



McKinna Elementary School

1611 South J Street • Oxnard, CA 93033 • (805) 385-1563 • Grades K-5

Wendy Garner, Principal

wgarner@oxnardsd.org

<http://mckinna.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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Monica Madrigal Lopez, Clerk

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**Assistant Superintendent, Business
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Dr. Jesus Vaca
**Assistant Superintendent, Human
Resources & Support Services**

Dr. Ana DeGenna
**Assistant Superintendent,
Educational Services**

School Description

McKinna Vision:

To develop creative and critical thinkers, problem solvers and leaders who are prepared for college and the future as contributing members of society.

District Biliteracy Vision: We will work together to provide students the opportunity to become biliterate, bilingual and multicultural through a rigorous academic program so they can develop to their fullest potential as global citizens.

McKinna Mission:

We, the teachers and staff of McKinna School are committed to ensure that each of our students reaches his or her full potential through high expectations, ongoing collaboration, and targeted, focused instruction. Our school's priority is to provide a safe learning environment where all students are supported academically, emotionally and socially to develop to their fullest potential. We consider families to be our most essential partners in achieving this mission!

The staff, parents, and students at McKinna School work together to support and maintain a safe and secure school environment that is conducive to learning and that provides opportunities for each student to develop personal and social responsibility, self-esteem, respect, and consideration for others, and a high level of academic achievement.

The staff works closely with one another to ensure that all students receive a high quality instructional program. By the time students leave fifth grade, we want them to have the academic and social skills needed to be successful in the future—namely the ability to think critically and creatively about the personal and societal choices that face them.

We celebrate the diversity of our student body and feel that all children benefit from knowing, learning about and experiencing other languages and cultures. McKinna is a learning community where student needs drive all decisions. We welcome all families as essential partners of the McKinna school community.

School Profile

McKinna is a large elementary school within the Oxnard School District that serves approximately 700 students in K through 5th grade. April 2018 CALPADS report shows McKinna's primary ethnic group as 96.4% Hispanic or Latino, with over 95% identified with Spanish as the primary language and 4.7% Mixteco. Spring CALPADS report also shows 79.1% English Learners, and 95% identified as Socioeconomically Disadvantaged. 8.5% of McKinna students are classified as 'homeless,' 4.5% as 'migrant,' and 6.2% with disabilities. McKinna is a Title I school within a Title I district. As a result, all students receive free breakfast and lunch due to the high percentage of students who are within these under-served sub groups.

McKinna is home to the Elementary Newcomer Program for the Oxnard District, and serves newcomers to the country in grades 3-5. This diverse group of students and their families adds rich opportunities for the McKinna community to learn and appreciate a wide range of cultures. As stated in the OSD Master Plan for English Learners, elementary newcomer students are assessed in the Enrollment Center to determine primary language proficiency. Those who demonstrate grade-level proficiency in Spanish may be placed into alternative bilingual programs based on parental option and program availability. The Elementary Newcomer Program provides newly arrived English Learners with a specialized environment where they receive an intensive English acquisition program while they learn about their new school environment, culture, and country. Through use of appropriate curriculum and methods, students are able to acquire basic comprehension and progress to the Emerging and Bridging of language proficiency, including academic language.

Newcomer Program Goals include the following areas of focus: 1. Familiarize students with US culture and US schools. 2. Facilitate their adaptation to their new environment. 3. Provide a program that will allow students to develop English Fluency and high levels of comprehension as rapidly as possible. 4. Develop academic language related to the core content areas. 5. Master core academic standards.

McKinna is thrilled to be offering a pathway to biliteracy through the District Dual Language Immersion Program. This year the DLI program will be implemented with kindergarten and 1st grade students in a 50/50 model which means K & 1st grade students will receive instruction in both English and Spanish daily. Every year over the next 4 years, McKinna will offer the DLI program to an additional grade level following this 50/50 model. By the time this year's 1st grade class matriculates to 5th grade, all of McKinna's K-5th grade students will have the opportunity to become biliterate, bilingual and multicultural through a rigorous academic program so they can develop to their fullest potential as global citizens.

As McKinna is transitioning to school wide DLI, McKinna will continue to offer other programs and resources to support English Learners and to facilitate successful academic English language acquisition. During the 2019-20 school year, McKinna continues to implement the Transitional Bilingual Program for grades 2nd -3rd. This program utilizes Spanish instruction to assist students in their transition to English instruction across all content areas. In addition, all English Learners in K-5th grade are supported with highly trained teachers and support staff who utilize supports for oracy throughout the day to scaffold rigorous Common Core Standards across content areas. Numerous teachers and support staff like ISPs and para-educators are bilingual and available to offer support for students in English and Spanish as needed within Sheltered English Instruction (SEI) classes and within the Newcomer Academy as well. All English Language Learners receive differentiated ELD (English Language Development) instruction daily within designated and integrated ELD to further support acquisition of academic English language.

