secure Incentives for Customer's future fleet electrifications, and Customer will consider working with Provider to on such future fleet electrifications, subject to applicable law, including procurement law.
12. OTHER:	See **TESA Exhibit 2C**.

<<<End of Highland Scope of Services. Signature Page follows.>>>

Highland®

To place your order using this Quotation, please fill in the following required information and sign where indicated below.

BILLING INFORMATION		**SHIPPING INFORMATION**	
Name:	Oxnard School District	Name:	Oxnard School District
Address:	1051 S A Street	Address:	516 W Wooley Rd.
	, Oxnard, CA 93030		Oxnard, CA 93030
Contact:	Rita Galvan	Contact:	
Phone:	(805) 385-1519	Phone:	Rita Galvan
Email:	rgalvan@oxnardsd.org	Email:	(805)-385-1519

Oxnard School District

Authorized Signatory Name (PRINT)	***Authorized Signatory's Signature***
Title	***Date***
Phone	***Email***

Remit signed Quotation/Orders to:

HEF-P Los Angeles, LLC

c/o HIGHLAND ELECTRIC FLEETS, INC.

200 Cummings Center, Suite 273D, Beverly, MA 01915

SOURCEWELLORDERS@HIGHLANDFLEETS.COM

THANK YOU FOR YOUR BUSINESS!

OXNARD SCHOOL DISTRICT + Highland

MODEL 1 COMMERCIAL VEHICLES

Oxnard School District

June 17, 2026

State Action Driving Electric School Bus Adoption

State mandates in California are requiring school district electrification - acting early will enable school districts to strategically deploy vehicles while taking advantage of state and federal funding.

School District Mandates

1. **AB 579**. By Jan. 1, 2035, 100% of all newly purchased or contracted school buses must be zero-emission.
2. **Advanced Clean Fleets**. By 2024, 50% of school district vehicles with a GVWR of 8,500lbs must be zero emission, increasing to 100% by 2027 (excl. school buses)

State and Local Funding for Oxnard SD – Phase 2

1. ZESBI Incentive: $1,880,000
2. CARB HVIP (Hybrid and Zero-Emission Truck and Bus Vouchers): $216,000
3. VCAPCD Zero Emission School Bus Grant: $110,744
4. VCAPCD Zero Emission School Bus Grant: $104,400

HEF would like to continue to support the district going forward to ensure long-term implementation success.

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Highland Secured Phase 2 Grant Funding for Oxnard SD

$2.31 million in Phase 2 grants secured for Oxnard SD

Building on the CHDV grant & SCE Make Ready foundation

ZESBI: $1,880,000 | CARB HVIP: $216,000 | VCAPCD: $110,744 + $104,400

Stacked on top of Phase 1 infrastructure subsidized by the EPA CHDV grant ($4,552,500) and the SCE Make Ready program, Phase 2 grants bring an additional *$2,311,144* in new funding to further reduce the cost of electrification for the district.

ELECTRIC FLEET

Community Benefits

School Budgets

Restore balance to your transportation budget with predictable pricing.

Academic Success

Improve academic performance & increase attendance with cleaner air.

Community Health

Emissions-free vehicles eliminate toxic diesel fumes.

Driver Satisfaction

Recruit and retain drivers with clean, quiet, and easy-to-drive vehicles.

Emergency Resilience

Electric school buses can power your community in an emergency.

Environmental Justice

Improve air quality for traditionally underserved communities.

Climate

Reduce pollution & greenhouse gas emissions.

Grid Modernization

With vehicle-to-grid technology (V2G), electric school buses are helping build a stronger grid.

*Citations located in Appendix

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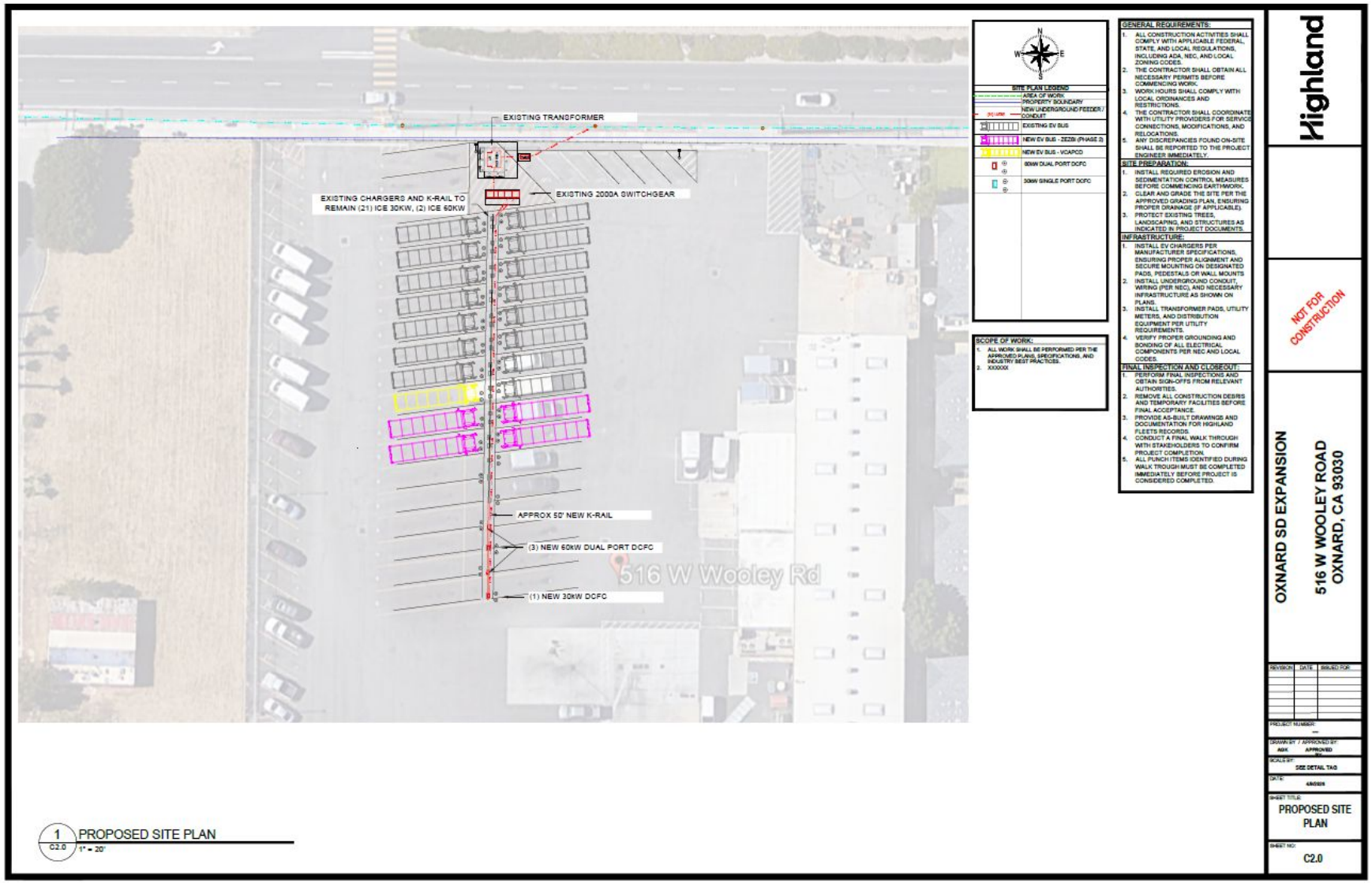
Oxnard SD Transportation Depot - Phase 2 Site Plan



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Pricing Proposal

For Oxnard School District

Electric Fleet-as-a-Service Bus Pricing

Base Service Fee	12 years: **$24,000** per vehicle, payable annually (with 3 yr. extension)			
Service Fee Escalator	3.00% annually, subject to CPI provisions			
Charger Quantity and Type	InCharge (3) 60 kW dual-port DC fast chargers and (1) 30 kW DC fast charger			
Deployment Schedule, Bus Quantity, Bus Type, and Mileage	Deployment Year	Bus Quantity	Bus Type	Est. Annual Mileage
	2027	5	(3) IC Type C SR ADA (2) IC Type C LR ADA	18,154

Pricing Assumptions:

- Funding Sources:
  - ZESBI (Zero-Emission School Bus Infrastructure) Incentive: $1,880,000
  - CARB HVIP (Hybrid and Zero-Emission Truck and Bus Vouchers): $216,000
  - Ventura County APCD Zero Emission School Bus Grant: $100,580
  - Ventura County APCD Zero Emission School Bus Grant: $162,527
  - SCE Make Ready Program: Funding utilized in Phase 1 infrastructure build-out
- Maintenance Labor Rate: $75/hour
- Bus Operations: 58 miles per day (includes field trips), 313 operating days

Sourcewell

Pricing Includes

- Grant writing services
- Ongoing monitoring of local, state and federal subsidy landscape
- Electric bus and charger procurement
- Depot upgrades, charger installation and commissioning (BABA compliant)
- Fixed electricity costs
- Reimbursement of planned and unplanned maintenance on the buses
- Charge management software
- Charger maintenance
- Extended warranty on both chargers and buses (including the battery)
- Service guarantee
- 97% charger uptime guarantee
- Daily operational support and vehicle/infrastructure health monitoring
- Facilitation and sale of LCFS credits (savings passed back to the district)

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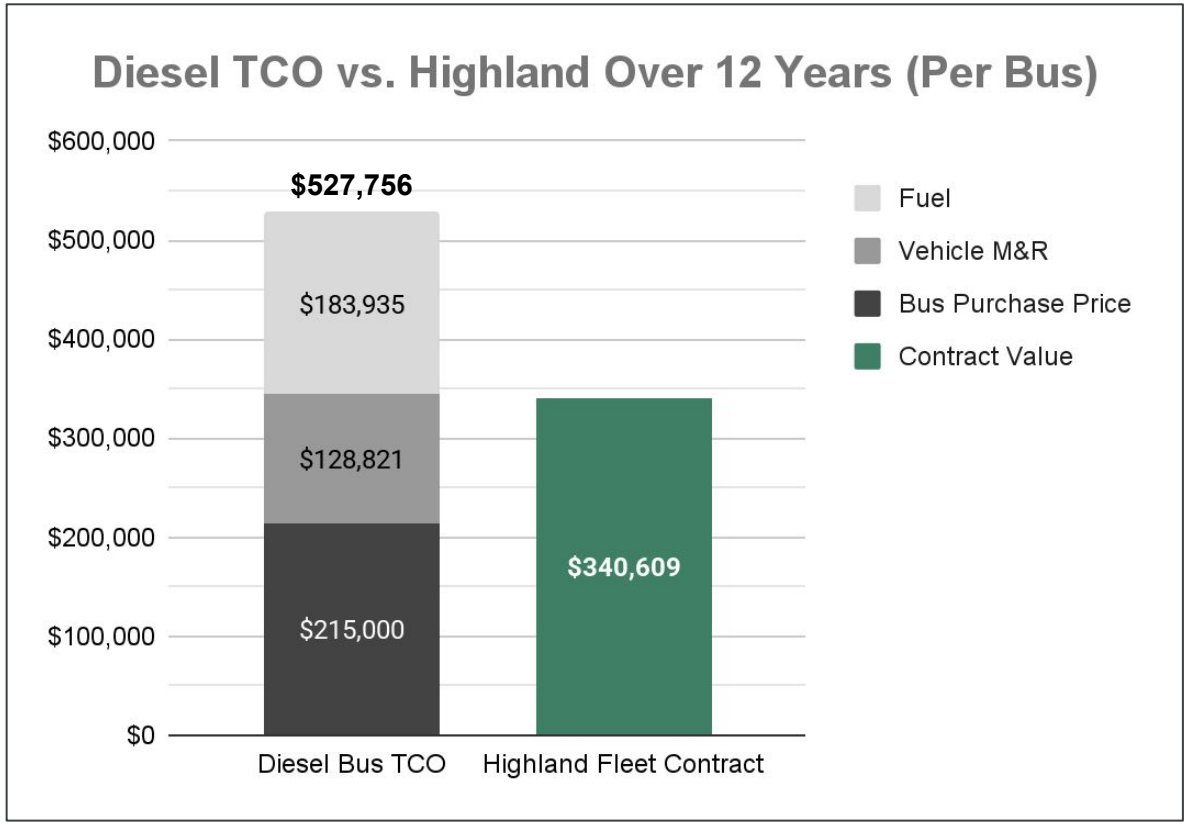
Diesel Total Cost of Ownership (TCO) Analysis

TCO Inputs and Assumptions	
Average Daily Mileage*	58
Operating Days	313
Annual Mileage Per Bus	18,154
Anticipated Useful Life of the Bus (Years)	12
Diesel Type C Bus Purchase Price**	$215,000
Fuel Efficiency (MPG)	7
Diesel Fuel Price ($/gal)**	$4.67
Vehicle Maintenance & Repairs (M&R) Year 1***	$9,077
Fuel Year 1	$12,111
Annual Diesel Cost Escalator****	4%
Annual M&R Cost Escalator	3%
Annual Highland Contract Escalator	3%

TCO Comparison (Per Bus)	
Total Costs Year 1 - Diesel	$39,105
Total Costs Year 1 - Highland Fleet	$24,000
Average Annual Costs - Diesel	$43,980
Average Annual Costs - Highland Fleet	$28,384

*Average based on school route mileage and estimated field trip mileage.
**Provided by Oxnard School District.
***Cost per mile reflects average values observed across California (~$0.50/mile).
****Source: California Diesel Retail Prices.



Projected Savings Over 12 Years: $187,147/bus

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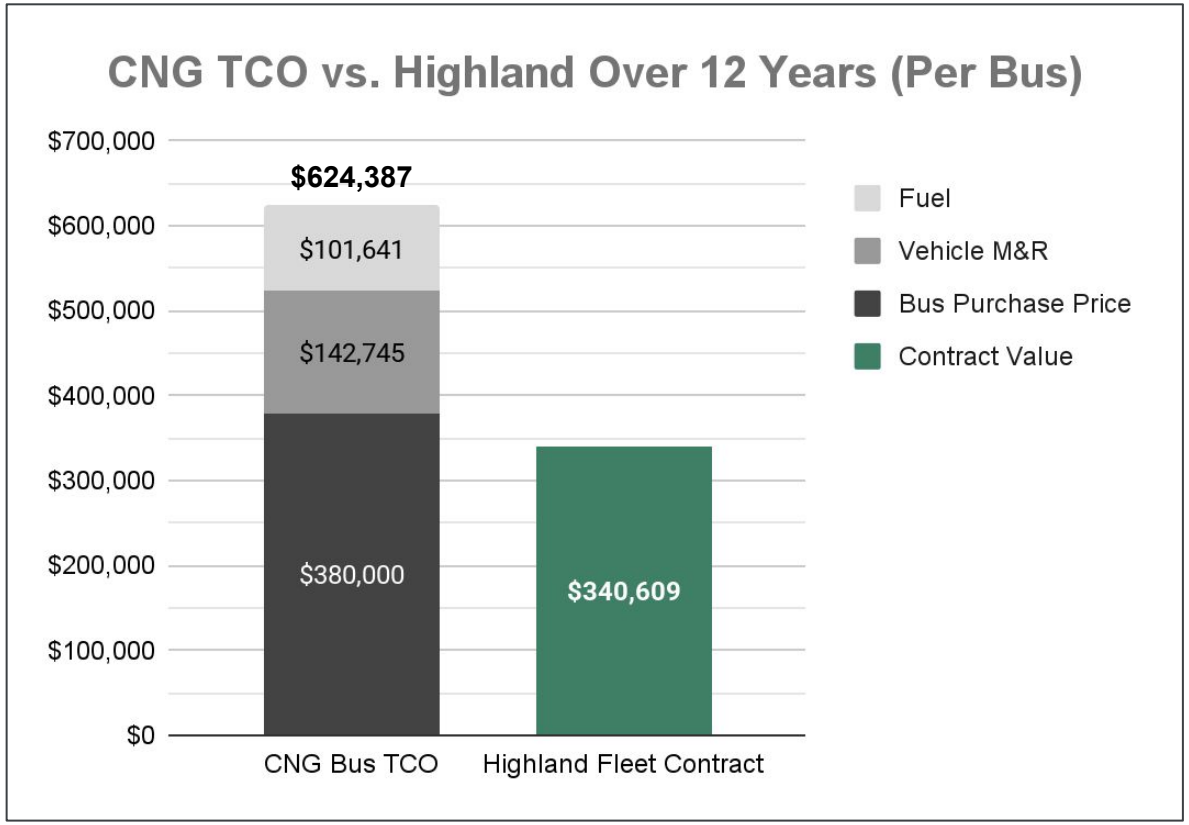
CNG Total Cost of Ownership (TCO) Analysis

TCO Inputs and Assumptions	
Average Daily Mileage*	58
Operating Days	313
Annual Mileage Per Bus	18,154
Anticipated Useful Life of the Bus (Years)	12
CNG Type C School Bus Purchase Price**	$380,000
Fuel Efficiency (MPDGE)	6
CNG Fuel Price ($/DGE)***	$2.36
Vehicle Maintenance & Repairs (M&R) Year 1**	$9,500
Fuel Year 1	$7,152
Annual CNG Cost Escalator****	3%
Annual M&R Cost Escalator	4%
Annual Highland Contract Escalator	3%

TCO Comparison (Per Bus)	
Total Costs Year 1 - CNG	$48,318
Total Costs Year 1 - Highland Fleet	$24,000
Average Annual Costs - CNG	$52,032
Average Annual Costs - Highland Fleet	$28,384

*Average based on school route mileage and estimated field trip mileage.
**Provided by Oxnard School District.
***CNG price at SoCalGas - Oxnard Base as of 4/1/25 is $2.08 per GGE, which is approximately $2.36 per DGE.
****Source: Clean Cities Alternative Fuel Price Reports.



Projected Savings Over 12 Years: $283,778/bus

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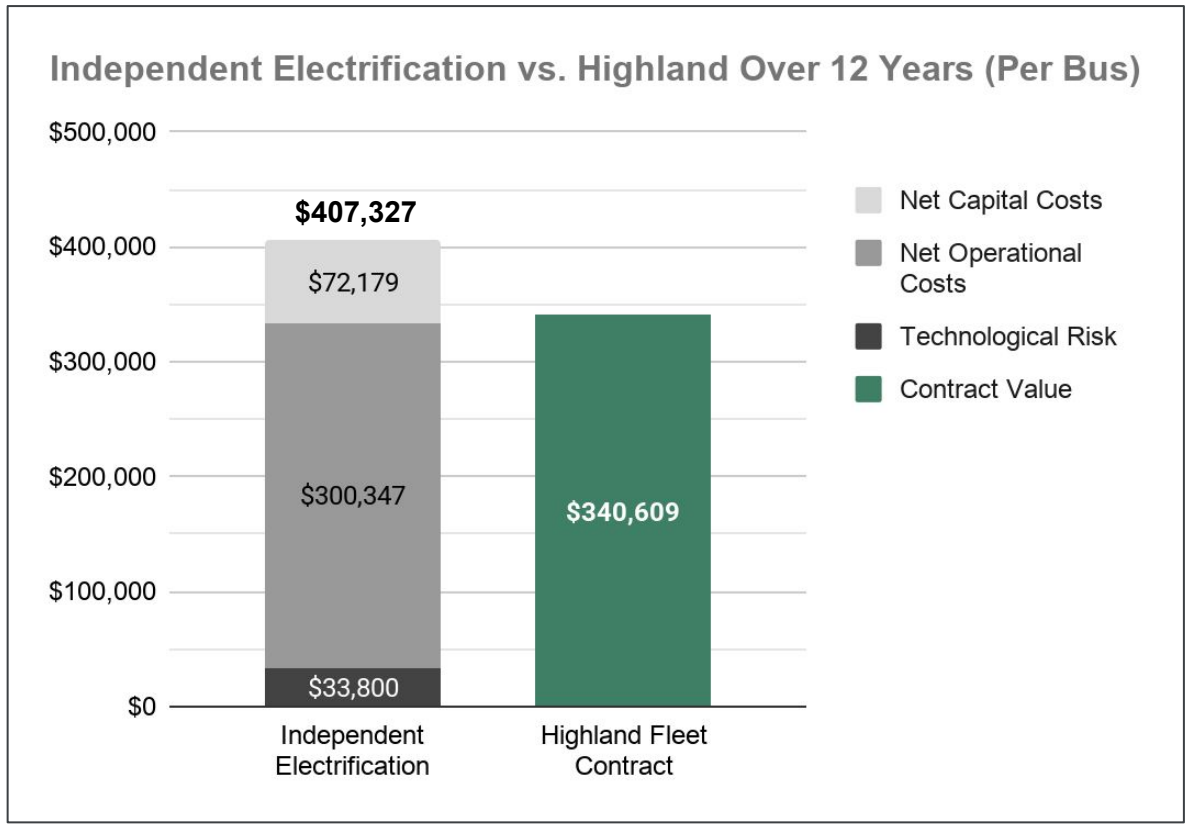
Independent Electrification vs. Highland



Projected Savings Over 12 Years: $66,718/bus

Net Capital Costs

Upfront expenses required to launch project, includes:

- Buses
- Utility Interconnection
- Site Prep and Installation
- Chargers
- Training
- Incentives
  - ZESBI
  - HVIP
  - VCAPCD Carl Moyer Program

Net Operational Costs

Ongoing costs to operate and maintain electric fleet, includes:

- Bus and Charger Maintenance
- Energy
- Software
- Staff Time
- Incentives

Technological Risk

Potential unexpected repairs after OEM warranty expires:

- High-voltage battery or powertrain replacement - modeled at 25% probability over contract term.
- Charger replacement - modeled at 50% probability over contract term.

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OSD BOARD AGENDA ITEM

Name of Contributor: Kristen Pifko **Date of Meeting:** June 17, 2026

Agenda Section: Section D: Action Items

Approval of Change Order No. 007 to Construction Services Agreement #24-115 with Edwards Construction Group, Inc. for the Modernization Project at Ritchen Elementary School (Pifko/Bennett/CFW)

The Board of Trustees approved the Enhanced Master Construction Program, which focuses on increasing the number of K–8 school facilities and modernizing or replacing aging schools, portable classrooms, and support facilities with permanent K–5 and K–8 schools. These facilities are designed to provide 21st Century Learning Environments that meet adopted Board specifications and program requirements.

On September 18, 2024, the Board entered into a Construction Services Agreement with Edwards Construction Group, Inc. to serve as the Lease-Leaseback Contractor for the project.

On November 20, 2024, the Board approved Amendment No. 001 to Construction Services Agreement No. 24-115.

The purpose of Change Order No. 007 is to provide funding for Potential Change Order (PCO) No. 56, which addresses Phase 3 termite repairs required for the project.

FISCAL IMPACT:
$436,070.66 – Measure I Bond Funds

RECOMMENDATION:
It is the recommendation of the Assistant Superintendent, Business & Fiscal Services and Director of Facilities, in conjunction with Caldwell Flores Winters, that the Board of Trustees approve Change Order #007 to Agreement #24-115 with Edwards Construction Group, Inc.

ADDITIONAL MATERIALS:

Attached: Change Order #007 (4 Pages)

CHANGE ORDER # 007

Date: 06/17/26

Change Order NO. 007

PROJECT: Ritchen ES Modernization Project
O.S.D. BID No. N/A
O.S.D. Agreement No. 24-115

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

ARCHITECT: Arcadis/IBI
333 S. Hope St. Ste C-200
Los Angeles, CA 90017

CONTRACTOR: Edwards Construction Group, Inc.
991 Bennett Ave
Arroyo Grande, CA 93420
Attn: Mr. Brad Edwards

Architects Proj. No.: 12392
D.S.A. File No.: 56-22
D.S.A. App. No.: 03-121078

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

ORIGINAL CONTRACT SUM	$	6,398,235.00
NET CHANGE - ALL PREVIOUS CHANGE ORDERS	$	404,741.62
ADJUSTED CONTRACT SUM	$	6,802,976.62
NET CHANGE	$	436,070.66
Total Change Orders to Date:	$	840,812.28
ADJUSTED CONTRACT SUM THROUGH CHANGE ORDER NO. 007	$	7,239,047.28

Anticipated Commencement Date:		December 11, 2024
Actual Commencement Date:		December 11, 2024
Original Completion Date:		March 11, 2026
Original Contract Time:	455	Calender Days
Time Extension for all Previous Change Orders:	173	Calender Days
Time Extension for this Change Order:	0	Calender Days
Adjusted Completion Date:		August 31, 2026
Percentage:		0%

Item	Description	Unforeseen Condition (UFO)	Additional Scope (AS)	Design Clarification (DC)	Code Requirement
1.	PCO #56: Termite Repairs Phase 3	$ 436,070.66			
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
	Totals	$ 436,070.66	$ -	$ -	$ -

Total Change Order No. 007 ..... $ 436,070.66

***NOT VALID UNTIL SIGNED BY THE ARCHITECT, CONTRACTOR AND ASST. SUPT. BUSINESS SERVICES OR PURCHASING DIRECTOR**

APPROVAL (REQUIRED):

ARCHITECT: _____ **DATE:** _____

CONTRACTOR: _____ **DATE:** _____

RECOMMENDED FOR APPROVAL:

FACILITIES DIRECTOR: _____ **DATE:** _____

APPROVAL (REQUIRED):

BOARD APPROVAL **DATE:** _____

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

EDWARDS

PCO #56

Edwards Construction Group, Inc.
991 Bennett Ave
Arroyo Grande, California 93420
Phone: (805) 335-1161
Fax: (805) 614-9906

Project: 24-082 - Ritchen Elementary School Modernization LLB
2200 Cabrillo Way
Oxnard, California 93030

Prime Contract Potential Change Order #56: Termite Repairs Phase 3

TO:	Oxnard School District 1051 South "A" Street Oxnard, California 93030	**FROM:**	Edwards Construction Group, Inc. 991 Bennett Ave Arroyo Grande, California 93420
PCO NUMBER/REVISION:	56 / 2	**CONTRACT:**	P25-03019 - Ritchen Elementary School Modernization LLB
REQUEST RECEIVED FROM:		**CREATED BY:**	Matthew Hernandez **(Edwards Construction Group, Inc.)**
STATUS:	Pending - In Review	**CREATED DATE:**	3/2/2026
REFERENCE:		**PRIME CONTRACT CHANGE ORDER:**	None
FIELD CHANGE:	No		
LOCATION:	Phase 3	**ACCOUNTING METHOD:**	Amount Based
SCHEDULE IMPACT:		**PAID IN FULL:**	No
EXECUTED:	No	**SIGNED CHANGE ORDER RECEIVED DATE:**	
		TOTAL AMOUNT:	$436,070.66

POTENTIAL CHANGE ORDER TITLE: Termite Repairs Phase 3

CHANGE REASON: Existing Condition

POTENTIAL CHANGE ORDER DESCRIPTION: *(The Contract Is Changed As Follows)*
This change order is for the four termite-affected walls in Phase 3. Day extensions will be discussed upon completion of the change order and will be tracked accordingly.

