



Elm Street Elementary School

450 E. Elm Street • Oxnard, CA 93033 • (805) 385-1533 • Grades K-5

Rosario V. Almanza, Principal

ralmanza@oxnardsd.org

<http://elm.oxnardsd.org/>

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Oxnard School District

1051 South A Street
Oxnard, California, 93033
(805) 385-1501
<http://www.oxnardsd.org>

District Governing Board

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**Assistant Superintendent,
Educational Services**

School Description

Elm Street School prides itself on its mission and vision because Elm is a school community of learners of which Every Learner Matters encompasses student, teacher, and parent learning.

Mission - To ensure that all students receive a high quality education from fully qualified, caring teachers whose research-based practices help them connect with the 21st century expectations through the arts, sciences and technology.

Vision - To establish a safe, professional bilingual learning community where educators use data to inform instruction, collaborate toward common goals, and work with families, students, and community members toward becoming successful contributing members of society, while addressing the needs of the whole child.

Staff members at Elm Street School commit to the following:

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

Elm Street School was established in 1948 and is one of 21 schools in the Oxnard Elementary School District. During the 2018-2019 school year, Elm Street School served 631 students in grades Kindergarten through fifth grade on a traditional schedule. Elm Street School is a Title I school, with 91.6% of students that are Socioeconomically Disadvantaged. Our student population make up includes 97% of students who are Hispanic/Latino and 75.1% of students are English Language Learners. Elm has a unique partnership with a private higher educational institution, California Lutheran University (CLU) in Thousand Oaks, California. The vision for Elm is to become a Professional Development School (PDS) through a school-university partnership with CLU where theory, practice, and research benefit pre-service teachers in their journey to being fully credentialed and veteran teachers through research-based best practices professional development; all with the goal of a positive action research impact on student achievement. Elm Street School has two strand focuses; the School of Environmental-Life Sciences and Mathematics in addition to servicing students K-5 in a Dual Language Immersion (DLI) educational program.

Elm Street School staff consists of 25 highly qualified teachers. These teachers include one Reading Specialist and a Resource Specialist. We will implement CCSS through the following state adopted programs McGraw-Hill, My Math and Wonders/Maravillas. We will also be using Dual Language Units in Kindergarten and First grade written by our District to ensure CCSS is at the forefront in our Dual Language Classes. We are currently piloting Next Generation Science Standards (NGSS) and using FOSS kits. In addition, we implement several intervention programs. These interventions include small group instruction with Classroom Teachers, Reading Specialist and Instructional Support Providers. The teaching staff at Elm St. School is committed to the process of implementing CCSS and dedicated to higher level thinking and learning for all students.

In order to implement CCSS, the Elm Street teachers are committed to meeting consistently in Professional Learning Communities in order to increase student achievement. Teachers focus on data driven instruction, assess students informally and informally to monitor student growth in the core areas and meet to analyze student data results to plan instruction and student interventions. We are also proud to be implementing a Dual Language program at Elm. We began implementation of the DLI program in Kindergarten during the 2012-13 school year, with the intent of growing the program through the grades each year with full DLI implementation in grades K-5, which was reached in the 2017-2018 school year. This 2019-2020 school year, all of Elm's Kindergarten and First grade classes are dual language immersion with the instructional and structural goal of Elm becoming a full dual language school K-5 by the school 2023-2024.

About the SARC

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

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

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	79
Grade 1	95
Grade 2	90
Grade 3	100
Grade 4	98
Grade 5	112
Total Enrollment	574

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.2
Filipino	0.5
Hispanic or Latino	96.9
Native Hawaiian or Pacific Islander	0.3
White	1.9
Two or More Races	0.2
Socioeconomically Disadvantaged	86.8
English Learners	74.6
Students with Disabilities	10.6
Foster Youth	0.2
Homeless	0.9

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Elm Street Elementary	17-18	18-19	19-20
With Full Credential	28	26	25
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Oxnard School District	17-18	18-19	19-20
With Full Credential	♦	♦	25
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Elm Street Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Oxnard School District held a Public Hearing on October 9, 2019 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are provided standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The chart displays data collected in October 2019, regarding textbooks in use during the 2019-20 school year.

Textbooks and Instructional Materials

Year and month in which data were collected: October 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw-Hill, Wonders/Maravillas Curriculum for ELA, Spanish Reading and ELD for grades K-5, adopted 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	McGraw-Hill, My Math/Mis Matematicas Curriculum for grades K-5, adopted 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Macmillan McGraw-Hill, California Science Curriculum for grades K-5, adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Pearson Scott Foresman, History/Social Science for CA Curriculum for grades K-5, adopted 2005 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Elm Street School, originally constructed in 1948, is currently comprised of 26 classrooms, a cafeteria, a library, a science lab, a staff lounge, one speech room, one special education room, and one playground. In the fall of 2018, a brand new school building was completed.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 7/22/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Boys Upstairs Restroom: Missing Soap Dispenser Kitchen Room # 205: Missing ceiling tiles as you walk into the right. Storage Room # 322: Wood rot north side wall.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Downstairs Boys Restroom:
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Room # 352: Spikes for birds, they are causing a damage on exit sign and in front of classroom door. Room # 355: ü Room # 356: ü
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Library Room 122: Broken Blinds Room # 310: Cracked window
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	20	22	26	30	50	50
Math	13	12	14	17	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	18.6	11.5	2.7

