Mar Vista Elementary School - See attached document

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

Ocean View School District
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District Governing Board

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District Administration

Dr. Craig W. Helmstedter
Superintendent

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Assistant Superintendent-Administrative Services

Michele Hellewell
Assistant Superintendent- Business Services

Kelly Castillo
Assistant Superintendent-Educational Services

Mission Statement

A cornerstone of cultures and ideas, laying the foundation for a successful future.
Motivating

All children to Realize their dreams by developing:
- Values,
- Independence,
- Self-worth,
- Tenacity and
- Academic Achievement

Vision Statement

Mar Vista Elementary School staff believes that a successful school experience for every child is both a right and a necessity, and is the primary goal and responsibility of all. It is our belief that students can and will excel in an environment that is tailored to their evolving needs, and conducive to all facets of the learning environment. It is due to this belief that we have been able to successfully develop a comprehensive educational system that celebrates and promotes ethnic and cultural diversity, individuality, and emotional, intellectual, and social success. We strive to provide students with not only the stimulation and encouragement to succeed but the means to do so as well.

- All Mar Vista Elementary School students will be prepared to meet the social and academic demands that the future holds for them.
- Acquiring knowledge only will not suffice – they will need the skills of learning how to acquire knowledge as a result of the exponential increase of information.
- Ongoing evaluation of the educational programs is a key component at Mar Vista Elementary School. Data is analyzed to guide classroom instruction.
- The principal and Leadership Team guide a coordinated plan to facilitate articulation within and across grade levels.
- Curriculum mapping, 4 C's, and strategies for targeted instruction are a focus. The curriculum will include horizontal, as well as vertical alignment.

School Profile

Centrally located between Santa Barbara and Los Angeles, the city of Oxnard is home to the Mar Vista Elementary School community. Mar Vista Elementary School is part of the Ocean View School District, which serves the southeastern portion of Oxnard to the Point Mugu Naval Air Station, and unincorporated Ventura County from the Los Angeles County line to Port Hueneme.

The Ocean View School District, covering 80 square miles, includes three elementary schools, one junior high school, and one early education school. The district was established in 1872, making it one of the oldest in Ventura County. Mar Vista Elementary School serves students in grades kindergarten through grade five who proudly call themselves the Mustangs. Student body demographics are illustrated in the chart.

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	88
Grade 1	95
Grade 2	90
Grade 3	82
Grade 4	76
Grade 5	59
Total Enrollment	490

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Hispanic or Latino	98.6
White	1
Two or More Races	0.4
Socioeconomically Disadvantaged	86.3
English Learners	80.8
Students with Disabilities	6.5
Foster Youth	0.4

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Mar Vista Elementary	17-18	18-19	19-20
With Full Credential	25	22	23
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Ocean View School	17-18	18-19	19-20
With Full Credential	♦	♦	111
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Mar Vista Elementary School - See attached document

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.

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.

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

The school district held a public hearing on September 10, 2019, and confirmed that each school within the district had 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 given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information collected in September 2019 about the quality, currency, and availability of the standard-aligned textbooks and other instructional materials at the school.

Textbooks and Instructional Materials

Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption	
Reading/Language Arts	ARC Core 2018	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0.0%
Mathematics	Eureka Math 2016	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0.0%
Science	STEMscopes 2018	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0.0%
History-Social Science	Harcourt 2007 Pearson Scott Foresman 2007	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0.0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Mar Vista Elementary School provides a safe, clean environment for students, staff, and volunteers. The school is situated on nine acres. School facilities were built in 1951, with additions built in 1955, 1958, and 2002. They span 44,600 square feet and include 25 permanent classrooms, four portable classrooms, grassy playfields, and a blacktop playground.

The facility strongly supports teaching and learning through its ample classroom and playground space, and a staff resource room. Recent modernizations to the campus include re-wiring of the internet to four lines per classroom. The chart displays the results of the most recent school facilities inspection.