Certain items of the Work are based on Time and Materials with established Not to Exceed limits, while others are provided on a lump sum, fixed cost basis. Any T&M work performed under the established NTE amounts that results in costs below the NTE shall be credited back to the Owner. All lump sum items shall remain fixed regardless of actual incurred costs unless modified by approved change order and any unforeseen conditions.

ATTACHMENTS:

#	Budget Code	Description	Amount
1	PCO-056.S Potential Change Order 056.Commitment	Smith Electrical (T&M Not to Exceed)	$9,029.00
2	PCO-056.S Potential Change Order 056.Commitment	Smith HVAC (T&M Not to Exceed)	$9,177.58
3	PCO-056.S Potential Change Order 056.Commitment	Abdellatif Framing (T&M Not to Exceed)	$98,000.00
4	PCO-056.S Potential Change Order 056.Commitment	Tarlton (Lump Sum Fixed Cost)	$119,600.00
5	PCO-056.S Potential Change Order 056.Commitment	Vanguard Painting (Lump Sum Fixed Cost)	$11,820.00
6	PCO-056.S Potential Change Order 056.Commitment	Rolls Scaffolding (Lump Sum/Daily Rate) 4 Month Total	$26,000.00
7	PCO-056.S Potential Change Order 056.Commitment	Fence Factory (Lump Sum/Monthly Rate)	$2,000.00
8	PCO-056.S Potential Change Order 056.Commitment	Wicks Roofing (T&M Not to Exceed)	$39,643.00
9	PCO-056.S Potential Change Order 056.Commitment	Replace t-bar wall angle at inner wall (T&M Not to Exceed)	$3,500.00
10	PCO-056.L Potential Change Order 056.Labor	ECG Labor: Site Cleaning, Tarp Protection, Additional Demo (T&M Not to Exceed)	$20,000.00
11	PCO-056.S Potential Change Order 056.Commitment	Dial Security (T&M/Monthly Rate)	$26,880.00

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EDWARDS

PCO #56

#	Budget Code	Description	Amount
12	PCO-056.S Potential Change Order 056.Commitment	Remove and Reinstall Chain Link Near Lay Down Yard (Allowance)	$5,000.00
		Subtotal:	**$370,649.58**
		Self Perform (15.00%):	$3,000.00
		Contractor (5.00%):	$17,532.48
		Insurance (2.00%):	$7,823.64
		Allowance For Unforeseen Conditions (10.00%):	$37,064.96
		Grand Total:	**$436,070.66**

Ruben Ruiz (Arcadis)

Signed by: 5/6/2026
DFA2B30D8FD14BD...

SIGNATURE **DATE**

ruben ruiz Project Manager

Edwards Construction Group, Inc.

Oxnard School District
1051 South "A" Street
Oxnard, California 93030

SIGNATURE **DATE**

Edwards Construction Group, Inc.
991 Bennett Ave
Arroyo Grande, California 93420

DS RP

Signed by:
BC48820E71594F2...
5/7/2026

SIGNATURE **DATE**

Justin Boe VP Operations

Printed On: 4/22/2026 02:50 PM PDT

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Scott Carroll **Date of Meeting:** June 17, 2026

Agenda Section: Section D: Action Items

Approval of New Job Descriptions – Behavior Support Coach, Educational Assessment and Data Systems Specialist, School Physical Therapist (Carroll/Fuentes)

As part of the District's ongoing efforts to support student achievement, strengthen specialized services, and ensure operational effectiveness, the administration has reviewed staffing needs and corresponding job descriptions within Educational Services and Special Education programs.

The proposed job descriptions have been developed to clearly define responsibilities, qualifications, and expectations for positions that support student services, behavioral interventions, assessment systems, and related educational supports. These positions are intended to enhance the District's capacity to provide effective instructional, behavioral, and therapeutic services aligned with student needs and compliance requirements.

Behavior Support Coach

The District and CSEA collaboratively developed the Behavior Support Coach job description and classification to accurately reflect the current duties and responsibilities performed by a group of employees presently assigned to the Paraeducator, Special Education classification. The new classification establishes a distinct position with clearly defined responsibilities and incorporates additional duties that are not fully encompassed within the existing Paraeducator, Special Education job description. This action ensures that the classification more accurately aligns with the specialized nature of the work currently being performed.

Educational Assessment and Data Systems Specialist

The District and CSEA collaboratively developed the Educational Assessment and Data Systems Specialist job description to meet the evolving needs of the Educational Services Department. This new classification will replace the currently vacant District Testing and Assessment Coordinator position. The job description has been substantially revised to reflect current technology platforms, data management practices, and analytical responsibilities associated with the administration and evaluation of Districtwide assessment programs, ensuring alignment with the District's present and future operational needs.

School Physical Therapist

The District currently contracts with the Ventura County Office of Education to provide part-time School Physical Therapist services required under students' Individualized Education Programs (IEPs). The establishment of this new job description and classification will enable the District to directly employ a School Physical Therapist, increasing service availability and responsiveness to student needs while maintaining costs comparable to those of the current contracted arrangement.

FISCAL IMPACT:

Behavior Support Coach

Fiscal impact $17,327.00 per FTE (20 proposed positions) and will be paid from the Special Education Fund.

Educational Assessment & Data Systems Specialist

Fiscal impact $13,416.00 and will be paid from the General Fund.

School Physical Therapist

No fiscal impact.

RECOMMENDATION:

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

ADDITIONAL MATERIALS:

Attached: Behavior Support Coach JD (3 pages)
Educational Assessment Data Systems Specialist JD (3 pages)
School Physical_Therapist_JD_06.2026 (3 pages)
CSEA 26-27 Schedule 6.2026 (3 pages)

OXNARD SCHOOL DISTRICT
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JOB DESCRIPTION

Behavior Support Coach — Range 18 ($28.04 - $34.08)

Purpose of Position

Provides advanced behavioral support, modeling, and coaching to school site staff serving students with significant behavioral needs. Assists with implementing and refining behavior intervention strategies and plans in accordance with Individualized Education Programs (IEPs) and District guidelines. Promotes consistent behavior practices to improve student safety, regulation, and access to instruction.

Supervision

- Receives supervision from the Director of Special Education or designee.
- Provides guidance and support to paraeducators and instructional staff in implementing behavior intervention strategies and data collection practices.
- This position has no formal supervisory responsibilities.

Essential Functions

Job descriptions are intended to present a descriptive list of the range of job functions performed by employees in the class. Job descriptions are not intended to reflect all duties and tasks performed within the job.

1. Provides advanced behavioral support and guidance to school site staff serving students with significant behavioral needs.
2. Trains staff in collaboration with school/district teams in behavior intervention strategies, reinforcement techniques, and data collection practices.
3. Models behavior intervention strategies, structured supports, and de-escalation techniques in classroom and instructional settings.
4. Assists staff in implementing Tier II and Tier III positive behavior support strategies.
5. Conducts student observations and collects behavioral data in the classroom setting to support implementation and monitoring of established behavior intervention strategies
6. Reviews behavioral data with staff to support consistent implementation and monitoring of established behavior intervention strategies.
7. Provides coaching and feedback to paraeducators and instructional staff to promote consistent implementation of behavior supports.
8. Observes classroom routines and recommends structured support to reduce behavioral escalation and improve student engagement.
9. Responds to behavioral incidents as assigned to support de-escalation efforts and assist with post-incident review.
10. Participates in IEP and student support meetings to provide input regarding implementation of behavior supports and observed student progress.
11. Supports implementation of crisis prevention and intervention practices consistent with District protocols.

12. Assists in maintaining documentation related to behavioral support and intervention activities.
13. Provides short-term support in varied school settings, including transportation environments, to model and reinforce consistent behavior practices.
14. Performs related duties as assigned.

Minimum Qualifications

Knowledge of:
1. Behavior intervention principles and positive behavior supports.
2. Multi-tiered systems of support (MTSS).
3. Federal and state special education laws related to behavioral supports, including IDEA.
4. Behavioral data collection and progress monitoring practices.

Skills in:
1. Reviewing behavioral data to support intervention implementation and adjustments.
2. Implementing behavior support strategies and structured supports.
3. Modeling behavior intervention and de-escalation techniques.
4. Providing coaching and feedback to instructional staff.
5. Using standard office software and data systems.

Ability to:
1. Assess behavioral situations and determine appropriate responses.
2. Build and maintain cooperative working relationships.
3. Communicate clearly in oral and written form.
4. Work independently and as part of a multidisciplinary team.
5. Maintain confidentiality of sensitive information.
6. Learn and apply new practices and procedures related to the position.

Education and Experience

An Associate degree from an accredited college or university in an areas such as psychology, sociology, child development, education, or a closely related field. A Bachelor's degree is desirable.

Two (2) years of experience supporting students with behavioral needs in a school or educational setting, including experience implementing behavior intervention strategies and supporting behavior intervention plans is desirable (minimum of one (1) year of related experience required)

Licenses and Other Requirements

A valid California driver's license and evidence of insurability are required. Valid First Aid and CPR certifications are required. Certification in a District-approved Nonviolent Crisis Prevention and Intervention (NCPI) program must be obtained within three (3) months of employment. All required licenses and certifications must remain current as a condition of continued employment.

Physical Requirements

Employees in this classification must be able to stand, walk, and sit for extended periods; bend, stoop, kneel, and reach; lift and carry up to 40 lbs. unassisted, and more with assistance; use hands and fingers repetitively; speak clearly; hear normal voice conversation; and see to observe student behavior and review written materials. Employees must be able to respond to behavioral incidents in classroom and school environments.

Working Environment

Employees in this classification work in classroom, school site, and office environments with frequent interruptions, changing priorities, and travel between assigned sites. The position may involve exposure to students exhibiting aggressive or self-injurious behaviors and to bodily fluids associated with behavioral or health incidents. Work requires collaboration with administrators, certificated staff, and multidisciplinary teams.

FLSA Status: Non-Exempt

Approved:
Revised:

OXNARD SCHOOL DISTRICT

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JOB DESCRIPTION

Educational Assessment & Data Systems Specialist — Range 26 ($34.09-$41.44)

Purpose of Position

Performs specialized data management and reporting duties to support Educational Services assessment programs. Coordinates state and local student assessment administration processes, including data collection, validation, and reporting. Extracts, compiles, and formats data from student information and assessment systems to produce reports, dashboards, and presentations supporting instructional planning, accountability, and decision-making. Serves as a subject matter expert in Educational Services assessment data systems and ensures information is accessible, accurate, and useful for schools and District leadership.

Supervision

- Receives supervision from the Assistant Superintendent of Educational Services or designee.
- This position has no formal supervisory responsibilities.

Essential Functions

Job descriptions are intended to present a descriptive list of the range of job functions performed by employees in the class. Job descriptions are not intended to reflect all duties and tasks performed within the job.

1. Prepares and distributes assessment reports, dashboards, charts, and communication materials to support instructional programs, accountability, decision-making, and timelines.
2. Extracts, compiles, and coordinates student assessment and program data from District systems, including support for district-wide assessment administration and logistics.
3. Performs advanced assessment data analysis and reporting using technologicial tools to extract, organize, and present information that supports decision-making, compliance, and program evaluation.
4. Reviews assessment data for accuracy, participation, and compliance; resolves discrepancies and collaborates with Technology Services and site staff to ensure system readiness for reporting.
5. Analyzes and summarizes information on student achievement, demographics, enrollment, and program participation.
6. Develops and provides training and technical guidance to site and District staff on assessment data systems, reporting tools, and administration procedures, including accommodations and accessibility supports.
7. Creates assessment procedures and user resources to ensure consistent and accurate data entry and reporting, and to support staff use of assessment systems.
8. Assists site and District staff with user account access, permissions, and support for assessment data systems.
9. Serves as liaison with external agencies and vendors regarding assessment platforms and reporting requirements.
10. Coordinates state-mandated assessment reporting submissions, ensuring timely certification and compliance with applicable regulations.

11. Supports the preparation of state and federal assessment reports by verifying accuracy and formatting data for submission.
12. Assists with assessment audits and reviews by compiling and presenting requested data.
13. Maintains assessment records and data files in accordance with District policies and regulations.
14. Coordinates the distribution of assessment notifications and results to families and supports communication of assessment-related information to stakeholders.
15. Supports the administration of District assessment programs, including coordination of assigned testing initiatives and collaboration with site and department staff.
16. Performs related duties as assigned.

Knowledge, Skills, and Abilities

Knowledge of:

1. State and federal student data reporting requirements, including CALPADS.
2. Student information and educational assessment systems.
3. Database concepts and data validation methods.
4. Data visualization and reporting practices.
5. Utilizing current technological tools to support data analysis, data manipulation, and reporting.
6. Principles and practices of data security and confidentiality.

Skills in:

1. Extracting and compiling data from multiple systems.
2. Using spreadsheets, databases, and reporting tools.
3. Preparing reports and presentations for varied audiences.
4. Identifying and correcting data discrepancies.
5. Developing user documentation for data systems.
6. Training staff in data entry, reporting, and system use.

Ability to:

1. Interpret and present complex data clearly and accurately.
2. Communicate clearly in oral and written form.
3. Work independently and as part of a team.
4. Build and maintain cooperative working relationships.
5. Follow oral and written instructions.
6. Maintain confidentiality of sensitive information.
7. Learn new technology and practices in data reporting.

Minimum Qualifications

Education and Experience

An Associate's degree in information systems, statistics, business administration, or a related field, and three (3) years of experience involving the collection, processing, and reporting of complex data. Experience with student or program data in an educational setting is highly desirable.

Additional qualifying experience beyond the minimum required may substitute for the required education on a year-for-year basis.

Licenses and Other Requirements

A valid California Driver's License. Evidence of insurability may be required based on assignment.

Physical Requirements

Employees in this classification sit for extended periods of time, walk and stand as needed, stoop/bend, reach overhead, lift and carry up to 20 lbs., use fingers repetitively, and use both hands simultaneously. Employees must be able to speak clearly, hear normal voice conversation, and see small details and a computer screen for extended periods.

Working Environment

Employees in this classification work primarily inside an office environment, with frequent interruptions, changing priorities, and short deadlines. May be required to drive a vehicle to conduct work. Work involves direct contact with District administrators, site staff, and external agencies.

FLSA Status: Non-Exempt **Approval Date:**

JOB DESCRIPTION

School Physical Therapist

Purpose of Position

Conducts assessments, develops goals, and provides physical therapy services to improve student mobility and functional independence to support access to educational programs. Collaborates with families, staff, and health care providers to ensure services are aligned with Individualized Education Programs (IEPs) and applicable state and federal requirements.

Supervision

- Receives supervision from the Director of Special Education or designee.
- This position has no formal supervisory responsibilities.

Essential Functions

Job descriptions are intended to present a descriptive list of the range of job functions performed by employees in the class. Job descriptions are not intended to reflect all duties and tasks performed within the job.

1. Conducts comprehensive assessments of students' gross motor skills, mobility, physical functioning, and performance within classroom and campus settings to determine educational need for physical therapy services.
2. Distinguishes between educationally necessary and medically necessary physical therapy services and makes recommendations consistent with IDEA, SELPA guidelines, and District policies.
3. Prepares written evaluation reports summarizing assessment results, present levels of performance, and recommendations for IEP team consideration.
4. Develops measurable physical therapy goals and objectives aligned with students' Individualized Education Programs (IEPs).
5. Provides direct physical therapy services and implements individualized intervention plans to improve functional mobility and support access to curriculum and school activities.
6. Monitors and measures student progress toward IEP goals; adjusts intervention strategies based on student response and data.
7. Participates in IEP meetings, case conferences, and multidisciplinary team meetings to present findings and collaborate on service planning.
8. Collaborates with teachers, administrators, families, medical providers, and related service personnel to coordinate services.
9. Assesses, recommends, adapts, and monitors the use of specialized mobility, positioning, and adaptive equipment; provides training regarding safe handling and equipment use.
10. Evaluates classroom and campus environments to identify accessibility needs and recommends modifications to support safe student mobility and participation.
11. Maintains clinical and administrative records in compliance with District, SELPA, state, and federal requirements, including documentation necessary for audits and reimbursement where applicable.

12. Establishes and maintains safe, organized therapy environments and ensures equipment is maintained in functional condition.
13. Travels between school sites and program locations to deliver services and attend required meetings.
14. Performs related duties as assigned.

Minimum Qualifications

Knowledge of:

1. Principles and practices of school-based physical therapy.
2. Neuromuscular function, kinesiology, skeletal anatomy, and related pathologies.
3. Assessment tools and intervention planning in educational settings.
4. Federal and state laws governing special education and related services.

Skills in:

1. Selecting and administering physical therapy assessments.
2. Designing and modifying intervention strategies.
3. Using adaptive mobility and positioning equipment.
4. Maintaining clinical documentation.
5. Managing caseloads and service schedules.

Ability to:

1. Work independently and exercise professional judgment.
2. Establish and maintain cooperative working relationships.
3. Communicate clearly in oral and written form.
4. Maintain confidentiality of sensitive information.
5. Adapt to changing student needs and service demands.

Education and Experience

For applicants licensed on or after January 1, 2015, a Doctor of Physical Therapy (DPT) degree from an accredited college or university is required. Applicants licensed prior to this date may qualify with a master's or bachelor's degree in physical therapy. One (1) year of experience providing physical therapy services; experience with children and youth with disabilities is desirable.

Licenses and Other Requirements

A valid license to practice as a Physical Therapist issued by the Physical Therapy Board of California and a valid California driver's license. Valid First Aid and CPR certifications. All licenses and certifications must be valid at the time of employment and maintained throughout employment.

Physical Requirements

Employees in this classification must be able to sit, stand, walk, bend, stoop, and reach; lift, push, pull, and carry up to 60 lbs. and occasionally up to 100 lbs. with assistance; and assist with the movement of non-ambulatory students. Must have sufficient vision, hearing, and manual dexterity to perform required duties.

Working Environment

Employees in this classification work in classroom, therapy, and outdoor settings; travel between school sites; and may be exposed to bodily fluids, cleaning agents, and moderate noise levels. Work involves direct contact with students, staff, parents, and the public.

FLSA Status: Non-Exempt **Approved:**

RANGE	CHILD NUTRITION SERVICES
22	District Chef
17	Child Nutrition Services Operations Specialist
16	Child Nutrition Cafeteria Coordinator
10	Child Nutrition Worker II (Cook)
7	Child Nutrition Worker

RANGE	CLERICAL SUPPORT
26	Educational Assessment & Data Systems Specialist
20	Attendance Accounting Specialist II
18	District Textbook Coordinator
17	Administrative Assistant
17	School Office Manager
16	English Learner Data Technician
16	Special Education Data Technician
15	Attendance Accounting Specialist I
15	Facilities Support Services Specialist
13	Attendance Accounting Technician
13	Facilities Technician
13	Intermediate School Secretary
13	Office Assistant III
13	Secretary
12	District Office Receptionist
11	Library/Media Technician
8	Health Assistant
8	Language Assessment Technician (Spanish Bilingual)
8	Office Assistant II
7	Records Assistant

RANGE	COMMUNITY RELATIONS
31	Mental Health Clinician
22	District Community Liaison
22	Outreach Specialist
22	Parent Support Liaison
22	Interpreter/Community Support Liaison-Trilingual
19	Special Education Service Coordinator
18	After School Program Site Coordinator
17	Family Liaison
14	District Translator

RANGE	FISCAL
22	Position Control Specialist
21	Senior Payroll Technician
20	Accounting Specialist IV
18	Payroll Technician
17	Accounting Specialist III

RANGE	HUMAN RESOURCES
22	Credential Technician
20	Risk Management Specialist
16	Human Resources Technician
13	Human Resources Assistant

RANGE	INSTRUCTIONAL SUPPORT
43	School Occupational Therapist
43	School Physical Therapist
29	Music Instructor
29	Arts Instructor
27	Paraeducator - Hearing Impaired (Sign Language)
26	Speech-Language Pathology Assistant
18	Health Care Technician
18	Adaptive Technology Specialist
18	Behavior Support Coach
12	Paraeducator - Special Education
9	Paraeducator - Hearing Impaired (Oral Speech)
7	Expanded Learning Specialist
6	Infant Program Assistant
5	Instructional Assistant - Special Ed. (RSP)
5	Instructional Physically Handicapped Assistant
4	Paraeducator - General Education

RANGE	MAINTENANCE/OPERATIONS
25	Grounds Maintenance Lead
22	Electrician
21	Heating, Ventilation, & Air Conditioning Technician
21	Plumber
20	Painter
20	Locksmith
18	Facilities Materials Specialist
18	Grounds Maintenance Specialist
18	Irrigation Specialist
17	Maintenance Worker II
13	Grounds Equipment Operator
13	Lead Custodian
11	Security/Maintenance Worker (N)
10	Grounds Maintenance Worker I
8	Custodian

RANGE	PURCHASING/GRAPHICS/WAREHOUSE
20	Buyer
19	Reprographics Coordinator
15	Reprographics Technician
14	Shipping/Receiving Clerk/Delivery Driver
10	Warehouse Worker/Delivery Driver
8	Instructional Materials Warehouse Attendant/Driver

RANGE	TECHNOLOGY
38	Network Systems Analyst
32	Information Technology Project Coordinator
32	Site Technology Coordinator
28	Information Technology Support Specialist
28	Technology Services Technician
22	Information Systems Data Technician

RANGE	TRANSPORTATION
21	Vehicle & Equipment Mechanic
19	Transportation Router/Scheduler
15	Transportation Dispatcher/Scheduling Assistant
14	Bus Driver/Mechanic Assistant
13	Bus Driver
13	Cover Bus Driver/Office Assistant
6	Transportation Driver

RANGE	OTHER
1	Campus Assistant

RANGE	EXEMPT
$18.53	AVID Tutors

2026-27 CLASSIFIED SALARY SCHEDULE

(effective 07/01/2026)

	Step A	Step B	Step C	Step D	Step E
Range 1	$ 3,260.17	$ 3,423.18	$ 3,594.34	$ 3,774.06	$ 3,962.76
Range 2	$ 3,344.50	$ 3,511.73	$ 3,687.31	$ 3,871.68	$ 4,065.26
Range 3	$ 3,425.82	$ 3,597.11	$ 3,776.96	$ 3,965.81	$ 4,164.10
Range 4	$ 3,510.15	$ 3,685.65	$ 3,869.94	$ 4,063.43	$ 4,266.60
Range 5	$ 3,600.50	$ 3,780.52	$ 3,969.55	$ 4,168.03	$ 4,376.43
Range 6	$ 3,683.32	$ 3,867.49	$ 4,060.86	$ 4,263.90	$ 4,477.10
Range 7	$ 3,776.68	$ 3,965.52	$ 4,163.79	$ 4,371.98	$ 4,590.58
Range 8	$ 3,868.54	$ 4,061.97	$ 4,265.06	$ 4,478.32	$ 4,702.23
Range 9	$ 3,963.41	$ 4,161.58	$ 4,369.66	$ 4,588.14	$ 4,817.55
Range 10	$ 4,059.78	$ 4,262.77	$ 4,475.91	$ 4,699.71	$ 4,934.69
Range 11	$ 4,165.19	$ 4,373.45	$ 4,592.12	$ 4,821.73	$ 5,062.82
Range 12	$ 4,263.07	$ 4,476.23	$ 4,700.04	$ 4,935.04	$ 5,181.79
Range 13	$ 4,369.99	$ 4,588.49	$ 4,817.91	$ 5,058.81	$ 5,311.75
Range 14	$ 4,475.40	$ 4,699.17	$ 4,934.13	$ 5,180.83	$ 5,439.88
Range 15	$ 4,591.35	$ 4,820.92	$ 5,061.96	$ 5,315.06	$ 5,580.81
Range 16	$ 4,698.27	$ 4,933.18	$ 5,179.84	$ 5,438.83	$ 5,710.77
Range 17	$ 4,818.73	$ 5,059.67	$ 5,312.65	$ 5,578.29	$ 5,857.20
Range 18	$ 4,933.18	$ 5,179.84	$ 5,438.83	$ 5,710.77	$ 5,996.31
Range 19	$ 5,064.19	$ 5,317.40	$ 5,583.27	$ 5,862.43	$ 6,155.55
Range 20	$ 5,180.14	$ 5,439.15	$ 5,711.10	$ 5,996.66	$ 6,296.49
Range 21	$ 5,309.64	$ 5,575.12	$ 5,853.88	$ 6,146.57	$ 6,453.90
Range 22	$ 5,443.66	$ 5,715.85	$ 6,001.64	$ 6,301.72	$ 6,616.81
Range 23	$ 5,583.71	$ 5,862.89	$ 6,156.04	$ 6,463.84	$ 6,787.03
Range 24	$ 5,716.22	$ 6,002.03	$ 6,302.14	$ 6,617.24	$ 6,948.10
Range 25	$ 5,856.27	$ 6,149.08	$ 6,456.53	$ 6,779.36	$ 7,118.33
Range 26	$ 5,997.82	$ 6,297.71	$ 6,612.59	$ 6,943.22	$ 7,290.38
Range 27	$ 6,152.92	$ 6,460.57	$ 6,783.59	$ 7,122.77	$ 7,478.91
Range 28	$ 6,302.00	$ 6,617.10	$ 6,947.95	$ 7,295.35	$ 7,660.12
Range 29	$ 6,458.61	$ 6,781.54	$ 7,120.62	$ 7,476.65	$ 7,850.48
Range 30	$ 6,607.69	$ 6,938.07	$ 7,284.98	$ 7,649.23	$ 8,031.69
Range 31	$ 6,780.86	$ 7,119.90	$ 7,475.90	$ 7,849.69	$ 8,242.18
Range 32	$ 6,935.96	$ 7,282.76	$ 7,646.90	$ 8,029.25	$ 8,430.71
Range 33	$ 7,118.17	$ 7,474.08	$ 7,847.79	$ 8,240.17	$ 8,652.18
Range 34	$ 7,285.32	$ 7,649.59	$ 8,032.07	$ 8,433.67	$ 8,855.36
Range 35	$ 7,470.54	$ 7,844.07	$ 8,236.27	$ 8,648.09	$ 9,080.49
Range 36	$ 7,646.73	$ 8,029.06	$ 8,430.52	$ 8,852.04	$ 9,294.65
Range 37	$ 7,847.01	$ 8,239.36	$ 8,651.32	$ 9,083.89	$ 9,538.09
Range 38	$ 8,029.21	$ 8,430.68	$ 8,852.21	$ 9,294.82	$ 9,759.56
Range 39	$ 8,235.52	$ 8,647.29	$ 9,079.66	$ 9,533.64	$ 10,010.32
Range 40	$ 8,429.77	$ 8,851.26	$ 9,293.82	$ 9,758.51	$ 10,246.44
Range 41	$ 8,648.12	$ 9,080.53	$ 9,534.55	$ 10,011.28	$ 10,511.84
Range 42	$ 8,849.91	$ 9,292.40	$ 9,757.02	$ 10,244.87	$ 10,757.12
Range 43	$ 9,080.30	$ 9,534.32	$ 10,011.03	$ 10,511.58	$ 11,037.16
Range 44	$ 9,292.63	$ 9,757.26	$ 10,245.12	$ 10,757.38	$ 11,295.25

Board Approved 05/20/2026

Employee Anniversary Increments:

Anniversary increments in the amount of $112.92 shall be added to the monthly compensation of full-time classified employees at the beginning of the 7th, 10th, 15th, 20th, 25th and 30th years of service. The dollar values for anniversary increments shall automatically adjust based on future salary adjustments.This formula yields the following dollar values which shall be added to the monthly compensation of classified employees:

7 years of service:	$112.92
10 years of service:	$225.84
15 years of service:	$338.76
20 years of service:	$451.68
25 years of service:	$564.60
30 years of service:	$677.52

Night Shift Pay Differential:

Unit members who regularly work more than fifty (50) percent of their assigned duty time after six (6) p.m. will be compensated by an additional five (5) percent pay differential.