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	312	310	99.36	22.26
Male	163	161	98.77	13.66
Female	149	149	100.00	31.54
Filipino	--	--	--	--
Hispanic or Latino	304	302	99.34	22.19
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	275	273	99.27	20.88
English Learners	250	248	99.20	19.76
Students with Disabilities	37	37	100.00	18.92
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	312	312	100.00	11.54
Male	163	163	100.00	7.98
Female	149	149	100.00	15.44
Filipino	--	--	--	--
Hispanic or Latino	304	304	100.00	11.18
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	275	275	100.00	10.91
English Learners	250	250	100.00	8.40
Students with Disabilities	37	37	100.00	8.11
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

Parents and community members are highly encouraged to get involved and play an active role in the development and betterment of the school by being active participants and advocates for their children's education. Understanding the school's education program, student achievement, and curriculum development can assist both school and community in on-going program improvement. We have made a commitment to provide the best educational program possible for students. The quality of our program is a reflection of our highly committed and dedicated staff. We are committed to ensuring that Elm Street School is a welcoming, stimulating and safe environment where students are actively involved in learning academics as well as positive values. Through our arduous work, our students will be challenged to reach their maximum potential.

Parent involvement and engagement is a crucial component to the academic and social emotional success of students at Elm St. Elementary School. Regular communication in the form of written notes, phone calls, parent meetings, Blackboard calling system messages, school website, social media, school marquee, and daily face to face contact and interactions, are methods used to keep a constant and consistent line of two-way open communication. Elm Street School benefits from an active Parent Teacher Association (PTA), which consists of every PTA Board member being a parent. The PTA works with the school community throughout various school fundraisers, school activities, school events, and educational excursions. School Site Council (SSC), the English Language Advisory Committee (ELAC), and monthly Coffee with the Principal meetings are three additional stakeholder site-based platforms through which parents are involved in the input and decision-making of school programs and resources allocation. Parents and guardians play an active role in parent engagement opportunities provided by the school of which include parent education workshops, parent classes on a variety of topics, family reading nights, and volunteering in their children's classrooms. Teachers use common core standards based progress reports and assessment data to communicate student progress to parents in a language they can understand. In order to serve our parents and the community, Elm Street School has an established a relationship with Ventura County Behavioral Health which provides a cost free series of workshops and classes on nutrition, health and exercise, mental health services, positive parenting, dental hygiene, human growth and development, managing difficult behaviors, and mother-daughter relationships. We realize that the school belongs to the community, and our charge is to educate and serve the school community at large to the best of our ability in meeting and supporting their needs.

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

State Priority: School Climate

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

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

School Safety Plan

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

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

The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Safety drills are held on a regular basis; fire drills are held monthly, and earthquake and lockdown drills are held twice a year with support from our school resource officer and the Oxnard Police Department.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.5	0.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.6	3.2	3.2
Expulsions Rate	0.0	0.1	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	574.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.1

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	23		4		599			1	171	2		1
1	23		5									
2	27		4									
3	26		5									
4	33		3	1								
5	34			3	32		1		30		2	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

The Oxnard School District is committed to providing professional development for all teachers to support successful progress for our students' academic and social development. The professional development offered is grade level or content specific, and addresses the current Common Core standards, as well as social-emotional needs. Professional development can include training in specific subject areas, general academics, social behavior, technology, as well as job-embedded activities related to the California Standards for the Teaching Profession. The district also provides a support program for new teachers in cooperation with our County Office of Education (Induction).

The district and site administrators also attend workshops in curriculum, performance assessment, interventions, technology, supervision, evaluation, and leadership. In addition to professional development activities offered to the district's teachers and administrators, classified employees also receive training based on the specific needs of their assignment.

The Oxnard School District is committed to providing professional development activities to every educator to improve instruction and enhance student achievement. In addition to the district-wide staff development (non-student) days (2 per year), the district also provides numerous professional development opportunities throughout the year, after school, and on weekends. In this report, the number of days indicated for the district reflects the number of days teachers are subbed out for professional development. Our continued professional development is based on data reflecting our students' academic and social-emotional needs.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,269	\$45,741
Mid-Range Teacher Salary	\$79,975	\$81,840
Highest Teacher Salary	\$102,651	\$102,065
Average Principal Salary (ES)	\$123,494	\$129,221
Average Principal Salary (MS)	\$137,515	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$233,849	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	36%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

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

- Title I, Part A - Educationally Disadvantaged Students
- Title II, Part A - Teacher Quality
- Title III, English Learner
- Title IV, Part A - Student Support and Academic Achievement
- Tobacco Use Prevention Education (TUPE)

DataQuest

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

Internet Access

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$4,332.42	\$145.19	\$4,187.23	\$87,813.38
District	N/A	N/A	\$3,783.10	\$81,627.34
State	N/A	N/A	\$7,506.64	\$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	10.1	7.3
School Site/ State	-56.8	6.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.