Cleaning Process

Mar Vista Elementary School provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with an emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with three full-time custodians to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance and Repair

At the time this report was published, 100% of restrooms on campus were in good working order. Graffiti is removed immediately and damage to school property repaired prior to the arrival of students on campus whenever possible. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar–for–dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2018-2019 school year, the district allocated $500,000 in funds for the deferred maintenance program.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 8/12/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	
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	17	22	30	27	50	50
Math	11	17	18	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	26.8	33.9	19.6

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	214	214	100.00	21.50
Male	118	118	100.00	16.95
Female	96	96	100.00	27.08
Hispanic or Latino	210	210	100.00	21.90
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	197	197	100.00	19.80
English Learners	184	184	100.00	21.74
Students with Disabilities	17	17	100.00	11.76

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	214	214	100.00	17.29
Male	118	118	100.00	17.80
Female	96	96	100.00	16.67
Hispanic or Latino	210	210	100.00	17.14
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	197	197	100.00	15.23
English Learners	184	184	100.00	16.30
Students with Disabilities	17	17	100.00	11.76

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 the community are very supportive of the education program at Mar Vista Elementary School. The Mar Vista Elementary School Parent Teacher Club (PTC) raises funds for numerous programs and activities. The PTC pays for assemblies, student field trips and incentives for the Principal Rewards Program.

Contact Information

Parents who wish to participate in Mar Vista Elementary School's committees, school activities, or become volunteers may contact the principal at (805) 488-3659.

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

Parents and community members are welcomed to the school. We ask that anyone wishing to be on campus during school hours notify staff ahead of time. Mar Vista Elementary School is a closed campus. All visitors must sign in at the office and wear identification badges while on school grounds. During lunch, breaks, and before and after school teachers, instructional aides and noon duty assistants monitor the campus to ensure student safety.

The state requires all schools to develop a School Safety Plan. Components of the School Safety Plan include the following: child abuse reporting procedures; teacher notification of dangerous pupils procedures; disaster response procedures; procedures for safe entering to, and exiting from, school; sexual harassment policy; suspensions and expulsion policies; crime assessment; dress code; and safe schools policy.

The School Site Safety Plan is updated annually. The plan makes provision for dealing with a wide variety of emergency situations. The plan was designed to assist in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment. The plan is updated and reviewed with school staff annually in August.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.8	1.1	0.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.4	2.3	1.9
Expulsions Rate	0.0	0.0	0.0

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*	490.0

* 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	.5
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	

* 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		23		4		22		4	
1	24		4		23		4		24		4	
2	23		4		23		4		23		4	
3	24		3		20	3	1		21	2	2	
4	29		3		31		2		25		3	
5	32		3		32		3		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			

At Ocean View School District, a plan for professional development is instituted each year. For the last eight school years, the district offered three staff development days outside of the student calendar. Topics for staff development included common core instruction training for all teachers focused on using text evidence and rigor in instruction, technology training in the use of iPads in the classroom, inclusive practices, digital student presentation tools, and training in implementing the 21st century skills of collaboration, critical thinking, communication, and creativity. Additional support and training was provided in the area of the Arts, Physical Education and Dual Language Instruction. Ongoing staff development is delivered at every school site.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$52,903	$49,378
Mid-Range Teacher Salary	$79,133	$77,190
Highest Teacher Salary	$103,427	$96,607
Average Principal Salary (ES)	$132,794	$122,074
Average Principal Salary (MS)	$139,797	$126,560
Average Principal Salary (HS)	$	$126,920
Superintendent Salary	$216,732	$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35%	36%
Administrative Salaries	6%	6%

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

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$7,091	$1,372	$5,719	$79,317
District	N/A	N/A	$5,493	
State	N/A	N/A	$7,506.64	$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	4.0	18.0
School Site/ State	-27.0	2.2

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.

Types of Services Funded

In addition to general fund state funding, Ocean View School District receives state and federal categorical funding for special programs. The district received federal and state aid for the following categorical, special education, and support programs:

- Special Education
- Title I