Bilingual Stipend:

Positions which have been designated as bilingual and for which there is not a specific minimum requirement of bilingual skill for all incumbents of the class shall receive a stipend of three (3) percent.

Classified Substitute Pay:

Classified substitutes will be paid at Step A of the salary range of the classification they will be working. Retiree substitutes will be paid at the step and range they retired from if substituting within the same classification.

2026-27 CLASSIFIED SALARY SCHEDULE

(effective 07/01/2026)

	Step A	Step B	Step C	Step D	Step E
Range 1	$ 18.81	$ 19.75	$ 20.74	$ 21.77	$ 22.86
Range 2	$ 19.30	$ 20.26	$ 21.27	$ 22.34	$ 23.45
Range 3	$ 19.76	$ 20.75	$ 21.79	$ 22.88	$ 24.02
Range 4	$ 20.25	$ 21.26	$ 22.33	$ 23.44	$ 24.62
Range 5	$ 20.77	$ 21.81	$ 22.90	$ 24.05	$ 25.25
Range 6	$ 21.25	$ 22.31	$ 23.43	$ 24.60	$ 25.83
Range 7	$ 21.79	$ 22.88	$ 24.02	$ 25.22	$ 26.48
Range 8	$ 22.32	$ 23.43	$ 24.61	$ 25.84	$ 27.13
Range 9	$ 22.87	$ 24.01	$ 25.21	$ 26.47	$ 27.79
Range 10	$ 23.42	$ 24.59	$ 25.82	$ 27.11	$ 28.47
Range 11	$ 24.03	$ 25.23	$ 26.49	$ 27.82	$ 29.21
Range 12	$ 24.60	$ 25.82	$ 27.12	$ 28.47	$ 29.90
Range 13	$ 25.21	$ 26.47	$ 27.80	$ 29.19	$ 30.65
Range 14	$ 25.82	$ 27.11	$ 28.47	$ 29.89	$ 31.38
Range 15	$ 26.49	$ 27.81	$ 29.20	$ 30.66	$ 32.20
Range 16	$ 27.11	$ 28.46	$ 29.88	$ 31.38	$ 32.95
Range 17	$ 27.80	$ 29.19	$ 30.65	$ 32.18	$ 33.79
Range 18	$ 28.46	$ 29.88	$ 31.38	$ 32.95	$ 34.59
Range 19	$ 29.22	$ 30.68	$ 32.21	$ 33.82	$ 35.51
Range 20	$ 29.89	$ 31.38	$ 32.95	$ 34.60	$ 36.33
Range 21	$ 30.63	$ 32.16	$ 33.77	$ 35.46	$ 37.23
Range 22	$ 31.41	$ 32.98	$ 34.63	$ 36.36	$ 38.17
Range 23	$ 32.21	$ 33.83	$ 35.52	$ 37.29	$ 39.16
Range 24	$ 32.98	$ 34.63	$ 36.36	$ 38.18	$ 40.09
Range 25	$ 33.79	$ 35.48	$ 37.25	$ 39.11	$ 41.07
Range 26	$ 34.60	$ 36.33	$ 38.15	$ 40.06	$ 42.06
Range 27	$ 35.50	$ 37.27	$ 39.14	$ 41.09	$ 43.15
Range 28	$ 36.36	$ 38.18	$ 40.09	$ 42.09	$ 44.19
Range 29	$ 37.26	$ 39.13	$ 41.08	$ 43.14	$ 45.29
Range 30	$ 38.12	$ 40.03	$ 42.03	$ 44.13	$ 46.34
Range 31	$ 39.12	$ 41.08	$ 43.13	$ 45.29	$ 47.55
Range 32	$ 40.02	$ 42.02	$ 44.12	$ 46.32	$ 48.64
Range 33	$ 41.07	$ 43.12	$ 45.28	$ 47.54	$ 49.92
Range 34	$ 42.03	$ 44.13	$ 46.34	$ 48.66	$ 51.09
Range 35	$ 43.10	$ 45.26	$ 47.52	$ 49.89	$ 52.39
Range 36	$ 44.12	$ 46.32	$ 48.64	$ 51.07	$ 53.62
Range 37	$ 45.27	$ 47.54	$ 49.91	$ 52.41	$ 55.03
Range 38	$ 46.32	$ 48.64	$ 51.07	$ 53.62	$ 56.31
Range 39	$ 47.51	$ 49.89	$ 52.38	$ 55.00	$ 57.75
Range 40	$ 48.63	$ 51.07	$ 53.62	$ 56.30	$ 59.12
Range 41	$ 49.89	$ 52.39	$ 55.01	$ 57.76	$ 60.65
Range 42	$ 51.06	$ 53.61	$ 56.29	$ 59.11	$ 62.06
Range 43	$ 52.39	$ 55.01	$ 57.76	$ 60.64	$ 63.68
Range 44	$ 53.61	$ 56.29	$ 59.11	$ 62.06	$ 65.17

Board Approved 05/20/2026

Employee Anniversary Increments:

Anniversary increments in the amount of $112.92 shall be added to the monthly compensation of full-time classified employees at the beginning of the 7th, 10th, 15th, 20th, 25th and 30th years of service. The dollar values for anniversary increments shall automatically adjust based on future salary adjustments.This formula yields the following dollar values which shall be added to the monthly compensation of classified employees:

7 years of service:	$0.65
10 years of service:	$1.30
15 years of service:	$1.95
20 years of service:	$2.61
25 years of service:	$3.26
30 years of service:	$3.91

Night Shift Pay Differential:

Unit members who regularly work more than fifty (50) percent of their assigned duty time after six (6) p.m. will be compensated by an additional five (5) percent pay differential.

Bilingual Stipend:

Positions which have been designated as bilingual and for which there is not a specific minimum requirement of bilingual skill for all incumbents of the class shall receive a stipend of three (3) percent.

Classified Substitute Pay:

Classified substitutes will be paid at Step A of the salary range of the classification they will be working. Retiree substitutes will be paid at the step and range they retired from if substituting within the same classification.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Scott Carroll **Date of Meeting:** June 17, 2026

Agenda Section: Section D: Action Items

Approval of New Job Descriptions: Teacher on Special Assignment (TOSA) - Curriculum Alignment Specialist and Mild/Moderate Special Education Teacher (Carroll)

In an effort to support instructional effectiveness and ensure alignment with current educational needs and program requirements, the Human Resources Department has reviewed certificated job descriptions for accuracy and operational necessity. As a result of this review, the new positions are being presented for Board consideration.

The proposed new job description for Teacher on Special Assignment (TOSA) – Curriculum Alignment Specialist has been developed to support districtwide curriculum alignment, instructional consistency, and implementation of academic standards and initiatives.

Additionally, the Mild/Moderate Special Education Teacher job description has been made to reflect responsibilities, terminology, and current program expectations aligned with state and federal requirements.

FISCAL IMPACT:

The salary of the proposed positions will fall within the parameters of the OEA Salary Schedule (Credentialed Teachers) paid from the Title I Fund.

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent, Human Resources, that the Board of Trustees approve the new job descriptions for Teacher on Special Assignment – Curriculum Alignment Specialist and Mild/Moderate Special Education Teacher, as presented.

ADDITIONAL MATERIALS:

Attached: TOSA, Curriculum Alignment Specialist Final JD (3 pages)
MMDraftJobDescription Final (3 pages)

Teacher on Special Assignment – Curriculum Alignment Specialist

Position Summary:

Under the supervision of the Assistant Superintendent of Educational Services or designee, the Curriculum Alignment Specialist supports the development, implementation, and continuous improvement of standards-aligned curriculum, instruction, assessment, and instructional practices across the district. The Curriculum Alignment Specialist collaborates with teachers, site administrators, instructional leadership teams, and district departments to strengthen instructional delivery, increase student engagement, and improve academic outcomes for all students.

The Curriculum Alignment Specialist provides instructional coaching, facilitates professional learning, supports curriculum implementation, and assists teachers in utilizing assessment data to inform instruction and monitor student progress. The Specialist promotes equitable access to rigorous learning opportunities and supports instructional systems aligned to California State Standards, district priorities, and the district instructional framework.

In addition to their main responsibilities, the Curriculum Alignment Specialist actively develops leadership skills and competencies. They actively seek growth through participation in high-quality, meaningful formal and informal professional development, valuable on-the-job training, transformative coaching, and collaborative learning experiences.

Performance Responsibilities

Essential functions may include, but are not limited to the following:

- Maintain a district-wide focus on high standards of student achievement and instructional excellence.
- Support teachers in implementing rigorous, standards-aligned instruction that ensures access and engagement for all learners.
- Collaborate with teachers and instructional teams to align curriculum, instruction, and assessment with California State Standards and district priorities.
- Use assessment data and student work analysis to inform instructional planning and continuous improvement.
- Support differentiated instructional strategies that address learner variability and promote equitable access to instruction.

- Plan and deliver professional development for staff focused on effective instruction, curriculum alignment, student engagement, and best practices.
- Model effective instructional strategies and classroom practices in collaboration with teachers and site leadership teams.
- Collaborate with district and site teams to strengthen systems that improve teaching, learning, and student outcomes.
- Build positive and collaborative relationships within the OSD community.
- Participate in leadership meetings, professional learning, and instructional planning activities.
- Maintain documentation related to coaching cycles, professional learning, goals, and outcomes.
- Address issues in a principle-centered, thoughtful, creative, and ethical manner.
- Maintain confidentiality regarding staff, students, and district matters.
- Attend meetings as requested by the Assistant Superintendent of Educational Services or designee.
- Perform other duties as assigned by the Assistant Superintendent of Educational Services or designee.

Required knowledge, skills & abilities:

- Demonstrated commitment to students and learning.
- Knowledge of standards-based instruction, curriculum design, and effective instructional strategies.
- Experience with instructional leadership, including demonstrated knowledge of curriculum, instruction, assessment, and professional learning systems.
- Understanding of assessment tools, data analysis practices, and progress monitoring systems.
- Knowledge of effective coaching practices, adult learning theory, and collaborative facilitation techniques.
- Ability to model effective instructional practices across multiple grade levels and content areas.
- Ability to design and deliver engaging and effective professional learning experiences for adult learners.
- Excellent relationship-building and management skills.
- Strong problem-solving and consensus-building abilities.
- Excellent communication, presentation, and interpersonal skills with demonstrated ability to write clearly and persuasively and interact effectively with different audiences.

- Excellent organization, time management, and follow-up skills; demonstrated ability to successfully handle multiple projects concurrently; ability to work collaboratively as part of a team.
- Knowledge of Equity, Diversity, Inclusion, and culturally responsive instructional practices.

Qualifications

1. Master's Degree (preferred)
2. Appropriate valid California Teaching Credential
3. 5+ years experience in a K-12 educational setting (required)
4. Evidence of previous site level leadership activities
5. Bilingual/Multilingual abilities (preferred)

Reports To: Assistant Superintendent of Educational Services or designee

Evaluation: Evaluations shall be conducted by the Assistant Superintendent of Educational Services or designee

What We Offer:

OSD offers a competitive salary commensurate with experience in a similar position. We offer a comprehensive benefits plan including dental and vision plans, a defined benefit pension plan, disability, life insurance, flexible spending account options and vacation time. We also offer an inclusive and equity-centered environment where we encourage staff to bring their whole selves to work.

Work Year: Standard teacher work year in conjunction with collective bargaining agreement.

Salary: Appropriate placement on the teacher salary schedule.

Oxnard School District is an equal opportunity employer. OSD fosters a climate of fair and equitable practices to all individuals regardless of age, color, race, ethnicity, group identification, national origin, religion, disability, sex, gender, sexual orientation or marital status.

Board Approved:

Teacher, Special Education, Mild/Moderate (M/M)

Position Summary:

Under the direction of site Principal and/or Designee, will provide instruction and basic supervision of children. Creates a flexible program and a learning environment favorable to learning and personal growth for students with mild to moderate disabilities using specific teaching strategies and methodologies in the core curriculum aligned with K-12 standards as defined by state goals and objectives in each student's Individualized Education Plan (IEP). Performs other related work as necessary or required

Performance Responsibilities

Essential functions may include, but are not limited to the following:

- Teaches pre-academic, academic, communication, self-help, socialization, gross and fine motor, and pre-vocational skills utilizing the student's Individualized Educational Plan (IEP);
- Coordinates Individualized Education Plan Meetings; including all related documents, staff input and scheduling necessities
- Individualizes materials and instructional methods to meet the needs and abilities of ~~groups and~~ individual students;
- Creates daily lesson plans, tracks data related to goals and instructional outcomes
- Monitors and Reports on progress towards goals and objectives
- Implements behavior strategies, systems and behavior plans per students' IEPs;
- Collaborates with all staff who provides services (general education or special education) to students on the assigned caseload in order to coordinate appropriate supports and implementation of the IEP
- Administers formal and/or informal diagnostic tests and writes academic reports;
- Keeps the student information and data up-to-date and monitors all services as written in the IEP;
- Plans and coordinates the duties of paraprofessionals as necessary;
- Instructs and facilitates subjects such as reading, language arts, basic communication skills, social sciences, mathematics, science, health, arts, music, physical education and other academic and non-academic areas utilizing the State Standards and course of study adopted by the Board of Trustees, and other appropriate learning activities
- Develops and implements lesson plans and instructional materials and provides individualized and small-group instruction in order to adapt the curriculum to the needs of each student;
- Establishes and communicates learning objectives and goals for students;
- Conducts formal and informal academic assessments evaluating student growth;
- Administers standardized and other assessments in accordance with the District's testing program;
- Identifies individual student needs and utilizes the services of support staff as appropriate and necessary
- Uses a variety of instructional strategies;
- Analyzes, monitors and evaluates students for academic and social growth and keeps appropriate records and progress reports to report pupil progress to the parents/guardians;

- Implements supplemental curriculums for SAI instruction as required by District's programming
- Communicates with parents/guardians effectively through conferences and other means to discuss students' academic and social growth, interpret the school program, and solicit input;
- Demonstrates evidence of student learning by creating an effective environment for learning through current, functional and effective displays, bulletin boards, interest centers, and computer and/or digital formats;
- Supervises students in out-of-classroom activities during the school day;
- Performs related duties as assigned.

Qualifications

1. Bachelor's Degree
2. Appropriate valid California Credential with authorization to teach special education (mild-moderate);
3. English Language Learners authorization

Reports To: Principal or Designee

Evaluation: Probationary/permanent teacher evaluations shall be conducted by an administrator at the assigned school site in conjunction with evaluation language in the collective bargaining agreement.

Equal Opportunity:

The Oxnard School District's Governing Board is committed to equal opportunity for all individuals in education and encourages applications for employment for all persons regardless of race, religious creed, age, medical condition, marital status, color, ancestry/citizenship, sexual orientation, national origin, political affiliation, physical or mental disability, pregnancy, child birth or related medical condition, or sex (gender identity). The Board shall promote programs that ensure that discriminatory practices are eliminated in all district activities. The Oxnard School District encourages applications for employment from all persons regardless of race, religion, national origin, political affiliation, disability or sex.

What We Offer:

OSD offers a competitive salary commensurate with experience in a similar position. We offer a comprehensive benefits plan including dental and vision plans, a defined benefit pension plan, disability, life insurance, flexible spending account options and vacation time. We also offer an inclusive and equity-centered environment where we encourage staff to bring their whole selves to work.

Work Year: Standard teacher work year in conjunction with collective bargaining agreement

OXNARD SCHOOL DISTRICT

1051 South "A" Street • Oxnard, California 93030 • 805/385-1501 • www.oxnardsd.org

HUMAN RESOURCES

Salary: Appropriate placement on the teacher salary schedule.

The evaluation and assessment of performance of certificated personnel in this position will be conducted by the principal in accordance with the provisions of *Education Code 44660-44665* and Oxnard School District Board Policy.

Oxnard School District is an equal opportunity employer. OSD fosters a climate of fair and equitable practices to all individuals regardless of age, color, race, ethnicity, group identification, national origin, religion, disability, sex, gender, sexual orientation or marital status.

Board Approved:

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Aracely Fox **Date of Meeting:** June 17, 2026

Agenda Section: Section D: Action Items

Approval of Agreement #26-12, City of Oxnard Recreation and Community Services 2026-2027 (Fox/Shea)

The City of Oxnard will partner with the Oxnard School District as a lead agency to deliver our after-school program. They will provide 10coordinators, 10 middle school leaders, and 20 recreation staff for our 20 school sites. The program will provide after-school, extended day, and summer services that comply with ASES attendance requirements and serve students in alignment with ELOP guidelines.

Term of Agreement: July 1, 2026 through June 30, 2027

FISCAL IMPACT:
Not to exceed $2,500,000.00 to be paid 50/50 from After School Education and Safety (ASES) Grant & Expanded Learning Opportunities Program Fund

RECOMMENDATION:
It is the recommendation of the Director, Enrichment and Specialized Programs, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #26-12 with the City of Oxnard Recreation and Community Services.

ADDITIONAL MATERIALS:

Attached: Agreement #26-12, City of Oxnard (50 Pages)
Proposal (5 Pages)

OXNARD SCHOOL DISTRICT

AGREEMENT # 26-12

AGREEMENT FOR AFTER SCHOOL PROGRAMS SERVICES

THIS AGREEMENT FOR AFTER SCHOOL PROGRAMS SERVICES (this "Agreement") is entered into as of the below-referenced Effective Date by and between the Oxnard School District, a California public school district ("District") and the below-referenced service provider ("Service Provider"). In this Agreement, District and Service Provider are sometimes individually referred to as "Party" and collectively referred to as the **"**Parties**."**

Effective Date: July 1, 2026 - June 30, 2027
Service Provider: City of Oxnard (Rec Svcs.)
Address: 305 West Third St., 1st Floor West Wing, Oxnard, CA 93030
Authorized Representative: Terrel Harrison
Representative's Email: terrel.harrison@oxnard.org
Type of Service: X Lead Agency
_____ Enrichment Agency

RECITALS

A. District is a California public school district that serves preschool to eighth grade students in the City of Oxnard, County of Ventura, State of California at one preschool, ten TK-5 schools, four TK-8 schools, three K-8 schools, and three 6-8 schools. District offers after-school programs to its grade level students for the 180 school days and 30 non-school days within each fiscal year (July 1 to June 30).

B. For District's after-school program, the "Lead Agency" is responsible for providing daily after-school programming for the 180 school days and 30 non-school days within each fiscal year as required by funding; works with the program from school dismissal until closing time; and provides management, oversight, and coordination of all afterschool programs, including recruitment, enrollment, and programming provided by Enrichment Agencies.

C. For District's after school program, an "Enrichment Agency" is responsible for providing specific types of enrichment programs (*e.g.*, arts, robotics, or sports) in accordance with its area of expertise, and may provide such enrichment activities for a limited period of time (such as Tuesday and Thursday afternoons, or on non-school days during winter, spring, or summer breaks, during the full fiscal year). Further, each and every Enrichment Agency shall adhere to the management, oversight, and coordination rules and regulations of the Lead Agency.

D. District has sought the performance of the Services (defined below) for Lead Agency and Enrichment Agencies, as defined and described particularly on Exhibit A-0, Exhibit A-1, Exhibit A-2, and Exhibit A-3.

E. Following submission of a proposal for the performance of the Services, Service Provider was selected by District to perform the Services as a Lead Agency or Enrichment Agency, as indicated above.

F. The California Department of Education has awarded District a grant through the Expanded Learning Opportunities ("ELOP") Program, After School Education and Safety ("ASES") Program, and/or the 21st Century Community Learning Centers ("21st CCLC") Program for academic school year 2026-2027 commencing July 1, 2026 and ending June 30, 2027 (collectively, the "Grant"). The Grant may also apply to additional academic school years.

G. The purpose of the Grant is to fund local after school education and enrichment programs. The District intends to use the Grant, in part, to retain Service Provider to perform the Services.

H. The Parties desire to memorialize the selection of Service Provider for performance of the Services and desire that the terms of that performance be as particularly defined and described herein.

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

OPERATIVE PROVISIONS

1. Incorporation of Recitals and Exhibits. The Recitals set forth above and all Exhibits attached to this Agreement, as hereafter amended, are incorporated by this reference as if fully set forth herein. This Agreement, all exhibits, and the RFP, including all RFP forms and all contract forms, are collectively referred to as the "Contract."

2. Term of Agreement. Subject to earlier termination as provided below, this Agreement shall remain in effect from July 1, 2026 to and including June 30, 2027 (the "Term"). This Agreement may be extended for two additional one (1)-year terms only by a written amendment, signed by the Parties, prior to the expiration of the Term.

3. Performance of the Services; Time for Performance. Service Provider shall provide the services set forth in Service Provider's proposal (as accepted by District and attached to the Contract), Exhibit A-0 (as applicable to Service Provider as a Lead Agency or Enrichment Agency as indicated in the preamble above), Exhibit A-1, and Exhibit A-3 during the Term pursuant to the schedule specified Exhibit A-0 (the "Primary Services"). Service Provider may also agree to provide additional services, at District's request and only with District's prior written authorization (the "Additional Services"). Any such Additional Services shall be completed in accordance with Exhibit A-2 during the Term pursuant to the schedule specified in Exhibit A-0. For purposes of this Agreement, the Primary Services and Additional Services shall collectively be referred to as the "Services." If Service Provider fails to complete the Services pursuant to the schedule specified in Exhibit A-0 or such other schedule that the Parties memorialize in a writing signed by duly authorized representatives of each Party, then Service Provider shall be deemed to be in Default

as provided below. Notwithstanding anything to the contrary in this Agreement or the Contract, Service Provider expressly understands and agrees that this Agreement and the Contract are subject to the Grant and that if the Grant is reduced or revoked, then the District shall have the right to terminate this Agreement and the Contract with no further liability to Service Provider.

4. Compensation and Method of Payment.

a. Subject to any limitations set forth below or elsewhere in this Agreement, District agrees to pay Service Provider the amounts specified below for the Services.

i. The total compensation for the Primary Services, including reimbursement for actual expenses, through reimbursement for supplemental ELOP Program, ASES Program, and/or 21st CCLC Program funded grant activities and/or universal grant monies as outlined in Exhibit A-0 shall not exceed the following amount:

Not to Exceed: Dollars $ 2,500,000.00

ii. The total compensation for the Additional Services, including reimbursement for actual expenses, through reimbursement for supplemental ELOP Program, ASES Program, and/or 21st CCLC Program funded grant activities and/or universal grant monies as outlined in Exhibit A-0 shall not exceed the following amount:

Dollars $ N/A

Notwithstanding the generality of the foregoing, if Service Provider renders any Additional Services without District's prior written authorization, District shall not be obligated to pay for such services.

iii. Unless the District Superintendent or designee provides advance written authorization of a higher amount, the hourly rate for any subcontractor of Service Provider shall not exceed the following amount:

Dollars $ N/A per hour

iv. If the amount of the Grant is modified in a manner that will affect Service Provider's provision of the Services, in District's sole discretion, then the Parties agree to amend the costs accordingly through written amendment.

b. Each month by the 20th, Service Provider shall furnish to District an original invoice for all work performed and expenses incurred during the preceding month. The invoice shall detail charges by the following categories: labor (by sub-category), travel, materials, equipment, supplies, and subcontracts. Subcontractor charges, if any, shall be detailed by the following categories: labor, travel, materials, equipment, and supplies. All invoices must comply with the requirements set forth in Exhibit B. District shall independently review each invoice submitted by the Service Provider to determine whether the work performed and expenses incurred comply with the provisions of this Agreement, inclusive of Exhibit B. In the event that no charges

or expenses are disputed, the invoice shall be approved and paid according to the terms set forth in subsection c. In the event any charges or expenses are disputed by District, then District shall return the original invoice to Service Provider for correction and resubmission.

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

d. Payment to Service Provider for work performed pursuant to this Agreement shall not be deemed to waive any defects in work performed by Service Provider.

5. Quarterly Review and Adjustment of Scope of Work. District may, in its sole and absolute discretion, (a) conduct a quarterly performance review of the Services, including, but not limited to, enrollment numbers, alignment with District goals and priorities, compliance with assurances, and other reasonable evaluation indicators, and (b) based on such assessment, require Service Provider to adjust and/or decrease the frequency of its services by a specified amount within thirty (30) calendar days or another timeframe established by District in its sole discretion, in which event District will simultaneously reduce Service Provider's compensation *pro rata* with no liability to Service Provider for such reduction.

6. Termination. This Agreement may be terminated as follows.

a. **Mutual Agreement**. The Parties may, at any time, mutually agree in writing to terminate this Agreement.

b. **Termination by Service Provider for Cause**. Service Provider may, upon thirty (30) calendar days written notice to District, (i) terminate this Agreement or suspend work under this Agreement for a reasonable period of time, and (ii) recover from District payment for all work executed if: (A) Service Provider's work under this Agreement is stopped for a period of six (6) months or more pursuant to an order of any court of competent jurisdiction or any public authority (but not for a school closure event as set forth in paragraph 7 of this Agreement), and through no act or fault of Service Provider or of anyone employed by Service Provider or acting on Service Provider's behalf, (B) District fails to pay Service Provider within sixty (60) calendar days after its maturity and presentation any sum awarded by final arbitration or a court of competent jurisdiction, or (C) Service Provider delivers District written notice of any alleged material breach of this Agreement by District and District fails to cure such alleged breach within sixty (60) calendar days, provided, however, that the timeline for cure shall be extended for an additional period if District is diligently pursuing such cure in good faith and an additional time period for the cure is reasonably warranted.

c. **Termination by District for Non-Appropriation of Funds**. District shall have the right to terminate this Agreement at any time due to non-appropriation of funds.

d. **Termination by District for Convenience**. District shall have the right to terminate this Agreement for convenience by giving Service Provider at least ninety (90) calendar days written notice.

e. **Termination by District for Cause**. District may terminate this Agreement for cause upon thirty (30) calendar days' written notice to Service Provider. For the purposes of this subparagraph, "cause" shall include, but not be limited to, (i) Service Provider filing for bankruptcy, being adjudged bankrupt, or being subject to involuntary bankruptcy proceedings; (ii) Service Provider making a general assignment for the benefit of Service Provider's creditors; (iii) the appointment of a receiver due to Service Provider's insolvency; (iv) the levy of an attachment of execution upon Service Provider's property; (v) the persistent or repeated failure or refusal of Service Provider to properly staff the after-school programs or otherwise violate any provisions of Exhibits A-0 to A-3; (vi) the material violation of any applicable law or District regulation or policy; (vii) any act or omission by any Service Provider or its subcontractor personnel that constitutes gross negligence or willful misconduct, endangers or is likely to endanger the safety, health, or wellbeing of any District student or staff, or represents a repeated default by Service Provider personnel (*e.g.*, repeated late arrivals to school sites or repeated violations of the Standards for Performance); and (viii) any other material breach of the Contract by Service Provider, Service Provider's employees, Service Provider's subcontractors or anyone acting on Service Provider's behalf, including, but not limited to, the breach of any covenant, representation or warranty in this Agreement, and the violation of any provision of the RFP (including continuing disclosure obligations). Any failure on the part of District to give notice of the Service Provider's default shall not be deemed to result in a waiver of District's legal rights or any rights arising out of any provision of this Agreement. District may, but is not obligated to, provide Service Provider an opportunity to cure any default. Notwithstanding the thirty (30) calendar days' advance written notice specified herein, District reserves the right to *immediately* suspend the Services of Service Provider if the circumstances reasonably warrant (*e.g.*, due to imminent safety and health issues). Moreover, Service Provider shall be liable to District for any excess cost occasioned to District by termination for cause. The foregoing provisions for termination of this Agreement are in addition to, and not in limitation of, the rights of District under any other provisions of the Contract. Service Provider shall not be deemed to be in default if its failure to perform any Services or comply with any provisions of this Agreement results solely from the gross negligence or willful misconduct of District.

f. **Effect of Termination or Expiration of Agreement**. Upon termination or expiration of the Term, this Agreement, and the entire Contract, shall terminate; Service Provider shall cease providing the Services; Service Provider shall vacate the District premises, leaving them in a neat and orderly condition; and Service Provider and District shall comply with any remaining obligations under the Contract, as applicable (*e.g.*, payment of any sums still due and owing,). Service Provider acknowledges and agrees that certain obligations shall survive the termination or expiration of the Contract, including, but not limited to, Service Provider's indemnity obligations, confidentiality obligations, and obligations regarding delivery and maintenance of reports and records.

7. School Closures. If District, or any one or more schools within District, are closed due to any lawful reason including in response to governmental orders or advisories, or to protect the

health, safety and welfare of students and employees, or by reason of any emergency (including, but not limited to, a wildfire, mudslide, or earthquake), and District notifies Service Provider that it does not need to provide the Services or any portion of the Services, then District shall not be charged or required to pay for the Services, staffing, overhead, or any other related costs for the closed school site(s) during the applicable closure period. Additionally, if any school site is required to rely on remote learning in lieu of or in addition to student attendance at the time of commencement of classes or any time during the school year, then District shall have the right to notify Service Provider of the revised service needs, and the Service Provider shall, to the maximum extent reasonably practicable, provide the Services via remote learning or via a hybrid of in-person and remote learning, in which event District shall not be charged or required to pay for any additional costs of the remote or hybrid learning and, if the Services are reduced, then District shall only be billed for the Services provided and adjusted actual costs for reduced services received. District shall also furnish Service Provider written notice of school reopening plans, including phases and any interruptions in reopening schedules, and Service Provider agrees to furnish the Services as needed by District with cost reductions as reasonably warranted. Service Provider agrees to cooperate with District in cost reduction and utilization changes, including, but not limited to, working with Service Provider on partial, phased, or full reopening plans to provide such services as District shall need under those plans. Notwithstanding the generality of the foregoing clauses within this section, District may, in its sole and absolute discretion, elect to continue to pay for the Services despite the closure of one or more school sites if, for example, District receives emergency funds from the State or other sources for such purposes.

8. Service Provider's Representations and Warranties. In addition to any other representations and warranties set forth elsewhere in the Contract, Service Provider hereby represents and warrants to District that:

a. Service Provider is currently authorized and qualified to conduct business in the State and the County, and Service Provider will remain in good standing in the State, the County and, as applicable, the Internal Revenue Service, Franchise Tax Board, and Attorney General, for the entire term of the Contract.

b. Service Provider has carefully examined the Contract; is familiar with the Services; and has the expertise, personnel, and resources to timely and properly conduct the Services.

c. Service Provider has the right, power, and authority to enter into the Contract, including this Agreement and all contract documents, and to perform its obligations hereunder and under the Contract.

d. This Agreement constitutes the legal, valid, and binding obligation of Service Provider enforceable against Service Provider in accordance with its terms, except to the extent that such enforcement may be limited by applicable bankruptcy, insolvency, moratorium, and other principles relating to or limiting the rights of contracting parties generally. This Agreement does not violate any provision of any material agreement or document to which Service Provider is a party or by which Service Provider is bound.

e. There are no lawsuits, claims, suits, proceedings, or investigations pending or, to Service Provider's knowledge, threatened against Service Provider arising out of or concerning Contractor's performance under this Agreement. There are no suits, actions, or proceedings pending, or to Service Provider's knowledge, threatened against Service Provider which question the legality or propriety of the transactions contemplated hereunder.

All representations and warranties of Service Provider are made as of the Effective Date and shall survive the term of the Contract for a period of three (3) years. Service Provider shall be in material default if Service Provider is unable to make the representations and warranties hereunder as of the Effective Date.

9. Ownership of Documents; Use of Documents by District. All curriculum, models, designs, drawings, photographs, studies, surveys, reports, data, notes, computer files, files, fliers, and other documents prepared, developed or discovered by Service Provider in the course of providing any of the Services pursuant to this Agreement (collectively and individually, the "Documents") shall become the sole property of District and may be used, reused or otherwise disposed of by District without the permission of the Service Provider. Upon completion, expiration or termination of this Agreement, Service Provider shall turn over to District all such Documents. If and to the extent that District utilizes for any purpose not related to this Agreement any Documents, Service Provider's guarantees and warrants related to Standards of Performance as set forth in paragraph 13 of this Agreement shall not extend to such use of the Documents.

10. Service Provider's Books and Records.

a. For purposes of this Agreement, the term "Records" means any and all books and records relating to Service Provider's performance of Services at each and every school site within the District, including, but not limited to, all:

i. student outreach materials (such as flyers and other promotional materials); student enrollment records; daily student attendance records; daily sign in and sign out sheets; early release policy, early release requests, and other early release records; physician notes for student absences, activity restrictions, *etc*.;

ii. employee records for Service Provider personnel working in the Program, including proof of TB clearance, first aid and CPR certification, and satisfaction of all training requirements, evidence that the staff person meets the minimum qualification for providing services to District (*e.g*., proof of meeting qualifications as a paraeducator as defined by District), hiring date and (if applicable) termination date, job description, school site assignment, dates of service at District school sites, payroll records, and employment files (including disciplinary records);

iii. food service reimbursable snack logs and Q meal summary electronic reports for nutrition provided to students attending the programs;

iv. ledgers, books of account, invoices, vouchers, canceled checks, and other records evidencing or relating to work, services, expenditures, and disbursements charged to District under this Agreement (which Service Provider shall maintain in accordance with generally accepted accounting principles and

with sufficient detail to permit an accurate evaluation of the Services provided by Service Provider pursuant to this Agreement); and

v. evidence of any grants, matching funds, in-kind donations, or other financial contributions to the Program that were provided through or on account of Service Provider.

b. District's fiscal year is July 1 to June 30. By July 15 of each year, Service Provider shall deliver to District true and correct copies of all Records for the prior fiscal year (e.g., by July 15, 2027 provide copies of all Records for 2026-2027). Service Provider shall upload true and correct electronic copies of the Records to a secure portal as directed by District.

c. Service Provider shall maintain any and all Records for a minimum of five (5) years after termination or expiration of this Agreement, or longer if required by law.

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

e. District has the right to acquire custody of such Records by written request if Service Provider decides to dissolve or terminate its business. Service Provider shall deliver or cause to be delivered all such Records to District within sixty (60) workdays of receipt of the request.

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

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

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

12. Penal Code sections 667.5 and 1192.7. If Service Provider becomes aware that any person employed by or volunteering with Service Provider in connection with the Services has been arrested or convicted of a violent or serious felony listed in Penal Code Section 667.5(c) or 1192.7(c), then Service Provider must immediately remove said employee or volunteer from the performance of the Services, prevent the employee or volunteer from interacting with District students, and notify District. District retains the right to prohibit any such employee from participating in the program or having access to students or the program site.

13. Standards of Performance. Service Provider represents and warrants that it has the qualifications, experience, resources, and facilities necessary to properly perform the Services required under this Agreement in a thorough, competent, and professional manner. Service Provider shall at all times faithfully, competently and to the best of its ability, experience, and talent, perform all Services described herein. In meeting its obligations under this Agreement, Service Provider shall employ, at a minimum, generally accepted standards and practices utilized by persons engaged in providing services similar to those required of Service Provider under this Agreement.

14. Confidential Information, Generally. All information gained during performance of the Services and all Documents or other work product produced by Service Provider in performance of this Agreement shall be considered confidential, but only to the extent such information is not considered a public record for purposes of federal or state law. Service Provider shall not release or disclose any such information, Documents or work product to persons or entities other than District without prior written authorization from the Superintendent of District, except as may be required by law.

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

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

15. Student Privacy Laws.

a. In relation to the performance of the Services, Service Provider may receive or obtain access to confidential student data ("Confidential Student Data") that is governed by privacy laws under federal or state law, including, but not limited to, the Health Insurance Portability and Accountability Act of 1996 (Pub. L. 104-191) ("HIPAA"); the Family Educational Rights and Privacy Act of 1974 (20 USC § 1232g and 34 CFR Part 99) ("FERPA"); the Protection of Pupil Rights Amendment (20 USC § 1232h) ("PPRA"); the Children's Online Privacy Protection Act of 1998 (15 USC §§ 6501, *et seq*.) ("COPPA"); California Education Code Section 49073-49079.7; the Student Online Personal Information Privacy Act (Cal. Business and Prof. Code §§ 22584, *et seq.*) ("SOPIPA"); the Early Learning Personal Information Protection Act (Cal. Business and

Prof. Code §§ 22586, *et seq*.) ("ELPIPA") (collectively, the "Student Privacy Laws"). Service Provider agrees to abide by the Student Privacy Laws in connection with all Confidential Student Data.

b. Service Provider shall strictly comply with the Student Privacy Laws. Without limiting the generality of the foregoing, Service Provider shall perform the following duties in regards to any Confidential Student Data that Service Provider obtains in the performance of the Contract: (i) not disclose the information to any other party without the consent of the parent/guardian or an eligible student; (ii) use the data for no other purpose than the performance of the services contemplated under the Contract; (iii) permit District access to any relevant records for the purpose of completing authorized audits; (iv) require all of Service Provider's officers, directors, administrators, employees, subcontractors, and agents to comply with all provisions of the Student Privacy Laws; (v) designate in writing a single authorized representative who shall be responsible for requesting, receiving, transmitting and, as permitted under the Contract and applicable law, destroying Confidential Student Data; (vi) maintain all Confidential Student Data in a secure computer and not copying, reproducing or transmitting data except as necessary to perform under the Contract; and (vii) destroy or return all personally identifiable information obtained under the Contract when it is no longer needed for the purpose for which it was obtained no later than thirty (30) calendar days after it is no longer required. Failure to properly destroy or return Confidential Student Data shall preclude Service Provider from accessing personally identifiable student information for at least five (5) years as provided in 34 C.F.R. Section 99.31(a)(6)(iv), which shall be grounds for District to terminate this Agreement for cause and seek any and all remedies available to District at law or in equity.

c. In the event that Service Provider operates a website, online service, mobile application or similar medium, Service Provider shall comply with the requirements of SOPIPA (Cal. Business and Prof. Code §§ 22584, *et seq*.) by (a) not knowingly engaging in advertising targeted to District students or their parents or guardians, creating profiles of students or their parents or guardians, selling information about students or their parents or guardians, or disclosing any personally identifiable information without proper prior consent; (b) storing, processing and protecting District data pursuant to commercial best practices, including encrypting data; (c) promptly deleting District data, including, but not limited to, student, parent and guardian data, upon District's request; and (d) not storing District data outside of the United States.

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

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

b. Board Bylaws Sections 9270 and 9270-E, as hereinafter amended or renumbered, require that a Service Provider that qualifies as a "designated employee" must disclose certain financial interests by filing financial interest disclosures. By its initials below, Service Provider represents that it has received and reviewed a copy of the Board's Bylaws Sections 9270 and 9270-E (available on the District's website at https://www.oxnardsd.org/domain/12) and that it does not qualify as a "designated employee."

_____ (Initials)

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

_____ (Initials)

17. Compliance with Applicable Laws. Service Provider hereby agrees that Service Provider, and its officers, owners, agents, employees, and subcontractors, shall keep themselves informed of and comply with all applicable federal, state, and local laws, statutes, codes, ordinances, regulations, and rules in the performance of the Contract, including, but not limited to, minimum wage laws and laws prohibiting discrimination. Service Provider shall be responsible for the safety of its employees and shall comply with all applicable regulations of the California Division of Occupational Safety and Health (Cal OSHA), including, but not limited to, California Code of Regulations Title 8, section 3203, Injury and Illness Prevention Program, and section 3205, COVID-19 Prevention. Service Provider shall ensure that workers in school settings who are on-site supporting school functions are compliant with applicable Public Health Department Orders and Guidance, and other mandates related to COVID-19, so long as such orders and guidance remain in effect. Service Provider and its officers, owners, agents, employees, and subcontractors shall secure and maintain in force for the Term, at their sole cost and expense and at no cost to District, any and all licenses, permits and authorizations necessary to perform the Services. Neither District, nor any elected or appointed boards, officers, officials, employees, or agents of District, shall be liable, at law or in equity, as a result of any failure of Service Provider to comply with this section. Without limiting the generality of the foregoing, Service Provider shall comply with any applicable fingerprinting requirements as set forth in the Education Code of the State of California.

_____ (Initials)

18. Undocumented Workers. Service Provider hereby promises and agrees to comply with all of the provisions of the Federal Immigration and Nationality Act, 8 U.S.C.A. Sections 1101, et seq., as amended, and in connection therewith, shall not employ undocumented workers, defined herein the same as in 8 U.S.C.A. Section 1324a(h)(3). Should Service Provider so employ such individuals for the performance of work and/or Services covered by this Agreement, and should any liability or sanctions be imposed against District for such employment, Service Provider hereby agrees to and shall reimburse District for the cost of all such liabilities or sanctions imposed, together with any and all costs, including attorneys' fees, incurred by District.

19. Non-Discrimination. Service Provider shall abide by the applicable provisions of the United States Civil Rights Act of 1964 and other provisions of law prohibiting discrimination and

shall not discriminate, in any way, against any person on the basis of race, color, religious creed, national origin, ancestry, sex, age, physical handicap, medical condition or marital status in connection with or related to the performance of this Agreement.

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

21. Subcontracting. Notwithstanding the above, Service Provider may utilize subcontractors in the performance of its duties pursuant to this Agreement, but only with the prior written consent of District. Service Provider shall be as fully responsible to District for the acts and omissions of its subcontractors, and of persons either directly or indirectly employed by Service Provider, as if Service Provider performed the acts and omissions directly.

22. Continuity of Personnel. Service Provider shall make every reasonable effort to maintain the stability and continuity of Service Provider's staff and subcontractors, if any, assigned to perform the Services required under this Agreement.

a. Service Provider shall ensure that District has a current list of all personnel and subcontractors providing Services under this Agreement.

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

c. Service Provider shall maintain a database of prospective employees in order to avoid a gap in filling intended positions.

d. Notwithstanding the generality of the foregoing, all Service Provider personnel assigned to perform under the Contract shall be subject to the continuous approval of District. District may refuse to accept any Service Provider personnel assigned to the Contract in the event that such persons fail to meet the necessary performance standards or for any other reasonable basis. Upon the request of District, Service Provider shall immediately terminate the assignment of any Service Provider personnel to the District's after-school program.

23. Assumption of Responsibility. In accordance with Service Provider's obligations under paragraphs 11, 13, 21, and 22 herein, Service Provider assumes all responsibility for the care, custody, and control of students participating in any activity, whether on-site or off-site, offered in connection with the Services.

24. Service Provider's Indemnification of District.

a. To the fullest extent permitted by California law, Service Provider, on behalf of itself and its officers, agents, employees, board members, owners, shareholders, subcontractors, volunteers and agents (collectively, "Indemnifying Party"), shall at its sole expense indemnify, protect, defend and hold harmless District, its officers, agents, employees, elected board members, and volunteers (collectively, "Indemnified Party") from and against any liability (including liability for claims, suits, actions, arbitration proceedings, administrative proceedings, regulatory proceedings, losses, expenses or costs of any kind, whether actual, alleged or threatened, including attorneys' fees and costs, court costs, interest, defense costs, and expert witness fees) of any kind, nature, and description, including, but not limited to, which arise out of or relate to any one or more of the following (each a "Claim" and collectively the "Claims"): (i) Indemnifying Party's breach of any representation or warranty in the Contract; (ii) Indemnifying Party's breach of any material provision of the Contract; (iii) Indemnifying Party's violation of any applicable law; (iv) employment and labor claims concerning Indemnifying Party's employees, agents, and/or subcontractors; (v) intentional misrepresentation or fraud by Indemnifying Party; (vi) bodily injury, including, but not limited to, illness, communicable disease, virus, or pandemic in connection with Indemnifying Party's provision of the Services; (v) personal injury (including, but not limited to, injuries related to or derived from alleged sexual misconduct, sexual abuse, or molestation, and any claims or allegations of wrongful death) in connection with Indemnifying Party's provision of the Services, (vi) any damage to and destruction of real property in connection with Indemnifying Party's provision of the Services; (vii) any damage to and destruction of personal property in connection with Indemnifying Party's provision of the Services, (viii) Service Provider's furnishing to District of any copyrighted or patented material under the Contract and claims that such materials infringe upon a third party's intellectual property rights. For avoidance of doubt, Service Provider's liability under this paragraph includes any and all liability arising out of or in any way attributable to the performance of this Agreement by Service Provider or by any individual or entity for which Service Provider is legally liable, including, but not limited to, its officers, agents, employees, and subcontractors.

b. Indemnifying Party's indemnity, defense, protection and hold harmless obligations under this paragraph 24 shall apply whether or not the applicable Claim: (i) is a third party claim or a direct claim; (ii) has any merit; (iii) arises from an act or omission authorized under the Contract; or (iv) is caused or alleged to have been caused by the negligence of the Indemnified Party, provided, however, that Indemnifying Party shall not be liable for damages or losses caused by sole gross negligence or sole willful misconduct of the Indemnified Party.

c. Indemnifying Party's obligations under this paragraph 24 shall not be limited by Service Provider's insurance requirements under the Contract.

d. The Indemnified Party shall promptly notify the Indemnifying Party of any Claim for which indemnification is sought, following actual knowledge of such Claim. However, the failure to give such notice shall not relieve the Indemnifying Party of its obligations hereunder except to the extent that Indemnifying Party is materially and irrevocably prejudiced by such failure. In the event that any third party Claim is brought, the Indemnifying Party shall have the right and option to undertake and control the defense of such action with counsel of its choice, except that (i) the Indemnified Party at its own expense may participate and appear on an equal footing with the Indemnifying Party in the defense of any such Claim; (ii) the Indemnified Party, at Indemnifying Party's expense, may undertake and control of such defense in the event of the material failure of the Indemnifying Party to undertake and control the same; and (iii) the Indemnified Party may control with counsel of its choice the defense of any third party Claim when an adverse judgment would establish a precedent that would be materially damaging to the continuing business interests of Indemnified Party as a public agency (*e*.g., a Claim involving public contracting rules). A Party shall not consent to judgment or concede or settle or compromise any Claim without the prior written approval of the other Party (which approval shall not be unreasonably withheld, delayed, or conditioned).

e. No Party shall be entitled to any form of implied or equitable indemnification at any time, whether based upon a theory of contract, torts, strict liability or otherwise, and each Party expressly disclaims any right to implied or equitable indemnification.

f. Service Provider agrees to obtain executed indemnity Agreements with provisions identical to those set forth here in this section from each and every subcontractor or any other person or entity involved by, for, with or on behalf of Service Provider in the performance of this Agreement. In the event Service Provider fails to obtain such indemnity obligations from others as required here, Service Provider agrees to be fully responsible according to the terms of this section. Failure of District to monitor compliance with these requirements imposes no additional obligations on District and will in no way act as a waiver of any rights hereunder. This obligation to indemnify and defend District as set forth here is binding on the successors, assigns or heirs of Service Provider and shall survive the termination of this Agreement.

g. The provisions of this paragraph 24 shall survive the termination or expiration of the Contract and remain in full force and effect.

On behalf of Service Provider, I certify that I have read and understood the foregoing indemnity, defense, and hold harmless obligations under this paragraph 24 and that Service Provider agrees to be bound by such obligations.

_____ (Initials)

25. District's Indemnification of Lead Agency.

a. To the fullest extent permitted by California law, District shall indemnify, protect, defend and hold harmless Lead Agency and any and all of its officials, city council members, employees and agents from and against any liability (including liability for claims, suits, actions, arbitration proceedings, administrative proceedings, regulatory proceedings, losses, expenses or costs of any kind, whether actual, alleged, or threatened, including

attorneys' fees and costs, court costs, interest, defense costs, and expert witness fees) of any kind, nature, and description, including, but not limited to, personal injury (including but not limited to, injuries related to or derived from alleged sexual misconduct, sexual abuse, or molestation), death, damage to property (real or personal), to the extent the liability arises out of or is in any way attributed to the performance of this Agreement by District or District's officers, agents, employees or is in any way directly attributable to the alleged existence of dangerous conditions on District real property during the operation of the program contemplated hereunder. The provisions of this indemnification do not apply to any damages or losses caused by the sole negligence or willful misconduct of Lead Agency, its officials, elected council members, employees, agents, or program participants.

b. This obligation to indemnify and defend Lead Agency is binding on successors, assigns or heirs of District and shall survive termination of this Agreement.

c. Should the acts or omissions of both Lead Agency and District contribute to any injury or damage, then their responsibility for the injury or damage will be divided between them in proportion to their respective contributions to the injury or damage. ssss

26. Enrichment Agency's Indemnification of Lead Agency. To the fullest extent permitted by California law, Enrichment Agency shall indemnify, protect, defend and hold harmless Lead Agency and Lead Agency's officials, city council members, employees and agents from and against any liability (including liability for claims, suits, actions, arbitration proceedings, administrative proceedings, regulatory proceedings, losses, expenses or costs of any kind, whether actual, alleged, or threatened, including attorneys' fees and costs, court costs, interest, defense costs, and expert witness fees) of any kind, nature, and description, including, but not limited to, personal injury (including but not limited to, injuries related to or derived from alleged sexual misconduct, sexual abuse, or molestation), death, damage to property (real or personal), to the extent the liability arises out of or is in any way attributed to the performance of this Agreement by Enrichment Agency or by any individual or entity for which the Enrichment Agency is legally liable, including, but not limited to, any Enrichment Agency officers, agents, employees or subcontractors or that rises out of or is in any way directly attributed to officers, agents, employees or subcontractors of Enrichment Agency or that arises out of or is in any way directly attributable to the alleged existence of dangerous conditions on District property during the operation of the program contemplated hereunder (if such conditions are caused by the acts or omissions of Enrichment Agency or any individual or entity for which Enrichment Agency is legally liable). Except as specifically provided in this Agreement, in no event shall Enrichment Agency be liable for any special, consequential, indirect, or incidental damages, including but not limited to lost profits, arising out of or in connection with this Agreement. This obligation to indemnify and defend Lead Agency is binding on successors, assigns or heirs of Enrichment Agency and shall survive termination of this Agreement.

27. Limitation of Liability. District assumes no responsibility whatsoever for any of Service Provider's personal property placed on District premises. Except as specifically provided in the Contract, in no event shall District be liable in contract or tort for any special, consequential, indirect, or incidental damages arising out of or in connection with the Contract.

28. False Claims. Notwithstanding anything to the contrary in the Contract, Service Provider may be liable to District under the False Claims Act (California Government Code Sections 12650, *et seq*.) for any and all false claims that Service Provider presents or makes to District in connection with the Contract. Service Provider's liability under the False Claims Act, if any, shall include three times the amount of damages that District sustains because of the false claim and the costs of a civil action brought to recover any penalties and/or damages, and the then-current and applicable civil penalty for each violation.

29. Insurance. Service Provider shall provide insurance coverage for the Services as set forth on Exhibit C.

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

To District:
Oxnard School District
1501 South A Street
Oxnard, CA 93030 Attention:
Dr. Ginger Shea Phone:
805-385-1501 ext. 2324 Email:
gshea@oxnardsd.org

To Service Provider:
[NAME] City of Oxnard (Rec. Svcs.)
[STREET ADDRESS] 305 West Third St., 1st Floor West
[CITY, STATE, ZIP] Oxnard, CA 93030
Attention: [NAME] Terrel Harrison
Phone: [PHONE] 805-385-7995
Email: [EMAIL] terrel.harrison@oxnard.org

Notice shall be deemed effective on the date personally delivered with a copy sent via email or, if mailed, three (3) business days after deposit of the same in the custody of the United States Postal Service.

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

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

33. Administration. The Assistant Superintendent of Educational Services, or such person's designee, shall be in charge of administering this Agreement on behalf of the District. The Administrator has completed Exhibit D.

34. Binding Effect. This Agreement shall be binding upon the heirs, executors, administrators, successors and assigns of the Parties.

35. Entire Agreement. This Agreement and the exhibits and documents incorporated herein constitute the entire agreement and understanding between the Parties in connection with the matters covered herein. This Agreement supersedes any prior understanding or agreement, oral or written, of the Parties with respect to said matters.

36. Amendment. No amendment to or modification of this Agreement shall be valid or binding unless made in writing by Service Provider and by District. The Parties agree that this requirement for written modifications cannot be waived and that any attempted waiver shall be void.

37. Waiver. Waiver by any Party to this Agreement of any term, condition, or covenant of this Agreement shall not constitute a waiver of any other term, condition, or covenant. Waiver by any Party of any breach of the provisions of this Agreement shall not constitute a waiver of any other provision or a waiver of any subsequent breach or violation of any provision of this Agreement. Acceptance by District of any work or services by Service Provider shall not constitute a waiver of any of the provisions of this Agreement.

38. Governing Law; Jurisdiction. The Contract, including this Agreement, shall be construed in accordance with the laws of the State for all substantive and procedural matters, without regard to principles of conflicts of law. Venue for any legal action or proceeding relating to the Contract shall lie exclusively in the County. The venue for any arbitration, mediation or other action or proceeding related to enforcement or interpretation of the Contract shall be the County of Ventura. In the event of any litigation related to the Contract, the Parties irrevocably submit themselves to the jurisdiction of the Superior Court of Ventura County. Each Party hereby waives and expressly agrees not to assert, in any manner whatsoever, any claim or allegation that it is not personally subject to the jurisdiction of the aforementioned court. The Parties further agree to waive any claim or allegation that the suit, action, or proceeding is either brought in an inconvenient forum or that the venue is improper.

39. Dispute Resolution. It is the Parties' intention to avoid the cost of litigation and to attempt to resolve any problems arising out of or related to the Contract amicably. To that end, the Parties agree to attempt to settle any and all disputes arising out of or related to the Contract by neutral, non-binding mediation, as a condition precedent to the commencement of arbitration, litigation, or any other similar proceeding. Either Party may request mediation, provided that the request shall be in writing and delivered to the other Party in accordance with the notice provisions set forth in this Agreement. The Parties agree to act in good faith to attempt to resolve any dispute by mediation. A Party shall not be entitled to attorneys' fees in any lawsuit, arbitration, or other proceeding related to or arising under the Contract if that Party refused or failed to participate in mediation in good faith pursuant to this paragraph. The Parties further agree to act in good faith to identify a

mutually acceptable mediator. If a mediator cannot be agreed upon by the Parties, each Party shall designate a mediator and those mediators shall select a third mediator who shall act as the neutral mediator of the Parties' dispute. If the dispute or claim is resolved successfully through the mediation, the resolution shall be documented by a written agreement executed by the Parties. If the mediation does not successfully resolve the dispute or claim, the mediator shall provide written notice to the Parties reflecting the same, and the Parties may then proceed to seek an alternative form of resolution of the dispute or claim, in accordance with the remaining terms of the Contract and other rights and remedies afforded to them by law. Notwithstanding the foregoing, nothing set forth in this paragraph shall require mediation prior to commencing an action in equity seeking injunctive relief or prior to District taking action to protect the health or safety of its students or staff. All applicable statutes of limitation shall be tolled while the mediation procedures specified herein are pending, and the Parties agree to take all action, including the execution of stipulations or tolling agreements, necessary to effectuate the intent of this provision.

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

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

"**District**"

Oxnard School District,
a California public school district

By: _____
Melissa Reyes, Director of Purchasing

"**Service Provider**"

_____,
_____

By: _____
_____

EXHIBIT A-0
SCOPE OF SERVICES

PART I: LEAD AGENCY

A. Definition of Lead Agency. The "Lead Agency" is responsible for providing daily after-school programming for the 180 schools days and 30 non-school days within each academic school year of the Contract as required by funding. The Lead Agency works with the program from school dismissal until closing time. The Lead Agency provides management, oversight, and coordination of all after-school programs, including recruitment, enrollment, and programming provided by Enrichment Agencies.

B. Lead Agency Responsibilities. The Lead Agency will perform the Services in accordance with the Contract and specifically agrees to perform the Services in accordance with the following requirements.

1. Enrollment.

a. Provide staffing to support program enrollment activities, including, but not limited to, school-site coordination, classroom and school-wide presentations/recruitment activities, documentation of active participants and maintenance of wait lists, communication with school site administration and families on up-to-date acceptance and wait lists.
b. Provide ongoing enrollment support for enrichment bursts and special events, including, but not limited to, recruitment activities, open house, showcases, back to school nights, *etc*.
c. Prior to students participating in the Program, obtain signed copies of all enrollment forms required by the District and any additional forms required by the Lead Agency and provide copies of all such enrollment forms to the District. The District's current required enrollment forms are included as Attachment A.

2. Five-Day Week and Enrichment Burst Program Attendance.

a. For daily five-day week program, elementary students should participate every day the program operates.
b. For daily five-day week program, intermediate students should participate a minimum of nine hours and three days per week.
c. For enrichment bursts, students should participate according to the schedule for the activity.
d. The Lead Agency will make good faith efforts to maintain consistency of attendance with the intent to reduce the turnover in enrollment.
e. The Lead Agency will take daily attendance to ensure student safety and attendance.

f. Early release waivers will be used for all students recurring late start or early program release (*e.g.*, late start for tutoring and early release for catechism or sports).
g. Students who leave the program early with an excused reason (*e.g.*, sick, doctor's appointment) shall have it noted on the sign out sheet and have back up documentation filed with each month's attendance.
h. The Lead Agency shall agree to meet the minimum attendance required by the ELOP, ASES, and 21st CCLC Grants, as applicable.
i. The Lead Agency shall maintain enrollment documents for the daily five day a week program and enrichment bursts.

3. Assurances. The Lead Agency assures, warrants to the District, and agrees that in the performance of the Contract, the Lead Agency shall:

a. Provide an academic and enrichment after school program in each grant funded school and ensure there are comprehensive and holistic program offerings available for all program participants;
b. Plan the program through a collaborative process that includes parents, youth, representatives of participating school sites, governmental agencies, local law enforcement, community organizations and the private sector;
c. Staff all activities not to exceed a 10:1 ratio for all TK and K students and 20:1 ratio for Grades 1-8;
d. Provide payroll services for Lead Agency employees;
e. Operate each program from the end of the school day until 6:00 p.m. or a minimum of 3 hours, whichever is later, every regular school day;
f. When agreed upon and coordinated between Lead Agency and District, provide a program for non-school calendar days (*i.e.*, weekends, days, vacations);
g. Lead Agency will provide services for 30 non-school days for a minimum of 9 hours per day;
h. Provide program assessment results to District for the annual evaluation. Evaluation tools such as Quality Self-Assessment Tool (QSAT) or other measures of program evaluation as suggested by the California Department of Education – After School Division and/or California After-School Network. Documentation needs to happen quarterly for the Federal Program Monitoring Process (FPM);
i. Assist and maintain organized information for FPM at each site, and submit documentation to the District quarterly;
j. Ensure all food offered to students conforms to the nutrition standards as established by the U.S. Department of Agriculture (low fat content, calories, no candy or soda). Reimbursable Snack Logs will be submitted to District Food Services to ensure proper documentation for the State and Federal Food Program. Reporting also includes electronic input of total snacks served in Q – Food Services module.

4. Non-School-Day Activities.

a. 30 non-school days are required by the ELOP Program.
b. Program shall be open for a minimum of 9 hours.
c. Transportation shall be provided if program offered off site.
d. Field trips and/or any off-site activities shall follow all guidelines of a field trip as outlined in Exhibit A-1.
e. 2026-2027 Non-School-Day Schedules (subject to change)
    i. Summer: July 6 - 31, 2026 (pack out on August 2, 2026)
    ii. Spring Break: March 22 - April 2, 2027 (No Fridays)

5. Trainings.

a. Lead Agency shall ensure that each and every staff person of the Lead Agency (not including those of any Enrichment Agency), as a prerequisite to and precondition of such staff person providing services to the District, has been trained in the following topics:

    i. Mandated reporting
    ii. Anti-harassment
    iii. Sexual misconduct prevention
    iv. Bullying prevention
    v. Discrimination prevention
    vi. Suicide awareness and reporting
    vii. Classroom management
    viii. Social and emotional supports
    ix. Quality standards for expanded learning
    x. Emergency preparedness

    For avoidance of doubt, no Lead Agency staff person shall provide any services to the District unless and until such staff person has been trained in the foregoing topics.

b. Additionally, Lead Agency shall ensure that each and every staff person of the Lead Agency (not including those of any Enrichment Agency), as a prerequisite to and precondition of such staff person providing services to the District, has been certified in:

    i. First aid, automated external defibrillator [AED], and CPR, including epinephrine administration (American Red Cross equivalent)

For avoidance of doubt, no Lead Agency staff person shall provide any services to the District unless and until such staff person has been certified in first aid, AED, and CPR.

c. Lead Agency shall ensure that all staff attend:

i. Four (4) all staff trainings on the following dates (which are subject to change): August 6 & 7, 2026; October 12, 2026; and January 8, 2027.
ii. Quarterly professional development provided by District and Lead Agency on the topics such as team building, emergency procedures, positive behavior intervention support, English learner strategies, social and emotional awareness and learning, school safety, Common Core State Standards, grade level pedagogy, communication skills and other topics to align the after-school program with the regular day throughout the course of the academic school year.
iii. Site team meetings 1 hour every two weeks.

6. Professional Development.

a. Lead Agency – Management Only:
i. Attend Region 8 Program Directors and Network Meetings on a quarterly basis.

b. Lead Agency – All Staff (inclusive of owners, managers, and site-level staff):
i. Participate in quarterly professional development provided by District and Lead Agency on the topics of Positive Behavior Intervention Support, English Learner Strategies, technology, Depth of Knowledge and inquiry strategies, Common Core State Standards, Smarter Balanced Assessment Consortium, communication skills and other topics to align the after-school program with the regular day throughout the course of the academic school year.

7. Curriculum and Activity Design.

a. The Lead Agency is responsible for developing all activities, including curriculum, consumable and non-consumable materials, and timelines, all in alignment with District goals, priorities, and applicable grant requirements. The Lead Agency must send its syllabi to the District in advance on a monthly basis.

b. When agreed upon in writing in advance, the District may provide the Lead Agency with curriculum training that meets the needs of the District. If the District will provide the training, then it will be as follows.

Participate in monthly trainings to receive lessons and materials for the upcoming month. Meetings will be a minimum of two hours. Lead Agency and District will coordinate trainings.

i. Professional Development – Math staff, Literacy

Participate in two full day trainings before the start of school conducted by District-approved provider as per agreement with District.

Participate in monthly trainings to receive lessons and materials for the upcoming month. Training will be two hours.

ii. Professional Development – Literacy
Participate in two full day trainings before the start of school conducted by District-approved provider as per agreement with District.

Participate in monthly trainings to receive lessons and materials for the upcoming month. Training will be two hours.

iii. Professional Development – Arts/Special Enrichment staff

Participate in monthly trainings offered by District, District-approved provider, and/or Service Provider. Training will be between 2 and 4 hours a session.

Provide enrichment that meets the goals as stated in the District After School Education and Safety Program Plan.

iv. Professional Development – Physical Fitness/Recreation Staff

Participate in monthly trainings as offered by the Service Provider.

Training topics include, but are not limited to, physical fitness, self-esteem, and nutrition.

~~**PART II: ENRICHMENT AGENCY**~~

~~**A. Enrichment Agency.** Each "Enrichment Agency" will provide specific types of enrichment programs (e.g., arts, robotics, or sports) in accordance with its area of expertise. An Enrichment~~

Agency may provide such enrichment activities for a limited period of time (such as Tuesday and Thursday afternoons, or on non-school days during winter, spring, or summer breaks, during the full fiscal year).

B. Enrichment Agency Responsibilities. The Enrichment Agency will perform the Services in accordance with the Contract and specifically agrees to perform the Services in accordance with the following requirements.

1. Enrollment.

a. Provide ongoing enrollment support for enrichment bursts and special events, including, but not limited to, recruitment activities, open house, showcases, back to school nights, *etc*.

b. Prior to students participating in the Program, obtain signed copies of all enrollment forms required by the District and any additional forms required by the Lead Agency and provide copies of all such enrollment forms to the District. The District's current enrollment forms are included as Attachment A.

2. Five-Day Week and Enrichment Burst Program Attendance.

a. For daily five-day week program, elementary students should participate every day the program operates.

b. For daily five-day week program, intermediate students should participate a minimum of nine hours and three days per week.

c. For enrichment bursts, students should participate according to the schedule for the activity.

d. The Enrichment Agency will make good faith efforts to maintain consistency of attendance with the intent to reduce the turnover in enrollment.

e. The Enrichment Agency will take daily attendance to ensure student safety and attendance.

f. Early release waivers will be used for all students recurring late start or early program release (*e.g.*, late start for tutoring and early release for catechism or sports).

g. Students who leave the program early with an excused reason (*e.g.*, sick, doctor's appointment) shall have it noted on the sign out sheet and have back up documentation filed with each month's attendance.

h. The Enrichment Agency shall agree to meet the minimum attendance required by the ELOP, ASES, and 21st CCLC Grants, as applicable.

i. The Enrichment Agency shall maintain enrollment documents for the enrichment bursts.

3. Assurances. The Enrichment Agency assures, warrants to the District, and agrees that in the performance of the Contract, the Enrichment Agency shall:

a. Provide an academic and enrichment after school program in each grant funded school and ensure there are comprehensive and holistic program offerings available for all program participants;

b. Plan the program through a collaborative process that includes parents, youth, representatives of participating school sites, governmental agencies, local law enforcement, community organizations and the private sector;

c. Staff all activities not to exceed a 10:1 ratio for all T-K and K students and 20:1 ratio for Grades 1-8;

d. Provide payroll services for Enrichment Agency employees;

e. Operate each program from the end of the school day until 6:00 p.m. or a minimum of 3 hours, whichever is later, every regular school day;

f. When agreed upon and coordinated between Enrichment Agency and District, provide a program for non-school calendar days (*i.e.*, weekends, days, vacations);

g. Enrichment Agency may provide services for 30 non-school days for a minimum of 9 hours per day;

h. Provide program assessment results to District for the annual evaluation. Evaluation tools such as Quality Self-Assessment Tool (QSAT) or other measures of program evaluation as suggested by the California Department of Education — After School Division and/or California After-School Network. Documentation needs to happen quarterly for the Federal Program Monitoring Process (FPM);

i. Assist and maintain organized information for FPM at each site, and submit documentation to the District quarterly;

j. Ensure all food offered to students conforms to the nutrition standards as established by the U.S. Department of Agriculture (low fat content, calories, no candy or soda). Reimbursable Snack Logs will be submitted to District Food Services to ensure proper documentation for the State and Federal Food Program. Reporting also includes electronic input of total snacks served in Q – Food Services module.

4. Non-School-Day Activities.

a. 30 non-School Days are required by the ELOP Program.

b. Program shall be open for a minimum of 9 hours.

c. Transportation shall be provided if program offered off site.

d. Field trips and/or any off-site activities shall follow all guidelines of a field trip as outlined in Exhibit A-1.

e. 2026-2027 Non-School-Day Schedules (subject to change)

i. Summer: July 6 - 31, 2026 (pack out on August 2, 2026)

ii. Spring Break: March 22 - April 2, 2027 (No Fridays)

5. Trainings.

a. Enrichment Agency shall ensure each and every staff person, as a prerequisite to and precondition of such staff person providing services to the District, has been trained in the following topics:

i. Mandated reporting
ii. Anti-harassment
iii. Sexual misconduct prevention
iv. Bullying prevention
v. Discrimination prevention
vi. Suicide awareness and reporting
vii. Classroom management
viii. Social and emotional supports
ix. Quality standards for expanded earning
x. Emergency preparedness

All Enrichment Agency staff providing services to the District must take the District's training courses, which are available through an online training management system, for each of the above topics.

For avoidance of doubt, no Enrichment Agency staff person (including volunteers) shall provide any services to the District unless and until such staff person has been trained in the foregoing topics.

b. Additionally, Enrichment Agency shall ensure that each and every staff person, as a prerequisite to and precondition of such staff person providing services to the District, has been certified in:

i. First aid, AED and CPR, including epinephrine administration, equivalent to American Red Cross

For avoidance of doubt, no Enrichment Agency staff person shall provide any services to the District unless and until such staff person has been certified in first aid, AED and CPR.

c. Enrichment Agency shall ensure that all staff attend:

i. Four (4) all staff trainings on the following dates (which are subject to change): August 6 & 7, 2026; October 12, 2026; and January 8, 2027.
ii. Quarterly professional development provided by District, Lead Agency, and Enrichment Agency on the topics such as team building, emergency procedures, positive behavior intervention support, English learner strategies, social and emotional awareness and learning, school safety, Common Core State Standards, grade

~~level pedagogy, communication skills and other topics to align the after-school program with the regular day throughout the course of the academic school year.~~

~~iii. Site team meetings 1 hour every two weeks.~~

~~**6. Curriculum and Activity Design.**~~

~~a. The Enrichment Agency is responsible for developing all its enrichment activities, including curriculum, consumable and non-consumable material, and timelines, all in alignment with District goals, priorities, and applicable grant requirements. The Enrichment Agency must send its syllabi to the District in advance on a monthly basis.~~

~~b. When agreed upon in writing in advance, the District may provide the Enrichment Agency with curriculum training that meets the needs of the District.~~

PART III: HUMAN RESOURCES (HR)/RISK MANAGEMENT

The Lead Agency and each Enrichment Agency must comply with the following risk management requirements.

A. Provide background clearance through the police department and TB clearance pursuant to Education Code sections 8483.4, 8484.75 and 49406(a) and provide monthly reports of all employees who have received clearance for employment.
B. Provide a copy of insurance documents, which verify coverage for District.
C. Clear outside contractors and events through the District HR Department. This shall occur at least 30 days prior to service or event.
D. Clear all activities and enrichment courses, including flyers and advertisements, through District Risk Management Department and District Administration to ensure proper safety procedures are in place according to District timelines. This shall occur at least 30 days prior to service or event.
E. Clear all fundraisers through District Risk Management Department and District Administration to ensure compliance with Board Policies. This shall occur at least 30 days prior to service or event.
F. Participate in school-wide emergency drills and learn the protective procedures at each school site.

PART IV: MISCELLANEOUS SERVICE PROVIDER RESPONSIBILITIES

The Lead Agency and each Enrichment Agency must comply with the following responsibilities:

A. Report attendance and activities weekly by Wednesday of each week for the previous week.
B. Work with District to establish and maintain partnerships with community agencies.

C. Provide student learning and enrichment materials above and beyond materials already purchased by District.
D. Participate in collaboration activities with other participating organizations.
E. Vacate learning areas within each school in the same or better conditions as they were found.
F. Include the Common Core State Standards and strategies for English Learners and Special Education students in lessons.
G. Include feedback from the after-school administrator and site principal when evaluating employees.
H. Meet weekly with District administrator.
I. Provide documentation of matching funds.
J. Operate the Program in accordance with the conditions set forth in this Exhibit A-0, Exhibit A-1, and Exhibit A-3.
K. Operate the Program in accordance with the conditions set forth in Exhibit A-2, if applicable.
L. Report any unsafe physical conditions of the facilities or grounds in the after-school activity areas to the District program administration immediately.
M. Comply with all applicable District Board of Trustee policies, including, but not limited to, the District's policies regarding tobacco-free schools, firearms on school grounds, drug and alcohol-free workplace, and dress and grooming.

PART V: DISTRICT RESPONSIBILITIES

The District agrees to:

A. Provide consistent, adequate, and safe space for after school groups and activities after school each day in the schools with Core Grants (including classrooms, cafeteria, restrooms, and playground);
B. Provide a District administrator to coordinate and collaborate with the Lead Agency's and Enrichment Agency's program coordinator;
C. Provide a staff member to help create an academic link between the after-school program and the regular school day—reporting language arts and math assessment results to the after-school program and reporting the after-school results to the regular classroom teachers;
D. Provide professional development to aid in the aligning the after-school program with the regular school day (math, literacy, arts/special enrichment, and physical fitness and nutrition);
E. Provide consistent access to campus classrooms and necessary facilities;
F. Provide daily nutritional snack and/or meal through the federal free and reduced lunch program;
G. Provide daily custodial services;
H. Submit required attendance, fiscal and evaluation reports to the State of California;
I. Provide office space/station with access to phone, computer, printer, and internet access;
J. Provide Access to Q to mark attendance;

K. Notwithstanding Lead Agency's and Enrichment Agency's obligations contained in Exhibit A-3, administer medication to students participating in Program in compliance with federal and California law;
L. Perform those actions set forth in Exhibit A-3.

PART VI: TANGIBLE WORK PRODUCTS

As part of the Services, Lead Agency and Enrichment Agency will prepare and deliver the following tangible work products to District:

A. Certificates of insurance and additional insured endorsements for 2024-2025, as described in Exhibit C, or a letter evidencing participation in an alternative risk management program, including participation with other public agencies in mutual, cooperative, or risk management programs available through joint exercise of powers agencies, to the extent that such alternative risk management program affords reasonable coverage for the risks contemplated hereunder giving consideration to similar programs or plans adopted by public entities in the State of California;
B. Evidence that employees meet the qualifications of a paraeducator as defined by District;
C. Monthly employee list certifying all employees have cleared TB and fingerprint screenings and complied with all training requirements;
D. Weekly attendance and activity reports;
E. Food Service Reimbursable Snack Logs and Q Meal Summary electronic report which meet the requirements of the federal free and reduced lunch program;
F. Evidence that Lead Agency and Enrichment Agency employees and volunteers have complied with the professional development and training requirements required by this Agreement.
G. Copies of all enrollment forms for each student participating in the Program.

PART VIII: PERSONNEL

Lead Agency and Enrichment Agency shall provide a staff roster prior to the commencement of Services and anytime that there is an update in staff.

PART IX: SUBCONTRACTORS

Lead Agency and Enrichment Agency will utilize the following subcontractors to accomplish the Services (check one):

☐ None.

☐ See attached list.

PART X: AMENDMENTS

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

EXHIBIT A-1

For the purposes of this Exhibit A-1, Lead Agency and Enrichment Agency are referred to as "Service Provider," and the below obligations shall apply and pertain individually to each and every Lead Agency and to each and every Enrichment Agency providing services to the District under the Contract. Service Provider agrees to operate the after- school program (the "Program") in accordance with the following general provisions:

1. Field Trips. Service Provider may offer Program field trips, provided that Service Provider obtains advance authorization from District, obtains advance written parent/guardian authorization, and complies with transportation policies approved by District. Service Provider shall use the District's then-current permission, release, and waiver forms. The District's presently existing forms are included as Attachment A. All field trip transportation requires advance authorization by the District.

2. Parent/Guardian Visits: To the extent allowed by applicable law, Service Provider shall provide for reasonable parent/guardian access to District facilities being used by Service Provider during the Program. Service Provider shall ensure that parent/guardian visits are in accordance with any applicable court orders.

3. Late Pick Up Policy: Service Provider shall develop a reasonable late pick-up policy. The policy must be in writing and approved in advance by District. If Service Provider fails to provide a late pick-up policy, the following policy shall apply. If a student has not been picked up by an authorized adult within ten (10) minutes after the Program closing time, Service Provider's staff shall call the emergency contacts for that student. If Service Provider's staff person has not been able to reach the student's authorized adult within twenty (20) minutes past closing time, Service Provider shall contact the Program director, the police, and social services for assistance. Service Provider is fully responsible for properly implementing the policy. Irrespective of whether Service Provider develops and implements an approved late pick-up policy or adopts the policy set forth herein, Service Provider warrants that at least two (2) staff persons will remain present at closing time to supervise the students until the last child is in the custody of an authorized adult, or, if necessary, the police and social services. For avoidance of doubt, (a) the Lead Agency shall maintain primary responsibility for compliance with the late pick up policy, (b) a Lead Agency staff person shall remain on-site to comply with the late pick up policy, and (c) the Lead Agency may require an Enrichment Agency staff person to remain on site as the second staff person.

4. Reportable Incidents:

   a. Service Provider shall immediately notify the District by telephone of any heath- or safety-related issues, including, but not limited to, the death of a child from any cause; any injury to a child that requires medical treatment; any unusual

incident or child absence that threatens the physical or emotional health or safety of a child; any suspected child abuse or neglect; epidemic outbreaks, poisonings; fires or explosions that occur in or on the premises; exposure to toxic substances; an arrest of the Service Provider's employee; any issues involving criminal background clearances for employees; any building safety issues. The Service Provider shall provide a written report of the incident to the District within 24 hours of the event.

b. If Service Provider becomes aware of circumstances indicating the actuality or possibility of mandated reporting (including but not limited to, allegations of physical, emotional, or sexual abuse, or allegations of neglect), involving any student in the Program, then Service Provider shall comply with all mandated reporting requirements under California law. Service Provider shall inform District immediately by telephone and shall also provide a written report of the circumstances to District within twenty-four (24) hours of becoming aware of the circumstances. Service Provider assures District that all Service Provider staff members, including volunteers, are familiar with child and dependent adult abuse reporting obligations and procedures under California law.

5. Disasters/Emergencies:

a. Service Provider shall develop a reasonable disaster/emergency policy. The policy must be in writing and approved in advance by District. If Service Provider fails to provide a reasonable disaster/emergency policy, the District's emergency/disaster policy shall apply. Service Provider is fully responsible for properly implementing the policy, including but not limited to ensuring that all staff members at each site are appropriately trained in the policy, maintaining at least two (2) staff members at each site who are CPR trained, and confirming that staff members are properly instructed to access disaster preparedness kits.

b. Additionally, Service Provider acknowledges, understands, and agrees that in the event of any natural, manmade, or war-caused disaster or emergency, District's employees are declared "disaster service workers" tasked with performing such disaster service activities as may be assigned to them by their superiors or by law. Further, Service Provider acknowledges, understands, and agrees that any such disaster or emergency occurs during the Program, the Service Provider's on-site staff shall be required to remain on the premises to assist District employees and any other disaster service workers in the protection of lives and property until such time that the Service Provider's staff is relieved from duty by the District or replaced by another Service Provider staff person.

6. Unauthorized Persons: In the event that Service Provider's staff discovers that any unauthorized person (including but not limited to minors who are not enrolled in the Program and not otherwise entitled to be on District property; unauthorized adults, including parents who are forbidden by court order from accessing students;

and any other trespassers) is on District's property during the operation of the Program, Service Provider's staff shall take immediate action to ensure the safety of all Program students, including, as necessary, seeking assistance from local authorities. Service Provider's staff shall immediately notify program management at District of the incident and provide a written report of the incident to District within twenty-four (24) hours.

7. District Facilities and Equipment: Service Provider's use of District facilities and equipment shall be limited to those uses reasonably necessary for the operation of the Program. Service Provider shall use District's facilities and equipment with care, leaving each space clean and organized at the end of each Program day. Service Provider shall not permit any third parties not affiliated with the Program to use District's facilities and equipment. Service Provider shall, at its own cost and expense, replace or repair any District facilities or equipment damaged by Program staff or participants, or third parties that Service Provider permitted to use the facilities or equipment. Service Provider shall not make or allow any alterations, installations, additions, maintenance, or improvements in or to District facilities without District's prior written consent, which may be withheld in District's sole discretion. If District approves a request, Service Provider may perform the work at its sole cost and expense and the improvement, maintenance or other agreed-upon service on District property shall immediately become the property of District.

EXHIBIT A-2
SPORTS – HEALTH AND SAFETY

For the purposes of this Exhibit A-2, Lead Agency and Enrichment Agency are referred to as "Service Provider," and the below obligations shall apply and pertain individually to each and every Lead Agency and to each and every Enrichment Agency providing services to the District under the Contract. Service Provider agrees to operate any and all sports within the Program in accordance with the following provisions.

1. General Requirements for Service Provider's Program Coaches.

a. Satisfaction of Program staff requirements. Service Provider agrees that its coaches, paid and unpaid, shall satisfy the requirements for all Program staff, including, but not limited to, requirements pertaining to employee qualifications, experience, and background checks.

b. Additional requirements. Service Provider further agrees that, prior to coaching a Program sport, its coaches shall have training that includes development of coaching philosophies consistent with District goals; basic knowledge of sport psychology, pedagogy, physiology, and management; training in CPR, AED, and first aid; and general information about statewide rules and regulations regarding, at minimum, eligibility, equity, and discrimination. Moreover, as set forth in more detail below, Service Provider's coaches shall receive training in specific health and safety issues, including, but not limited to, concussion, sudden cardiac arrest, heat illness, methicillin-resistant staph aureus, performance enhancement drugs, and event emergencies. Service Provider shall have satisfied these requirements if Service Provider provides its coaches with the information provided in the exhibits to this Agreement and any additional information provided by District to Service Provider.

2. General Requirements for Student Eligibility in Program Sports.

a. Medical clearance. Service Provider shall ensure that, prior to trying out for, practicing for, and participating in a Program sport, every student obtains a medical clearance from a health care provider (i.e., a medical doctor [MD], doctor of osteopathy [DO], nurse practitioner [NP] or physician assistant [PA]) who is fully licensed in the State of California. The medical clearance shall be pursuant to a physical exam with medical history, which includes, but is not limited to, review of any previous heat illness, cardiac disease, sickle cell trait, medication and supplement use, and type of training activities. Service Provider may provide students with or otherwise require students to utilize the Preparticipation Physical Evaluation form and accompanying Clearance form, prepared by the California Interscholastic Federation ("CIF"), and attached hereto as Exhibit A-2(i) (or any updated forms). Within 48 hours of collecting any medical clearance, Service Provider shall provide such medical clearance form(s) to District. For avoidance of doubt, Service Provider shall not be responsible for the accuracy, sufficiency, or completeness of any medical clearance document(s) required by District pursuant to this section. However, Service Provider shall ensure that such medical clearance forms are completed by health care providers who designate themselves as an MD, DO, NP, or PA.

b. Adherence to recommendations. Service Provider agrees to require its coaches to review and abide by any and all medical restrictions and recommendations listed in each student's medical clearance form. Service Provider acknowledges that a student's medical clearance may be rescinded or altered by the health care provider due to changed conditions, in which event Service Provider agrees to be bound by the revised restrictions or recommendations.

c. Current illness or injury. For the health and safety of all Program participants, Service Provider shall permit any student who is reasonably known or observed to have an active febrile or gastrointestinal illness to participate in Program sports until such time the affected student has recovered from the illness and provided Service Provider with a written medical clearance. Service Provider shall not permit any student who is reasonably known or observed to have an injury (except minor injuries, such as minor cuts or abrasions) to participate in Program sports without written medical clearance.

d. Sign In and Sign Out Sheet. Service Provider must provide a sign-in and sign-out sheet for all Program sports activities, including tryouts, practices, and games, that includes, at minimum, the date, student's name, time of sign-in and time of sign-out, and name of authorized adult who signed out the student. All students and/or guardians must use the sheet to sign in and out of all Program sports.

e. Off-site Sports Activities. Service Provider may offer off-site sports activities, provided that Service Provider obtains advance authorization from District, obtains advance written parent/guardian authorization, and complies with transportation policies approved by District. Service Provider shall use its own permission, release, and waiver forms, provided that such forms shall provide for a release of claims against District by providing for a release of "any involved municipalities or public entities and their respective agents and employees."

3. Concussions.

Service Provider agrees to adhere to the following standards regarding concussions and serious head injuries.

a. Coaches – requirements prior to coaching

i. As a prerequisite to coaching any Program sport, Service Provider's coaches shall receive training on concussions and provide proof of such training to Service Provider. The training can be completed through the free, online course "Concussions in Sports" (or any updated course) which is available through the National Federation of State High School Associations website. As proof of training, Service Provider's coaches shall download and print their certificate at the completion of the course, and, provide a copy of the certification to Service Provider.

ii. Service Provider's coaches shall receive concussion training at least once a year.

iii. Service Provider shall retain a copy of all certifications for a period of at least three (3) years, and, upon District's request, provide a copy to District.

b. Students – requirements prior to participation.

i. As a prerequisite to a student beginning practice or competition in any Program sports activity, the student and the student's parent or guardian shall review and sign a concussion and head injury information sheet. Service Provider shall provide the concussion and head injury information sheet, the form and content of which shall be subject to District's prior approval. Service Provider may use the "Concussion Information Sheet" prepared by CIF, which is attached hereto in English and Spanish as Exhibits A-2(ii) and A-2(iii), respectively (or any updated forms).

ii. Students and student parents/guardians shall complete a new concussion and head injury information sheet each year.

iii. Service Provider shall make two (2) copies of each signed concussion information sheet. Service Provider shall return the first copy to the student's parent or guardian. Service Provider shall retain the second copy for a period of at least three (3) years, and, upon District's request, provide the copies to District.

c. Coaches – requirements if student may have sustained concussion.

i. Service Provider shall immediately remove from competition, whether in practice or a game, any student who is suspected of sustaining a concussion or head injury, and seek emergency medical attention for the student.

ii. Service Provider shall follow all other medical procedures in this Agreement, including, but not limited to, contacting the student's parent or guardian, and completing the requisite incident forms.

d. Students – requirements for participation after suspected concussion.

i. A student who has been removed from play due to a suspected concussion or head injury may not participate in any Program sports until the student has (A) been evaluated by a health care provider who is fully licensed in the State of California and trained in the evaluation and management of concussions, and (B) received written medical clearance to return to play from that health care provider. Service Provider may request that students use the Acute Concussion Evaluation form, attached hereto as Exhibit A-2(iv).

ii. In no event shall a student return to practice or competition in a Program sport on the same day that the student was suspected of sustaining or having a concussion or other head injury.

iii. Subsequent to the student's suspected head injury, Service Provider agrees to enforce the health care provider's recommendations and restrictions regarding the student's participation in Program activities, and to continue to monitor the student for any further signs or symptoms of a concussion or other head injury.

iv. Service Provider agrees to maintain copies of any written medical clearances pertaining to a suspected concussion or other head injury for a period of at least three (3) years, and, upon District's request, provide the copies to District.

4. Sudden Cardiac Arrest ("SCA").

Service Provider agrees to adhere to the following standards regarding SCA, which is the sudden and unexpected loss of heart function and among the leading causes of death for student athletes.

a. Coaches – requirements prior to coaching

i. As a prerequisite to coaching any Program sport, Service Provider's coaches shall receive training on SCA and provide proof of such training to Service Provider. The training can be completed through the free, online course "Cardiac Wise" (or any updated course), which is available through the CIF website. As proof of training, Service Provider's coaches shall download and print their certificate at the completion of the course, and, provide a copy of the certification to Service Provider.

ii. Service Provider's coaches shall receive SCA training at least once a year.

iii. Service Provider shall retain a copy of all certifications for a period of at least three (3) years, and, upon District's request, provide the copies to District.

b. Students – requirements prior to participation.

i. As a prerequisite to a student beginning practice or competition in any Program sport, the student and the student's parent or guardian shall review and sign an SCA information sheet. Service Provider shall provide the SCA information sheet, the form and content of which shall be subject to District's prior approval. Service Provider may use the SCA information sheet "Keep Their Heart in the Game – a sudden cardiac arrest information sheet for athletes and parents/guardians" prepared by CIF, a sample of which is attached as Exhibit A-2(v) (or any updated form).

ii. Students and student parents/guardians shall complete a new concussion and head injury information sheet each year.

iii. Service Provider shall make two (2) copies of each signed information sheet. Service Provider shall return the first copy to the student's parent or guardian. Service

Provider shall retain the second copy for a period of at least three (3) years, and, upon District's request, provide the copies to District.

c. Coaches – requirements if student faints.

i. Service Provider shall immediately remove from competition, whether in practice or a game, any student who exhibits fainting, which is the main warning sign of a potential heart condition. Service Provider shall then seek emergency medical attention for the student.

ii. Service Provider shall follow all other medical procedures in this Agreement, including, but not limited to, contacting the student's parent or guardian, and completing the requisite incident forms.

d. Students – requirements for participation after suspected SCA event.

i. A student who has been removed from play due to a suspected SCA event may not participate in any Program sports until the student has (A) been evaluated by a health care provider who is fully licensed in the State of California and trained in the evaluation and management of SCA, and (B) received written clearance to return to play from that health care provider.

ii. In no event shall a student return to practice or competition on the same day that the student was suspected of having an SCA event.

iii. Service Provider agrees to enforce the health care provider's recommendations and restrictions regarding the student's participation in Program activities, and to continue to monitor the student for any further signs or symptoms of SCA.

iv. Service Provider agrees to maintain copies of any written medical clearances, and, upon District's request, provide the copies to District.

5. Heat Illness.

Service Provider agrees to adhere to the following standards regarding heat illness.

a. Coaches – education about heat illness prevention. Service Provider agrees to require its coaches to obtain training about the prevention of heat illness in students participating in athletics at least once a year. The training may be completed through the free, online course "A Guide to Heat Acclimatization and Heat Illness Prevention" (or any updated course), which is available through the CIF website.

b. Preventative measures. Service Provider's coaches shall endeavor to decrease the likelihood of Program students suffering heat illness by taking preventative measures, including, but not limited to:

i. educating students participating in Program sports to arrive at practice or competition well-hydrated;

ii. instructing students to stay hydrated in between practices;

iii. educating students to avoid drinks which dehydrate the body (*e.g.*, drinks containing stimulants such as ephedrine or high amounts of caffeine);

iv. providing water or sports drinks to students during practice and competition, and providing students with water breaks at least every thirty (30) to forty-five (45) minutes;

v. allowing adequate rest breaks in the shade, and allowing students to remove unnecessary equipment during rest breaks;

vi. if applicable, gradually increasing the intensity and duration of exercise over a seven (7) to fourteen (14) day period in order to give students time to acclimate to practicing in the heat; and

vii. if applicable, introducing protective equipment in phases in order to give students time to acclimate (*e.g.,* start with helmet, progress to helmet and shoulder pads, and finally progress to full uniform).

6. Methicillin-Resistant Staph Aureus (MRSA).

Service Provider agrees to adhere to the following standards regarding MRSA (a type of staph infection that is resistant to many common antibiotics, and which, if left untreated, can be serious or deadly).

a. Coaches – education about MRSA. Service Provider shall take reasonable steps to ensure that its coaches are aware of the warning signs, risks, and treatment of MRSA. At minimum, Service Provider shall provide its coaches with a copy of the Sports Medicine Alert for Coaches about MRSA, prepared by CIF, and attached hereto as Exhibit A-2(vi), or any updated alert or information sheet.

b. Coaches – preventative measures. Service Provider shall require its coaches to adopt precautionary measures to decrease the risk of spreading MRSA, including, but not limited to, recommending that students shower with soap (at home or otherwise) as soon as possible after practices and competitions; instructing students not to share equipment, clothing, towels, or personal grooming items; recommending that students wash their uniforms or sportswear after each use; requiring students to cover all wounds, cuts, and abrasions, especially during practice and competition; and ensuring that all Program sports equipment surfaces (*e.g.*, benches, mats) are cleaned and disinfected on a daily basis, using supplies provided by District.

c. Coaches – duty to inform students and parents/guardians. Service Provider shall take reasonable steps to inform students participating in Program sports and their parents or guardians about the risks of MRSA, including, but not limited to, providing the students and their parents or guardians with the Sports Medicine Alert for Students, Parents and Guardians about MRSA, prepared by CIF, and attached hereto as Exhibit A-2(vii), or any updated alert or information sheet at least once a year.

7. Performance Enhancement Drugs.

Service Provider agrees to adhere to the following standards regarding performance enhancement drugs.

a. Service Provider development and implementation of policy. Service Provider shall adopt a policy prohibiting the use and abuse of steroids or other performance enhancement drugs, which policy is subject to District approval. Service Provider may adopt District's policy or use the Steroids Policy Form prepared by CIF and attached hereto as Exhibit A-2(viii) (or any updated form) as a reference in developing its own policy, the form and content of which shall be subject to District's prior approval.

b. Student and parent/guardian agreement about policy. The policy shall require that all students participating in Program sports and their parents or guardians to agree in writing that the student will not use performance enhancement drugs except with the written prescription of a licensed physician in order to treat a medical condition.

c. Annual update. Students and student parents/guardians shall complete a new performance enhancement drug agreement each year. Service Provider agrees to train its coaches on its District-approved performance enhancement drug policy at least once a year.

d. Copies of agreement. Service Provider shall make two (2) copies of each agreement about the drug enhancement policy. Service Provider shall return the first copy to the student's parent or guardian. Service Provider shall retain the second copy for a period of at least three (3) years, and, upon District's request, provide the copies to District.

e. Applicability. At District's discretion, the requirements of this section, or any portion thereof, may be made applicable only to District's intermediate students (and thereby exempt in whole or part District's elementary students).

8. Event Emergency Guidelines.

a. Adoption of policy. Service Provider shall adopt an event emergency guideline protocol for all sporting events. The protocol shall be subject to District approval, which shall not be unreasonably withheld. Service Provider may adopt District's event emergency protocol or use the Event Emergency Guidelines prepared by CIF and attached hereto as Exhibit A-2(ix) (or any updated guidelines) as a reference in developing its own guidelines for District approval. The event emergency guideline protocol shall address, at minimum, and include protocols regarding specific threats, including, but not limited to, injuries, medical emergencies, fire, earthquake, severe weather, active shooters, other weapons, suspicious behavior, personnel harassment, missing child, abduction, controlled substances, assaults, and bomb threats.

b. Training regarding policy. Prior to implementing any Program sports activities, Service Provider must take reasonable steps to ensure that its coaches are informed about and well-versed in the District-approved event emergency policy.

c. Biennial review. If the Program is a multi-year program, Service Provider and District shall review and update the policy at least every two (2) years.

EXHIBIT A-3
ADMINISTRATION OF EPINEPHRINE AUTO-INJECTORS AND PROVISION OF EMERGENCY ASSISTANCE

For the purposes of this Exhibit A-3, Lead Agency and Enrichment Agency are referred to as "Service Provider," and the below obligations shall apply and pertain individually to each and every Lead Agency and to each and every Enrichment Agency providing services to the District under the Contract. Service Provider and District agree to operate the Program in accordance with the following requirements. Service Provider shall not administer any medication not explicitly set forth herein.

1. Requirements for Administration of Epinephrine (Epi-pen).

a. Obligation to Administer Epinephrine; Authorized Individuals.

Pursuant to Education Code section 49414, District shall provide emergency epinephrine and auto-injectors to school nurses or trained personnel who have volunteered to provide emergency medical aid to persons suffering or reasonably believed to be suffering from an anaphylactic reaction (*i.e.*, potentially life-threatening hypersensitivity to a substance). Service Provider shall designate those employees and/or volunteers that have volunteered to provide emergency medical aid to persons suffering or reasonably believed to be suffering from an anaphylactic reaction and provide District with a list of those individuals prior to the provision of any Services under this Agreement. Service Provider shall at all times maintain a designated employee and/or volunteer at all Program sites. Service Provider shall only allow its employees and/or volunteers who have received proper training as set forth below to administer an epinephrine auto-injector to a person suffering, or reasonably believed to be suffering, from an anaphylactic reaction if a District nurse is not onsite and when a physician is not immediately available. Any employee and/or volunteer of Service Provider that administers an epinephrine auto-injector to a person suffering, or reasonably believed to be suffering, from an anaphylactic reaction shall initiate emergency medical services or other appropriate medical follow up in accordance with the training materials that District retains onsite.

b. Training of Voluntary Service Provider Employees and Volunteers.

District shall provide all designated Service Provider employees and/or volunteers epinephrine training. All epinephrine training must be provided by a licensed physician or nurse and in compliance with the CDE's *Training Standards for the Administration of Epinephrine Auto-Injectors*, available online at http://www.cde.ca.gov/ls/he/hn/epiadmin.asp. The training shall cover at a minimum the information listed in the CDE's *Training Standards for the Administration of Epinephrine Auto-Injectors*, which includes (a) techniques for recognizing symptoms of anaphylaxis, (b) standards and procedures for the storage and emergency use of epinephrine auto-injectors, (c) emergency follow-up procedures, including calling 911 phone number and contacting, if possible, the student's parent/guardian and physician, and (d) instruction and certification in cardiopulmonary resuscitation. District warrants that it will provide training that complies with CDE guidelines and requirements. In the event of a conflict between the training

requirements set forth herein and in the CDE training standards, the requirements in the CDE training standards shall control. District shall retain all training materials at Program sites.

2. Epinephrine Prescriptions.

For each school site, District shall obtain from an authorizing physician and surgeon an epinephrine auto-injectors prescription that, at a minimum, includes for elementary schools, one regular epinephrine auto-injector and one junior epinephrine auto-injector, and for junior high schools and middle schools, if there are no pupils who require a junior epinephrine auto-injector, one regular epinephrine auto-injector. District shall be responsible for stocking the epinephrine auto-injector, restocking it if it is used and providing access to those employees and/or volunteers of Service Provider that have volunteered to provide emergency medical aid to persons suffering or reasonably believed to be suffering from an anaphylactic reaction. Service Provider shall promptly notify District no more than forty-eight (48) hours after any administration of an epinephrine auto-injector.

3. Requirements for the Provision of Emergency Assistance.

Service Provider shall at all times maintain an employee and/or volunteer at all Program sites to provide emergency assistance to any Program participant who is injured or suddenly becomes ill. Service Provider shall provide the necessary training in cardiopulmonary resuscitation (CPR), automated external defibrillator (AED) and first aid to its employees and/or volunteers who have volunteered to provide emergency assistance. Service Provider shall designate those employees and/or volunteers that have volunteered to provide emergency assistance and provide District with a list of those individuals prior to the provision of any Services under this Agreement. Service Provider shall only allow its employees and/or volunteers who have received proper certification to provide emergency assistance. For purposes of this Agreement, "emergency assistance" shall include the provision of CPR in the event of cardiac arrest; use of an AED to analyze a person's heart rhythm and deliver an electrical shock to restore heartbeat; and the provision of other forms of first aid to respond to common first aid emergencies, including burns, cuts, and head, neck and back injuries. Any employee and/or volunteer of Service Provider that provides emergency assistance shall initiate emergency medical services or other appropriate medical follow up in accordance with their training.

4. Copies of Documents.

Service Provider shall maintain a copy of all health care documents and provide a copy of same to District.

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EXHIBIT B
COMPENSATION

For purposes of this Exhibit B, Lead Agency and Enrichment Agency are referred to as "Service Provider," and the below obligations shall apply and pertain individually to each and every Lead Agency and to each and every Enrichment Agency providing services to the District under the Contract.

I. The total compensation for Primary Services, including reimbursement for actual expenses, shall not exceed the amount set forth in the Agreement.

II. The total compensation for Additional Services, including reimbursement for actual expenses, shall not exceed the amount set forth in the Agreement.

III. Service Provider may utilize subcontractors as indicated in this Agreement. The hourly rate for any subcontractor is not to exceed the amount set forth in the Agreement.

IV. Within the grant amount, District will compensate Service Provider for Services performed upon submission of a valid invoice. Each invoice is to include:

A. Cover sheet with amount of current invoice, and totals subtracted from overall contract;
B. Monthly expenditure reports, including salaries for employees, supplies, trainings, and administrative costs, itemized by school site;
C. Monthly activity reports for each school, including trainings, lesson plans and examples of student work (Digital Format);
D. Certification that all employees, agents and contractors that will have contact with students and for whom a certification has not been previously provided: (1) have been properly fingerprinted, (2) have satisfied TB clearance, (3) are certified in first aid, AED, and CPR (including epinephrine administration), and (4) have been trained in mandated reporting; anti-harassment; sexual misconduct prevention; bullying prevention; discrimination prevention; suicide awareness and reporting; classroom management; social and emotional supports; quality standards for expanded learning; and emergency preparedness.
E. Line items for:
    1. All personnel, describing: the name of each staff person and the site where the staff person worked, the work performed, the days in the program and number of hours worked, and the hourly rate;
    2. All supplies properly charged to the Services;
    3. All travel properly charged to the Services;
    4. All equipment properly charged to the Services;
    5. All materials properly charged to the Services;
    6. All subcontractor labor, supplies, equipment, materials, and travel properly charged to the Services.
F. Calculation of matching funds.

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V. Notwithstanding anything to the contrary in this Exhibit or the Contract, equipment, supplies or other materials whose current market value exceeds $500 per item must be purchased through the District and will remain an asset of the District in accordance with Education Code section 35168.

END OF EXHIBIT B

EXHIBIT C
INSURANCE

For purposes of this Exhibit C, Lead Agency and Enrichment Agency are referred to as "Service Provider," and the below obligations shall apply and pertain individually to each and every Lead Agency and to each and every Enrichment Agency providing services to the District under the Contract.

I. Insurance Requirements. Service Provider shall, at its sole cost and expense, provide and maintain insurance, acceptable to District, in full force and effect throughout the term of the Contract, against claims for injury to persons or damages to property which may arise from or in connection with the performance of work hereunder by Service Provider, its agents, representatives or employees. Service Provider and any and all subcontractors and vendors hired by Service Provider in connection with the Services described in the Contract shall provide the following scope and limits of insurance:

A. Scope and Limits of Insurance:

1. Commercial General Liability Insurance coverage in the amounts of Two Million Dollars ($2,000,000) per occurrence and Four Million Dollars ($4,000,000) in aggregate.

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

2. Automobile Liability Insurance, including owned, non-owned, and hired automobiles, as applicable, with coverage limits of One Million Dollars ($1,000,000) per accident for bodily injury and property damage.

   If Provider transports students or contracts to transport students, Automobile Liability Insurance shall be in the amount of Twenty Million Dollars ($20,000,000) per accident for bodily injury and property damage.

3. 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 per accident or disease.

4. Professional Liability/Errors and Omissions Insurance in an amounts of One Million Dollars ($1,000,000) per occurrence and Two Million Dollars ($2,000,000) in aggregate.

5. Coverage for Abuse and Molestation or Child Sexual Assault in the amounts of Two Million Dollars ($2,000,000) per occurrence and Four Million Dollars ($4,000,000) in aggregate.

6. If the Contract is renewed beyond the initial term, then the District shall have the right to increase the foregoing minimum insurance amounts as set forth in the amendment to the Contract that extends the term; provided, however, that the Service Provider shall not be obligated to renew the term.

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

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

B. Service Provider's and any and all subcontractors' insurance is primary and will not seek contribution from any other insurance available to the District. Service Provider further hereby waives any and all rights of subrogation that it may have against the District. Any insurance or self-insurance maintained by the District shall be excess of the Provider's insurance and shall not contribute with it. This requirement shall also apply to any excess or umbrella liability policies of the Service Provider. Required endorsements are listed below.

C. Service Provider's and any and all Service 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, administrators, managers, agents, employees, and/or volunteers as additional insureds. All endorsements specifying additional insureds or other requirements 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. Automobile Liability: CA 20 48 10 13

D. If any of the required policies provide coverage on a "claims made" basis:

1. The retroactive date must be shown on the certificate and must be before the date of the contract or the beginning of the Services.
2. Insurance must be maintained, and evidence of insurance must be provided for at least five (5) years after completion of the Services.
3. 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 Provider must purchase "extended reporting" coverage for a minimum of five (5) years after completion of the Services.

E. Acceptability of Insurers. Insurance is to be placed with insurers authorized to conduct business in the State of California and with a current A.M. Best's rating of no less than A: VII, unless otherwise acceptable to the District.

III. Other Requirements:

A. Service Provider and any and all subcontractors working for Service Provider shall provide certificates of insurance to the LEA 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 the Contract.

B. The Provider may use Umbrella or Excess Policies to provide the liability limits as required in the Contract. This form of insurance will be acceptable provided that all of the Primary and Umbrella or Excess Policies shall provide all of the insurance coverages herein required, including, but not limited to, additional insured endorsements, primary and non-contributory, additional insured, deductibles, indemnity, and defense requirements. The Umbrella or Excess policies shall be provided on a true "following form" or broader coverage basis, with coverage at least as broad as provided on the underlying Commercial General Liability insurance. No insurance policies maintained by the District, whether primary or excess, and which also apply to a loss covered hereunder, shall be called upon to contribute to a loss until the Service Provider's primary and excess liability policies are exhausted.

C. If the Service Provider or Service 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 Service Provider. Any available insurance proceeds in excess of the specified minimum limits of insurance and coverage shall be available to the District.

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

E. The procuring of any required policy or policies of insurance shall not be construed to limit Service Provider's or subcontractor's liability hereunder nor to fulfill the indemnification provisions and requirements of the Contract.

F. Failure on the part of the Service 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 the Contract.

END OF EXHIBIT C

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EXHIBIT D
CONFLICT OF INTEREST CHECK

District Board Bylaw 9270 requires that the Superintendent or a designee make a determination, on a case-by-case basis, whether disclosure will be required from an independent contractor to comply with the District's Conflict of Interest Code.

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

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

Date: _____

By: _____
Melissa Reyes, Director of Purchasing

PROPOSAL FOR CONTRACTED SERVICES

Integrated Recreation, Enrichment, and SEL Program
Submitted by: City of Oxnard Recreation & Community Services Division

Submitted to: Oxnard School District

1. Introduction

The City of Oxnard Recreation & Community Services Division ("City") proposes to enter into a contracted service agreement with the Oxnard School District ("District") to operate an Integrated Recreation, Enrichment, and Social-Emotional Learning (SEL) Program across twenty (20) District school sites.

The City will provide staffing, program delivery, supervision, and operational support to enhance student engagement, promote physical wellness, and support whole-child development. This proposal reflects a collaborative operational model that ensures shared responsibility between the City and the District.

2. Purpose of the Contract

The purpose of this contract is to establish a formal partnership in which the City will:

- Deliver structured recreation, enrichment, and SEL-based programming
- Provide trained staff and program leadership
- Support daily program operations and safety procedures
- Coordinate with District Site Coordinators and school administrators
- Assist with after-school, extended-day, spring and summer learning initiatives

The District retains oversight of academic expectations, site access, and campus-specific procedures.

3. Scope of Services

The City will provide the following contracted services:

A. Recreation & Enrichment Programming

- SPARK-aligned physical activity lessons

- Group games, fitness activities, and structured recreation
- Enrichment modules may include aquatics, skateboarding, youth leadership, and community service learning

B. Program Operations

- Daily supervision and safety support
- Attendance practices and reporting assistance
- Equipment management and activity setup
- Coordination with school-site administrators

4. Staffing Provided by the City

The City will provide a complete staffing structure to operate the program. All staff will be hired, trained, supervised, and evaluated by the City.

A. Recreation & Enrichment Instructors

City staff will deliver structured recreation, enrichment, and SEL-based activities.

- 20 staff to lead physical activity
- 10 staff to lead middle school aged enrichment and sports.

B. Recreation Site Specialists (10 Positions)

Ten (10) Recreation Site Specialists will each be assigned two (2) school sites, providing coordinated coverage and leadership across all 20 District sites.

C. Recreation Analysts (2 Positions)

Recreation Analysts will provide:

- Staff supervision
- Compliance and reporting support
- Program development and evaluation
- Budget tracking and purchasing

D. Recreation Supervisor (1 Position)

The Recreation Supervisor will:

- Provide overall program leadership
- Supervise Analysts and support site-level staff
- Ensure alignment with District goals

- Serve as the District's primary point of contact

5. Expected Outcomes

Recreation & SEL Outcomes

- Increased physical activity and wellness
- Improved teamwork, communication, and emotional regulation
- Stronger relationships with caring adults

Youth Development Outcomes

- Increased leadership capacity
- Greater sense of belonging
- Expanded access to enrichment opportunities

7. Collaborative Lead Agency Partnership Structure

To ensure consistent support across the District, the City will deploy 10 Recreation Site Specialists, each assigned to two (2) school sites, providing coordinated coverage across all 20 District sites.

A. Shared Responsibilities

In partnership with District Site Coordinators and school administrators, the City will:

- Support the operation of after-school programming in alignment with District expectations
- Collaborate to meet applicable state and District after-school program requirements
- Assist with daily program operations, attendance practices, safety procedures, and reporting
- Coordinate with school-site administrators and District leadership
- Provide program documentation and evaluation materials
- Deliver structured recreation, enrichment, and SEL-based programming

B. Site Specialists as Collaborative Site Coordinators

City Site Specialists will work in partnership with District Site Coordinators to support program operations at each campus.

Site Specialists will:

- Support daily program flow, staff assignments, and activity rotations
- Assist with student supervision, behavior guidance, and family communication
- Coordinate space usage, schedules, and equipment needs jointly with school-site staff
- Assist with enrollment, attendance practices, and compliance documentation
- Serve as a communication link between the school, District, and City program staff
- Participate in joint planning meetings, professional development, and evaluation activities

C. Staffing Structure Across 20 Sites

To support program operations across all 20 District sites, the City will provide:

- Recreation Instructors
- Enrichment and Sports Instructors
- Recreation Site Specialists (10 Specialists covering 20 sites)
- Support from Recreation Analysts
- Oversight from the Recreation Supervisor

D. Program Events

The City will coordinate and host annual community recreation events that provide expanded opportunities for student participation:

- **Art Gala** – 3rd Thursday of April
- **Rockin' 2 Sports** – 3rd Saturday of May
- **Fun Fest** – 2nd Saturday of June

These events promote physical activity, community engagement, and positive youth development.

E. Community Involvement Opportunities

The City will encourage, chaperone and support student participation in community events like:

- **Meet Up Clean Up** – Dates vary
- **Mini Murals** – Dates vary
- **Freedom & Unity Weekend (Middle School MLK event)** – Weekend after MLK Day
- **Eggstravaganza (Community Egg Hunt)** – Within 2 weeks before Easter
- **Water Wise Art Contest**
- **Insect Festival Art Contest**

- **Art Gala**
- **Latina Day (UCSB)**
- **I'm Going to College**
- **Holiday Parade**
- **Holiday Floats**

These opportunities foster creativity, environmental awareness, and community pride.

F. Benefits of the Collaborative Lead Agency Model

This shared model provides:

- A coordinated approach to after-school services
- Consistent staffing, training, and program quality across all 20 sites
- Strong alignment between recreation, enrichment, and SEL programming
- Increased efficiency in scheduling, supervision, and program delivery
- Clear, shared lines of communication and accountability

8. Budget & Contract Terms

Total cost of services outlined not to exceed $2,500,000.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** June 17, 2026

Agenda Section: Section D: Action Items

Approval of Agreement #26-57 - Ventura County Office of Education, Special Circumstances Paraeducator Services (DeGenna/Jefferson)

Ventura County Office of Education (VCOE) will provide Special Circumstance 1:1 Paraeducator Support to students in accordance with their Individualized Education Programs (IEPs). These services offer individualized support to students with substantial behavioral, academic, or functional needs, helping them effectively access and engage in their educational programs. Paraeducator support will be delivered on an "as needed" basis, as outlined in each student's IEP, to ensure equitable access to educational opportunities for all learners.

Term of Agreement: July 1, 2026 through June 30, 2027

FISCAL IMPACT:
Not to Exceed: $2,500,000.00 - Special Education Funds

RECOMMENDATION:
It is the recommendation of the Director, Special Education, and the Superintendent, that the Board of Trustees approve Agreement #26-57 with the Ventura County Office of Education for Special Circumstances Paraeducator Services (SCP's).

ADDITIONAL MATERIALS:

Attached: Agreement #26-57, VCOE - Special Circumstances Paraeducator Services (4 Pages)

OSD AGREEMENT #26-57

INTER-DISTRICT SERVICES AGREEMENT

This Services Agreement (the "Agreement") is made and entered into June 17, 2026 (Date) by and between Ventura County Office of Education - SELPA (District or Charter School) (hereinafter referred to as "Local Educational Agency" or "LEA") and Oxnard School District (hereinafter referred to as "OSD"). OSD and LEA may be referred to herein individually as a "Party" and collectively as the "Parties."

Ventura County Office of Education - SELPA	Lisa Cline
LEA	Contact Name
5189 Verdugo Way	805-383-1947
Street Address	Contact Telephone Number
Camarillo, CA 93012	lcline@vcoe.org
City, State, Zip code	Contact E-mail Address

Services. Services will be provided as described on the "Statement of Work" (the "Work" or "Service") attached hereto and incorporated herein by this reference. The Statement of Work shall contain a timetable for completion of the Work or if the Work is ongoing service, the Statement of Work shall set forth the mutually agreed schedule for providing such services.

Payment. All payments will be made after receipt of invoice, net 30 days.

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

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

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

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

Compliance with Laws. OSD hereby agrees that OSD, officers, agents, employees, and subcontractors of OSD shall obey all local, state, and federal laws and regulations in the performance of this Agreement.

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

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

Fingerprinting. OSD shall ensure that OSD and any employee who interacts with students, outside of the immediate supervision and control of the student's parent or guardian or a school employee, has a current valid criminal records summary as described in California *Education Code* section 44237. When OSD performs the criminal background check, it shall immediately provide any subsequent arrest and conviction information it receives to any local educational agency that it is contracting with pursuant to the subsequent arrest service.

Tuberculosis. OSD shall ensure that any employee who interacts with students has submitted to OSD a tuberculosis risk assessment or has been examined to determine that he or she is free of infectious tuberculosis.

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

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

If the unresolved dispute is not resolved the parties agree that they will first submit the matter to a mutually agreed upon mediator. Notwithstanding the next section, Attorneys Fees, the cost of the mediator shall be borne equally by the parties.

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

Indemnification.

a. If OSD and LEA each participate in the VCSSFA, each party therefore collectively indemnifies and defends the other for general liability coverage under the VCSSFA self-insurance program.

b. OSD will indemnify LEAs not participating in the VCSSFA as follows: OSD shall defend, indemnify and hold LEA and its governing board, officials, administrators, managers, employees and agents, harmless from and against any and all liability, loss, expense, reasonable attorneys' fees, or claims for injuryor damages arising out of the performance of this Agreement, but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused byor result from the negligent or intentional acts or omissions of OSD, its officials, administrators, managers, employees or agents.

c. LEA not participating in VCSSFA will indemnify OSD as follows: LEA shall defend, indemnify and hold OSD, its governing board, officials, administrators, managers, employees and agents, harmless from and against any and all liability, loss, expense, reasonable attorneys' fees, or claims for injury or damage arising out of the performance of this Agreement but only in proportion to and to the extent suchliability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of LEA, its governing board, officials, administrators, managers, employees or agents.

Insurance.

a. If OSD and LEA participate in the VCSSFA, each party therefore collectively self-insure for general liability and property coverage, or have been afforded coverage as Additional Covered Parties, under the VCSSFA self-insurance programs. OSD also self-insures for workers' compensation coverage.

b. LEAs not participating in the VCSSFA must maintain coverages commensurate with its operations and activities.

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

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

Acknowledgement and Agreement

I have read this Agreement and agree to its terms

Melissa Reyes, Director, Purchasing

OSD Representative | OSD Signature | Date

Local Educational Agency Approval

LEA Business Office Administrator | Signature | Date

STATEMENT OF WORK

Term (required). The term of this Agreement shall commence on July 1, 2026 and terminate on June 30, 2027. The parties may agree to annual extensions prior to expiration of the initial term. Any extension should be in writing, signed by both parties. Compensation for services provided during an extension term will be as agreed to by the parties.

Fees (required).

Compensation or Cost for Services	$ 2,500,000.00
Other Ancillary Cost or fees, as applicable	$
Total not to Exceed	$ 2,500,000.00

DESCRIPTION OF WORK (required):

Provide Special Circumstance 1:1 Para Educator Services to students as required by their Individualized Education Programs (IEP).

WORK SCHEDULE (if applicable):

To be Determined

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Aracely Fox **Date of Meeting:** June 17, 2026

Agenda Section: Section F: Board Policies, First Reading

First Reading - BP 5131.9 Academic Honesty (Fox)

The Board Policy 5131.9 Academic Honesty has been updated based on recommendations from CSBA (California School Boards Association). The updates include establishing guidance for the appropriate use of technology in academic work, distinguishing between permitted and prohibited uses of technology, clarifying expectations for academic integrity in the use of digital tools, recognizing accommodations for students with disabilities, and providing direction regarding the review of potential violations and staff training related to educational technology. The revisions also update legal references and educational resources to align with current best practices regarding technology use and academic honesty. The deleted language is indicated by strikethrough, and added language is in red font. The revised Board policy will be presented for a second reading and adoption at a future Board meeting.

FISCAL IMPACT:
N/A

RECOMMENDATION:
It is the recommendation of the Assistant Superintendent of Educational Services that the Board of Trustees receive the revisions to BP 5131.9 Academic Honesty, as presented for First Reading. The revised policy will be presented for Second Reading and Adoption at a future Board meeting.

ADDITIONAL MATERIALS:

Attached: BP 5131.9 (2 pgs)

Policy 5131.9: Academic Honesty

Status: ADOPTED

Original Adopted Date: 11/02/2011 | Last Reviewed Date: 11/02/2011

The Board of Trustees believes that academic honesty and personal integrity are fundamental components of a student's education and character development. The Board expects that students will not cheat, lie, plagiarize or commit other acts of academic dishonesty.

Students, parents/guardians, staff and administrators shall be responsible for creating and maintaining a positive school climate that encourages honesty. Students found to have committed an act of academic dishonesty shall be subject to district and school-site discipline rules.

The Superintendent or designee may establish a committee comprised of students, parents/guardians, staff, administrators, and members of the public to develop standards of academic honesty, measures of preventing dishonesty, and specific consequences for acts of dishonesty. Any recommendations for discipline shall be incorporated into the school's site level discipline rules.

Prohibited and Permitted Technology Use

As the district's standards for academic achievement are designed to challenge all students to reach their full potential in acquiring the knowledge and skills needed for success in postsecondary education, employment, and responsible citizenship, any use of technology that prevents or inhibits a student from achieving these standards is prohibited. Prohibited uses include, but are not limited to, using technology primarily or solely for the completion of coursework as a student's original work and generating answers to mathematical, scientific, or analytical problems.

Permitted uses of technology include, but are not limited to, conducting research, correcting grammar and spelling, and learning from educational applications such as tutoring systems and language learning applications.

Additionally, consistent with the limitations expressed in this policy and with teacher consent, students may also use technology to assist with assessments, homework, and/or makeup work or other uses approved by the teacher.

However, a student with a disability shall be permitted to use technology for any purpose identified in the student's individualized education program as a tool to support the student's learning.

If an employee suspects that a student has used technology in violation of this policy, the student shall be given the opportunity to demonstrate that the use of technology was in accordance with this policy.

Any information acquired from an employee's use of technology in determining whether a student has committed an act of academic dishonesty shall be shared with the student, and the student's parent/guardian as appropriate.

The Superintendent or designee may provide training to staff regarding the use of technology to improve education, including the detection of plagiarism and sensitivity to potential discrimination from algorithmic bias.

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
Ed. Code 35291-35291.5	Rules
Ed. Code 56341.1	Assistive technology devices for a student with a disability

Federal	Description
20 USC 1401	Assistive technology device; definition

Management Resources	Description
Metropolitan Ed. Research Consortium Publication	Balancing the Benefits and Risks of AI Large Language Models in K12 Public Schools, 2023
USDOE Office of Educational Technology Publication	Artificial Intelligence and the Future of Teaching and Learning: Insights and Recommendations, May 2023
Website	Metropolitan Educational Research Consortium
Website	CSBA District and County Office of Education Legal Services

Cross References	Description
0440	District Technology Plan
0440	District Technology Plan
4040	Employee Use Of Technology
4040	Employee Use Of Technology
4040-E PDF(1)	Employee Use Of Technology
5125	Student Records
~~5125~~	~~Student Records~~
5131	Conduct
5131.8	Mobile Communication Devices
5137	Positive School Climate
5144	Discipline
5144	Discipline
6000	Concepts And Roles
6141	Curriculum Development and Evaluation
6141	Curriculum Development and Evaluation
6154	Homework/Makeup Work
6154	Homework/Makeup Work
6159	Individualized Education Program
6159	Individualized Education Program
6162.54	Test Integrity/Test Preparation
6162.6	Use Of Copyrighted Materials
6162.6	Use Of Copyrighted Materials
6163.4	Student Use Of Technology
6163.4	Student Use Of Technology
6163.4-E PDF(1)	Student Use Of Technology

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Aracely Fox **Date of Meeting:** June 17, 2026

Agenda Section: Section F: Board Policies, First Reading

First Reading - BP 6154 Homework/Makeup Work (Fox)

The Board Policy 6154 Homework/Makeup Work has been updated based on recommendations from CSBA (California School Boards Association). The updates include clarifying the purpose and expectations of homework, incorporating guidance regarding the appropriate use of technology and educational applications, strengthening communication and collaboration among students, staff, and parents/guardians, expanding access to homework support resources, and aligning the policy with current legal requirements and educational best practices related to makeup work, student support services, and technology use. The deleted language is indicated by strikethrough, and added language is in red font. The revised Board policy will be presented for a second reading at a future Board meeting.

FISCAL IMPACT:
N/A

RECOMMENDATION:
It is the recommendation of the Assistant Superintendent of Educational Services that the Board of Trustees receive the revisions to BP 6154 Homework/Makeup Work, as presented for First Reading.

ADDITIONAL MATERIALS:

Attached: BP 6154 (5 pgs)

Policy 6154: Homework/Makeup Work

Status: ADOPTED

Original Adopted Date: 11/16/2011 | Last Reviewed Date: 11/16/2011

The Governing Board recognizes that meaningful homework assignments can be a valuable extension of student learning time, provide enrichment, and assist students in developing good study habits. Homework and/or makeup work shall be assigned when necessary to support classroom lessons, enable students to complete unfinished assignments, or review and apply academic content for better understanding.

The Board of Trustees recognizes that meaningful homework ~~contributes toward building responsibility, self-discipline and life-long learning habits, and that time spent on homework directly influences students' ability to meet the district's academic standards. The Board expects students, parents/guardians and staff to view homework as a routine and important part of students' daily lives.~~ assignments can be a valuable extension of student learning time, provide enrichment, and assist students in developing good study habits. Homework and/or makeup work shall be assigned when necessary to support classroom lessons, enable students to complete unfinished assignments, or review and apply academic content for better understanding.

Students may use technology to assist with homework and/or makeup work in conducting research, correcting grammar and spelling, and learning from educational applications such as tutoring systems and language learning applications, as specified in Board Policy 5131.9 - Academic Honesty and Board Policy 6163.4 - Student Use of Technology.

The Superintendent or designee shall ~~ensure that administrators and teachers develop and implement an effective homework plan at each school site. As needed, teachers may receive training in designing relevant, challenging and meaningful homework assignments that reinforce classroom learning objectives.~~ collaborate with school administrators and teachers to develop and regularly review guidelines for the assignment of homework and the related responsibilities of students, staff, and parents/guardians.

~~Although it is the student's responsibility to do most homework assignments independently, the Board expects teachers at all grade levels to use parents/guardians as a contributing resource. When students repeatedly fail to do their homework, parents/guardians shall be notified and asked to contact the teacher.~~

~~To further support students' homework efforts, the Superintendent or designee may establish and maintain telephone help lines and/or after-school centers where students can receive encouragement and clarification about homework assignments from teachers, volunteers and/or more advanced students who are performing community service. The Board encourages the Superintendent or designee to design class and transportation schedules that will enable students to make use of homework support services.~~

Homework assignments shall be reasonable in length and appropriate to the grade level and course. The Board expects that the number, frequency, and degree of difficulty of homework assignments will increase with the grade level and the maturity of students. Teachers shall assign homework only as necessary to fulfill academic goals and reinforce current instruction.

As needed, teachers may receive training in designing relevant homework assignments that reinforce classroom learning objectives and inspire students' interests.

Although on-time completion of homework is important to maintain academic progress, the Board recognizes that students learn at different rates. Students shall receive credit for work that is completed late in order to encourage their continued learning.

Age-appropriate instruction may be given to help students allocate their time wisely, meet their deadlines, learn to work independently, and develop good personal study habits.

At the beginning of the school year, teachers shall communicate homework expectations to students and their parents/guardians. Homework guidelines shall also be included in student and/or parent/guardian handbooks.

These communications shall include the manner in which homework relates to achievement of academic standards and course content, the impact of homework assignments on students' grades, any school resources and programs that are available to provide homework support, and ways in which parents/guardians may appropriately assist their children.

Although it is the student's responsibility to undertake assignments independently, parents/guardians may serve as a resource and are encouraged to ensure that their child's homework assignments are completed. Students may also work with other students and use approved outside resources as directed by the teacher.

To further support students' homework efforts, the Superintendent or designee may establish and maintain electronic forums, provide access to school library media centers and technological resources, and/or provide before-school and after-school programs where students can receive homework assistance from teachers, volunteers, and/or student tutors. The Board encourages the Superintendent or designee to design class and transportation schedules that will enable students to make use of homework support services.

Teachers shall review all completed homework to assess the student's understanding of academic content and shall provide timely feedback to the student.

If a student repeatedly fails to complete homework, the teacher shall notify the student's parents/guardians as soon as possible so that corrective action can be taken prior to the release of any final grades or report cards.

Makeup Work

Students who ~~miss school work because of an excused absence~~ are absent from school shall be given the opportunity to complete all assignments and tests that can be reasonably provided. As determined by the teacher, the assignments and tests shall be ~~reasonably~~ equivalent to, but not necessarily identical to, the assignments and tests missed during the absence. Students shall receive full credit for work satisfactorily completed within a reasonable period of time. ~~(Education Code 48205)~~

~~Students who miss school work because of unexcused absences shall be given the opportunity to make up missed work. Teachers shall assign such makeup work as necessary to ensure academic progress, not as a punitive measure.~~

The Superintendent or designee shall notify parents/guardians that no student may have a grade reduced or lose academic credit for any excused absence when missed assignments and tests are satisfactorily completed within a reasonable period of time. Such notification shall include the full text of Education Code 48205. (Education Code 48980)

Suspended Students

When a parent/guardian of a student who has been suspended for two or more school days requests homework that the student would otherwise have been assigned, the student's teacher shall provide such homework. If a homework assignment is requested and is turned in to the teacher by the student either upon the student's return from suspension or within the timeframe originally prescribed by the teacher, whichever is later, and is not graded before the end of the academic term, the homework assignment shall not be included in the calculation of the student's overall grade in the class. (Education Code 48913.5)

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the suspension. (Education Code 48913)

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
Ed. Code 46120	Expanded Learning Opportunities Program

Ed. Code 48205	Absence from school for jury duty or precinct board service
Ed. Code 48913	Completion of work missed by suspended student
Ed. Code 48913.5	Suspended students; homework assignments
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 56341.1	Assistive technology devices for a student with a disability
Ed. Code 8420-8428	21st Century High School After School Safety and Enrichment for Teens
Ed. Code 8482-8484.65	After School Education and Safety Program
Ed. Code 8484.7-8484.9	21st Century Community Learning Centers

Federal	**Description**
20 USC 1401	Assistive technology device; definition
20 USC 7171-7176	21st Century Community Learning Centers

Management Resources	**Description**
CSBA Publication	Research-Supported Strategies to Improve the Accuracy and Fairness of Grades, Governance Brief, July 2016
USDOE Office of Educational Technology Publication	Artificial Intelligence and the Future of Teaching and Learning: Insights and Recommendations, May 2023
Website	Metropolitan Educational Research Consortium
Website	CSBA District and County Office of Education Legal Services
Website	California State Parent Teacher Association
Website	CSBA

Cross References	**Description**
1240	Volunteer Assistance
1240	Volunteer Assistance
1700	Relations Between Private Industry And The Schools
3541	Transportation Routes And Services
4131	Staff Development
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5113	Absences And Excuses
5113	Absences And Excuses
5121	Grades/Evaluation Of Student Achievement
5121	Grades/Evaluation Of Student Achievement
5131.9	Academic Honesty
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5145.6	Parent/Guardian Notifications
5145.6-E PDF(1)	Parent/Guardian Notifications
5148.2	Before/After School Programs

5148.2	Before/After School Programs
6011	Academic Standards
6020	Parent Involvement
6020	Parent Involvement
6112	School Day
6112	School Day
6141.2	Recognition Of Religious Beliefs And Customs
6141.2	Recognition Of Religious Beliefs And Customs
6142.4	Service Learning/Community Service Classes
6159	Individualized Education Program
6159	Individualized Education Program
6163.1	Library Media Centers
6163.4	Student Use Of Technology
6163.4	Student Use Of Technology

Cross References	Description
6163.4-E PDF(1)	Student Use Of Technology
6176	Weekend/Saturday Classes
6176	Weekend/Saturday Classes

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Aracely Fox **Date of Meeting:** June 17, 2026

Agenda Section: Section F: Board Policies, First Reading

First Reading - BP 6162.5 Student Assessment (Fox)

The Board Policy 6162.5 Student Assessment has been updated based on recommendations from CSBA (California School Boards Association). The updates include incorporating guidance regarding technology use in assessments, strengthening the alignment of assessments with instruction, expanding professional development supports for staff, and updating legal references and educational resources, as well as strengthening the use of assessment data to support student learning and program improvement. The deleted language is indicated by strikethrough, and added language is in red font. The revised policy will be presented for a second reading at a future Board meeting.

FISCAL IMPACT:
N/A

RECOMMENDATION:
It is the recommendation of the Assistant Superintendent of Educational Services that the Board of Trustees receive the revisions to Board Policy 6162.5 Student Assessment, as presented for First Reading.

ADDITIONAL MATERIALS:

Attached: BP 6162.5 (3 pgs)

Policy 6162.5: Student Assessment

Status: ADOPTED

Original Adopted Date: 11/16/2011 | Last Revised Date: 05/16/2018 | Last Reviewed Date: 05/16/2018

The Board of Trustees recognizes that student assessments are an important instructional and accountability tool. To obtain the most accurate evaluation of student performance, the district shall use a variety of measures, including district, state, and/or national assessments.

Any student use of technology to complete assessments shall be as specified in Board Policy 5131.9 - Academic Honesty and Board Policy 6163.4 - Student Use of Technology.

Assessment data shall be used to help determine individual students' progress, mastery of academic standards, and appropriate placement in district programs. In addition, summary data on student assessment results shall be used by the district to identify and review student achievement goals in the district's local control and accountability plan, and evaluate district educational programs in order to identify needed improvements~~.~~ , and, as appropriate, evaluate staff performance.

In selecting or developing a district assessment, the Superintendent or designee shall examine evidence of its reliability, its validity for the intended purpose and for various student populations, and the extent to which it ~~corresponds~~ aligns to the material that is being taught.

The Superintendent or designee shall ensure that assessments are administered in accordance with law and the test publisher's directions and that test administration procedures are fair and equitable for all students.

As appropriate, assessment results shall be disaggregated by student ~~sub~~group, classroom, grade level, and/or school site to allow for critical analysis of student needs.

The Superintendent or designee shall provide professional development as needed to assist administrators and teachers ~~and paraeducators~~ in interpreting and using assessment data to improve student performance and the instructional program.

When districtwide and school-level results of student assessments are published by the state, the Superintendent or designee may provide supplementary information to assist parents/guardians and the ~~local~~ community in understanding test results.

Interim and Formative Assessments

State interim and formative assessments may be used in combination with other sources of information to gain timely feedback about student progress in an effort to continually adjust instruction to improve learning. and for communicating with students' parents/guardians and identifying professional development goals. Results from interim and formative assessments shall not be used for any high-stakes purpose, including, but not limited to, teacher or other school staff evaluation, accountability, student grade promotion or retention, course or class placement, identification for gifted or talented education, reclassification of English Learners, or identification as an individual with exceptional needs. (Education Code 60642.6, 60642.7)

The Superintendent or designee shall ensure that teachers who administer interim and formative assessments have access to all functions and information designed for teacher use related to such assessments and student performance on the assessments. (Education Code 60642.6)

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 850-876	California Assessment of Student Performance and Progress
Ed. Code 10600-10610	California Education Information System
Ed. Code 313	Assessment of English language development
Ed. Code 44660-44665	Evaluation and assessment of performance of certificated employees
Ed. Code 49558	Free and reduced-price meals; use of individual applications and records

Ed. Code 51041	Evaluation of the educational program
Ed. Code 51450-51455	Golden State Seal Merit Diploma
Ed. Code 52052	Accountability; numerically significant student subgroups
Ed. Code 52060-52077	Local control and accountability plan

Ed. Code 56341.1	Assistive technology devices for a student with a disability
Ed. Code 60600-60649	Assessment of academic achievement
Ed. Code 60640-60648.5	California Assessment of Student Performance and Progress
Ed. Code 60800	Physical performance test
Ed. Code 60900	California Longitudinal Pupil Achievement Data System
Ed. Code 60910	California State Preschool Program Longitudinal Pupil Achievement Data System

Federal	**Description**
20 USC 1401	Assistive technology device; definition
20 USC 9622	National Assessment of Educational Progress

Management Resources	**Description**
USDOE Office of Educational Technology Publication	Artificial Intelligence and the Future of Teaching and Learning: Insights and Recommendations, May 2023
Website	Metropolitan Educational Research Consortium
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Education, Testing and Accountability
Website	Smarter Balanced Assessment Consortium
Website	U.S. Department of Education
Website	CSBA

Cross References

Code	**Description**
0410	Nondiscrimination In District Programs And Activities
0415	Equity
0420	School Plans/Site Councils
0420	School Plans/Site Councils
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
0500	Accountability
0510	School Accountability Report Card
0510	School Accountability Report Card
1340	Access To District Records
1340	Access To District Records
2140	Evaluation Of The Superintendent
4115	Evaluation/Supervision
4115	Evaluation/Supervision
4131	Staff Development
4315	Evaluation/Supervision
4331	Staff Development
5121	Grades/Evaluation Of Student Achievement
5121	Grades/Evaluation Of Student Achievement
5123	Promotion/Acceleration/Retention
5123	Promotion/Acceleration/Retention
5125	Student Records
5125	Student Records
5131.9	Academic Honesty
6000	Concepts And Roles
6011	Academic Standards
6020	Parent Involvement
6020	Parent Involvement
6120	Response To Instruction And Intervention

6141	Curriculum Development And Evaluation
6141	Curriculum Development And Evaluation
6142.6	Visual And Performing Arts Education
6142.7	Physical Education And Activity
6142.7	Physical Education And Activity
6142.91	Reading/Language Arts Instruction
6142.92	Mathematics Instruction
6146.1	High School Graduation Requirements
6146.3	Reciprocity Of Academic Credit
6146.3	Reciprocity Of Academic Credit
6146.5	Elementary/Middle School Graduation Requirements
6151	Class Size
6152	Class Assignment
6152.1	Placement In Mathematics Courses
6152.1	Placement In Mathematics Courses
6155	Challenging Courses By Examination
6155	Challenging Courses By Examination
6158	Independent Study
6158	Independent Study
6159	Individualized Education Program
6159	Individualized Education Program
6161.1	Selection And Evaluation Of Instructional Materials
6161.1	Selection And Evaluation Of Instructional Materials
6161.1	Selection And Evaluation Of Instructional Materials
6162.51	State Academic Achievement Tests
6162.51	State Academic Achievement Tests
6162.54	Test Integrity/Test Preparation
6163.4	Student Use Of Technology
6163.4	Student Use Of Technology
6164.4	Identification And Evaluation Of Individuals For Special Education
6164.4	Identification And Evaluation Of Individuals For Special Education
6164.5	Student Success Teams
6164.5	Student Success Teams
6170.1	Transitional Kindergarten
6171	Title I Programs
6171	Title I Programs
6172	Gifted And Talented Student Program
6172	Gifted And Talented Student Program
6172.1	Concurrent Enrollment In College Classes
6172.1	Concurrent Enrollment In College Classes
6173.4	Education For American Indian Students
6174	Education For English Learners
6174	Education For English Learners
6178	Career Technical Education
6178	Career Technical Education
6178.2	Regional Occupational Center/Program
6181	Alternative Schools/Programs Of Choice
6181	Alternative Schools/Programs Of Choice
6184	Continuation Education
6184	Continuation Education
6190	Evaluation Of The Instructional Program
9000	Role Of The Board
9321	Closed Session
9321	Closed Session
9321	Closed Session

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** June 17, 2026

Agenda Section: Section F: Board Policies, First Reading

First Reading - Revisions to BB 9320 Meetings and Notices (DeGenna)

BB 9320 Meetings and Notices has been revised based on recommendations from California School Boards Association (CSBA) and is presented for First Reading. The revised policy will be presented for Second Reading and Adoption at a future meeting.

Updated language is shown in underlined red font and deleted language is indicated with a strikethrough.

FISCAL IMPACT:
N/A

RECOMMENDATION:
It is the recommendation of the Superintendent that the Board of Trustees receive the revisions to BB 9320 Meetings and Notices, as presented for First Reading.

ADDITIONAL MATERIALS:

Attached: BB 9320 (6 pages)

Bylaw 9320: Meetings And Notices

Status: ADOPTED

Original Adopted Date: 11/16/2011

Meetings of the Governing Board ~~of Trustees~~ are conducted for the purpose of accomplishing district business. ~~In~~ The Board may meet in open session or closed session, as necessary, in accordance with ~~state~~applicable open meeting laws (Brown Act), ~~the Board shall hold its meetings in public and shall conduct closed sessions during such meetings only as authorized by law. To encourage community involvement in the schools, Board meetings shall provide opportunities for questions and comments by members of the public. All meetings shall be conducted in accordance with law and the Board's bylaws, policies,~~ and ~~administrative regulations.~~

~~(cf.~~Board Bylaw 9320.1 - Remote Meetings and Attendance, Board Bylaw 9321 - Closed Session ~~Purposes and Agendas)~~

~~(cf. 9321.1 - Closed Session Actions~~, Board Bylaw 9322 - Agenda/Meeting Materials, and ~~Reports)~~

~~(cf.~~Board Bylaw 9323 - Meeting Conduct~~).~~

A Board meeting exists whenever a majority of Board members ~~gather~~gathers at the same time and ~~place~~location, including remotely or electronically, to hear, discuss, ~~or~~ deliberate, or take action upon any item within the subject matter jurisdiction of the Board ~~or district~~. (Government Code 54952.2)

A majority of the Board shall not, outside of an authorized meeting, use a series of communications of any kind, directly or through intermediaries, to discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the Board. However, an employee or district official may engage in separate conversations with Board members in order to answer questions or provide information regarding an itemof district business.

This prohibition against serial Board meetings also applies to communications via technology. Email exchanges, text/chat threads, or comments posted on a blog or social media account that result in a majority of the Board "discussing among themselves" an item within the subject matter jurisdiction of the Board could result in a Brown Act violation. Pursuant to Government Code 54952.2, Board members may engage in separate conversations or communications with members of the public on social media that is open and accessible to the public as long as a majority of the Board does not use the platform to directly communicate among themselves regarding matters within the subject matter jurisdiction of the Board and members do not comment on or use digital icons (e.g., "likes" or emojis) to express reactions to communications made by other Board members. Additionally, a Board member is prohibited from responding directly to any communication from other members of the Board on a social media platform regarding matters that are within the subject matter jurisdiction of the Board. For more information regarding Board member communications via technology, see BB 9012 - Board Member Electronic Communications.

However, Government Code 54952.2 specifies that briefings between less than a quorum of the Board and staff, whether in-person, virtual, or via email, are permissible in order to answer questions or to provide information, as long as the briefing is not used to communicate the comments or position of any other Board member.

In accordance with Board Bylaw 9012 - Board Member Electronic Communications, a majority of the Board shall not use a series of communications of any kind, directly or through intermediaries

or technology, including official or personal social media accounts, to discuss, deliberate, or take action on any matter that is within the subject matter jurisdiction of the Board. (Government Code 54952.2)

However, the Superintendent or designee may engage in separate conversations or communications with Board members in order to answer questions or provide information regarding any matter within the subject matter jurisdiction of the Board, as long as that employee or district official does not communicate the comments or position of any Board members to other Board members. (Government Code 54952.2)

~~In order to help ensure participation in the meeting by disabled individuals, the Superintendent or designee shall provide appropriate disability-related accommodations or modifications upon request in accordance with the Americans with Disabilities Act. (Government Code 54953.2, 54954.1)~~

~~Meeting notices and agendas shall specify that any individual who requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting should contact the Superintendent or designee at least two (2) days before the meeting date.. (Government Code 54954.2)~~

~~Each agenda shall also list the address(es) designated by the Superintendent or designee for public inspection of agenda documents that are distributed to the Board less than 72 hours before the meeting. (Government Code 54957.5)~~

~~(cf. 9322 - Agenda/Meeting Materials)~~

Regular Meetings

Unless otherwise determined by the Board, the Board shall hold one or two _____ regular Board meeting(s) each month ~~depending~~ starting between 5 and 7 p.m. ~~on meeting shall be held at 7:00 p.m~~. on Wednesdays at the Educational Service Center (District Office) located.

At least 72 hours prior to a regular Board meeting, the ~~electronic version of the~~ agenda shall be ~~posted on the Oxnard School District Website and~~ posted at one or more ~~location~~locations freely accessible to members of the public, on the district's website, and at any location required by Board Bylaw 9320.1 - Remote Meetings and Attendance. (Government Code 54954.2)

Special Meetings

Special meetings of the Board may be called at any time by the presiding officer or a majority of the Board members~~.~~ on any topic within the subject matter jurisdiction of the Board unless otherwise prohibited by law or as specified in BB 9323.2 - Actions by the Board. (Government Code 54956)

~~Written~~At least 24 hours before the noticed start time, written notice of a special ~~meetings~~Board meeting shall be ~~delivered~~: (Government Code 54953.8, 54953.8.3, 54956)

1. Delivered personally or emailed or delivered by any other means to all Board members and the local media who have requested such notice in writing~~. The notice shall be received at least 24 hours before~~

2. Posted on the ~~time of the meeting. The notice shall also be posted at least 24 hours before the meeting~~ district's website and in a location freely accessible to the public.

3. Posted in any location required by Board Bylaw 9320.1 - Remote Meetings and Attendance

The notice shall specify the time and ~~place~~location of the special Board meeting and the business to be transacted or discussed. No other business shall be considered ~~at this meeting~~. (Education Code 35144; Government Code 54956)

Any Board member may waive the 24-hour written notice requirement prior to the time of the special Board meeting by filing a written waiver of notice with the clerk or secretary of the Board or by being present at the meeting at the time it convenes. ((Education Code 35144; Government Code 54956)

Every notice of a special meeting shall provide an opportunity for members of the public to directly address the Board concerning any item that has been described in the meeting notice, before or during the item's consideration. (Government Code 54954.3)

Emergency Meetings

In the case of an emergency situation for which prompt action is necessary due to the disruption or threatened disruption of public facilities, the Board may hold an emergency Board meeting without complying withas long as it complies with all requirements of a special Board meeting, except the 24-hour notice and/or 24-hour posting requirement for special meetings pursuant to Government Code 54956. The Board shall comply with all other requirements for special meetings during an emergency meetingrequirements. (Government Code 54956.5)

An emergency situation means either of the following: (Government Code 54956.5)

1. An emergency, which shall be defined as a work stoppage, crippling activity, or other activity that severely impairs public health and/or safety as determined by a majority of the members of the Board

(cf. 4141.6/4241.6 - Concerted Action/Work Stoppage)

2. A dire emergency, which shall be defined as a crippling disaster, mass destruction, terrorist activity, or threatened terrorist act that poses peril so immediate and significant that requiring the Board to provide one-hour notice before holding an emergency meeting may endanger the public health and/or safety as determined by a majority of the members of the Board

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

Except in the case of a dire emergency,The Board may meet in closed session during an emergency Board meeting so long as two-thirds of the members present at the meeting agree or, if less than two-thirds of the members are present, by unanimous vote of the members present. (Government Code 54956.5)

Government Code 54956.5 requires the Board president or designee shallto give notice of thean emergency Board meeting by telephone or email at least one hour before the meeting to the local media that have requested notice of special Board meetings.

Except in the case of a dire emergency, the Board president or designee shall give notice of the emergency Board meeting by telephone or email at least one hour before the meeting to the local media that have requested notice of special Board meetings. As applicable, all telephone numbers or email addresses provided by the media in the most recent request for notification mustshall be exhausted. If telephone or internet services are not functioning, the notice requirement of one hour is waived and, as soon after the emergency Board meeting as possible, the Board shall notify those media representatives of the meeting and shall describe the purpose of the meeting and any action taken by the Board. In the case of a dire emergency, the Board president or designee shall give such notice at or near the time he/she notifiesnotification as is given to the other members of the Board about the meeting. (Government Code 54956.5)

The minutes of the emergency Board meeting, a list of persons the Board president or designee notified or attempted to notify, a copy of the roll call vote, and any actions taken at the meeting shall be posted for at least 10 days in a public place as soon as possible after the meeting as possible. (Government Code 54956.5)

An *emergency* means a work stoppage, crippling activity, or other activity that severely impairs public health and/or safety as determined by a majority of the members of the Board. (Government Code 54956.5)

A *dire emergency* means a crippling disaster, mass destruction, terrorist act, or threatened terrorist activity that poses peril so immediate and significant that requiring the Board to provide one-hour notice before holding an emergency Board meeting may endanger the public health and/or safety as determined by a majority of the members of the Board. (Government Code 54956.5)

Adjourned/Continued Meetings

~~A majority vote by the~~The Board may adjourn/continue any regular or special Board meeting to a later time and ~~place~~location that shall be specified in the order of adjournment. Less than a quorum of the Board may adjourn/continue such a meeting. If no Board members are present, the secretary or the clerk may declare the Board meeting adjourned/continued to a later time and location and shall give notice in the same manner required for special Board meetings. (Government Code 54955)

Within 24 hours after the time of adjournment/continuance, a copy of the order or notice of adjournment/continuance shall be conspicuously posted on or near the door of the ~~place~~location where the Board meeting was held. (Government Code 54955)

Study Sessions, Retreats, Public Forums, and Discussion Meetings

The Board may ~~occasionally~~ convene a study session or public forum to study an issue in more detail or to receive information from staff or feedback from members of the public. Additionally, the Board may convene a retreat to discuss Board roles and relationships. Any such Board meeting, regardless of title or topic, shall be held as a regular or special Board meeting, as appropriate, and shall comply with all other requirements for regular or special Board meetings. (Government Code 54956)

~~The Board may also convene a retreat or discussion meeting to discuss Board roles and relationships.~~

~~(cf. 2000 - Concepts and Roles)~~

~~(cf. 2111 - Superintendent Governance Standards)~~

~~(cf. 9000 - Role of the Board)~~

~~(cf. 9005 - Governance Standards)~~

~~(cf. 9400 - Board Self-Evaluation)~~

~~Public notice shall be given in accordance with law when a quorum of the Board is attending a study session, retreat, public forum, or discussion meeting. All such meetings shall comply with the Brown Act and shall be held in open session and within district boundaries. Action items shall not be included on the agenda for these meetings.~~

Other Gatherings

Attendance by a majority of Board members at any of the following events is not subject to the Brown Act provided that a majority of the Board members do not discuss specific district business among themselves other than as part of the scheduled program: (Government Code 54952.2)

1. A conference or similar public gathering open to the public that involves a discussion of issues of general interest to the public or to school board members

2. An open, publicized meeting organized by a person or organization other than the district to address a topic of local community concern

3. An open and noticed meeting of another body of the district

4. An open and noticed meeting of a legislative body of another local agency

5. A purely social or ceremonial occasion

6. An open and noticed meeting of a standing committee of the Board established pursuant to Board Bylaw 9130- Board Committees, provided that the Board members who are not members of the standing committee attend only as observers

~~(cf. 9130 - Board Committees)~~

Individual contacts or conversations between a Board member and any other person that are not ~~subject to~~part of a series of communications prohibited by the Brown Act~~.~~ are permitted. (Government Code 54952.2)

Location of Meetings

~~Meetings shall not be held in a facility that prohibits the admittance of any person on the basis of ancestry or any characteristic listed in Government Code 11135, including, but not limited to, religion, sex, or sexual orientation. In addition, meetings shall not be held in a facility which is inaccessible to disabled persons or where members of the public must make a payment or purchase in order to be admitted.~~ Unless the Board is holding a remote Board meeting during a proclaimed state of emergency or local emergency in accordance with Board Bylaw 9320.1 - Remote Meetings and Attendance, all Board meetings~~(Government Code 54961)~~

~~(cf. 0410 - Nondiscrimination in District Programs and Activities)~~

~~Meetings~~ shall be held within district boundaries, except to do any of the following: (Government Code 54954)

1. Comply with state or federal law or court order or attend a judicial or administrative proceeding to which the district is a party

2. Inspect real or personal property which cannot conveniently be brought into the district, provided that the topic of the meeting is limited to items directly related to the property

3. Participate in meetings or discussions of multiagency significance, provided these meetings are held within one of the other agencies' boundaries, with all participating agencies giving the notice required by law

4. Meet in the closest meeting facility if the district has no meeting facility within its boundaries or if its principal office is located outside the district

5. Meet with elected or appointed state or federal officials when a local meeting would be impractical, solely to discuss legislative or regulatory issues affecting the district over which the state or federal officials have jurisdiction

6. Meet in or near a facility owned by the district but located outside the district, provided the meeting agenda is limited to items directly related to that facility

7. Visit the office of the district's legal counsel ~~for a~~to meet in closed session on pending litigation, when doing so would reduce legal fees or costs

8. Attend conferences on nonadversarial collective bargaining techniques

9. Interview residents of another district regarding the Board's potential employment of an applicant for ~~Superintendent of the district~~

Superintendent of the district

10. Interview a potential employee from another district

All Board meetings, regardless of location, shall comply with the applicable notice and open meeting requirements. Additionally, no such meeting may be held in a facility that prohibits the admittance of any person on the basis of ancestry or any characteristic listed in Government Code 11135, which is inaccessible to individuals with disabilities, or where members of the public must make a payment or purchase in order to be admitted. (Government Code 54961)

~~Meetings exempted from the boundary requirements, as specified in items #1-10 above, shall still be subject to the notice and open meeting requirements for regular and special meetings when a quorum of the Board attends the meeting.~~

If a fire, flood, earthquake, or other emergency renders the posted regular or special Board meeting ~~place~~location unsafe~~, meetings~~ and the deadline for posting the location has passed, the meeting shall be held ~~for the duration of the emergency~~ at a ~~place~~location designated by the Board president or designee, who shall so inform all news media who have requested notice of ~~special~~ meetings pursuant to Government Code 54956 by the most rapid available means of communication. (Government Code 54954)

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** June 17, 2026

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
Highlight Ventura County Farm to School Program	8/5/26
AI Information	8/5/26
Ethnic Studies & Master Plan - Combo ELD/STEAM	8/19/26
Discussion re: Behaviors	8/19/26
Structure to Assess Fiscal Impact on Regular Basis	TBD
Opportunities for College-Going Programs in County	TBD
Discussion re: Integrated Pest Management Plan	TBD
Discussion re: SRO Policies/Protocols	TBD

FISCAL IMPACT:
N/A

RECOMMENDATION:
Information only.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** June 17, 2026

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:** June 17, 2026

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:** June 17, 2026

Agenda Section: Section G: Conclusion

ADJOURNMENT

Moved:
Seconded:
Vote:

ROLL CALL VOTE:

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

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, June 12, 2026.

FISCAL IMPACT:
N/A

RECOMMENDATION:
N/A