McKinna is a multi-media- STEAM "Strand Focus" that continues to utilize technology along with science/math and art to foster high student engagement. In 2012, McKinna was named an Apple Distinguished Program, an honor shared by very few schools in the United States. This designation was renewed recently and will stay in effect through 2022 school year. During the fall of 2017, McKinna was named an exemplary school by the VC STEM Network, a group of diverse stakeholders including educators, business and community agencies, that seek to improve access to opportunities that will improve educational outcomes for all students. Every student at McKinna has access to 1:1 mobile technology during the school day and the staff is committed to the integration of technology into the curriculum. McKinna's goal is to move students from consumers to creators of digital content. Staff members consistently work on improving skills in the delivery of technology and curriculum in order to provide McKinna students with the best possible educational experience as 21st Century Learners.

The McKinna community works collaboratively to foster responsive, restorative systems within a Multi-Tiered Systems of Support (MTSS) framework to create a healthy learning environment where students thrive. McKinna staff is committed to the implementation of a proactive and positive behavior support system (PBIS) school wide. The PBIS Leadership Team works within the Safe & Civil School model through a continuous improvement process to guide the entire staff through the construction and implementation of a comprehensive approach to behavior support. This approach is proactive, positive, and instructional offering an alternative means of correction to address student behavior that preserves student attendance and builds student responsibility, self-control and civic awareness. The goal of the Safe and Civil School model is to reduce all behavioral and motivational barriers to learning by promoting safety and pro-social behavior, by supporting both academic and social emotional learning, and by enhancing staff consistency in teaching positive behavior expectations school wide. During the 2019-20 school year, the PBIS Leadership Team will receive ongoing training to help build adult capacity for the development and implementation of effective Tier 1 practices. McKinna staff will continue to incorporate a collaborative approach and common language for teaching students self-regulation and peaceful problem solving through "Toolbox Tools," strategies for fostering social-emotional development in children.

The staff will continue to engage in ongoing professional development and collaboration that strengthens teaching and learning practices around math, language and literacy rich instruction across all grade levels throughout the day. McKinna staff will focus on strengthening teaching and learning practices that are responsive through data-driven instruction, ongoing reflection and collaboration and professional development to strengthen teaching and learning practices school wide. As a community of learners, we will focus on high leverage, research based instructional practices to increase opportunities for students to communicate thinking and reasoning, with differentiated instructional strategies to foster language and literacy development aligned with Common Core Standards. Teachers will focus on the 8 math practices as well as math claims within the CAASPP system: concepts & procedures, problem solving/data analysis, and communicating reasoning. Emphasis to reinforce CAASPP claims in literacy development will be centered on a balanced literacy approach that includes reading, writing, listening, speaking across all content areas. ELD focus includes both designated ELD and integrated ELD to support language development and access to rigorous standards across content areas. Teachers will utilize district adopted resources, assessments & technology to promote high student engagement and achievement, utilizing data to inform and refine instruction.

Capacity building for data driven instruction & intervention will be fostered through PLCs, including Teaching- Learning, and Culture-Climate Leadership Teams, and Intervention Support Teams. Collaborative opportunities will encourage grade level and cross grade level articulation to inform & refine teaching & learning practices around ELA/literacy and math. Teachers will utilize assessments such as STAR360, Performance Task Interim Assessments from the CAASPP system and Curriculum Benchmark assessments in reading, writing, math and ELD to inform instruction. Teachers participate in scheduled grade level Intervention Review Team meetings to analyze data collected from on-going progress-monitoring. The data will be used to determine adjustments to students' instructional programs as needed. Release time for grade level teams will be provided for data review, grade level observations, collaboration and planning.

In addition to providing intentional, appropriate academic, social and emotional support for students, McKinna staff will work diligently to foster strong partnerships with the McKinna families. McKinna considers the families the most essential partners in achieving goals within the School Plan for Student Achievement (SPSA). The McKinna staff will cultivate meaningful partnerships and authentic family engagement through healthy communication venues such as SSC, ELAC and PTA, as well as school events, family education opportunities like Family Fridays, math and science nights, as well as forums for families to contribute to the educational opportunities for their children. A series of parent workshops will be offered through Newcomer Family Support meetings hosted throughout the year at McKinna to address specific newcomer parent needs. All families will be offered many opportunities to be involved in their child's schooling to learn what can be done to support their child's education.

About 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	164
Grade 1	107
Grade 2	97
Grade 3	111
Grade 4	125
Grade 5	107
Total Enrollment	711

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.4
Asian	0.1
Filipino	0.4
Hispanic or Latino	96.5
Native Hawaiian or Pacific Islander	0.4
White	1.5
Two or More Races	0.6
Socioeconomically Disadvantaged	85.2
English Learners	79.3
Students with Disabilities	5.9
Homeless	10.1

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

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

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

Teacher Credentials for McKinna Elementary School	17-18	18-19	19-20
With Full Credential	31	34	31
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Oxnard School District	17-18	18-19	19-20
With Full Credential	♦	♦	31
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at McKinna 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)

McKinna School, built in 1954, consists of 30 classrooms, administration offices, multi-purpose room, kitchen, lounge, library, playground, speech room, computer lab and 2 Pre-K classrooms. During the 2018-19 school year, construction began on a new school building.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 7/23/2019

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	Bldg. # 200 Multipurpose Room: Sink needs to be clean Bldg. # 200 Staff Lounge: Two holes in the wall on top of the clock / ceiling peeling off.. Bldg. # 300 Custodial Room:
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Bldg. # 200 Staff Lounge: Two holes in the wall on top of the clock / ceiling peeling off..
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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	14	17	26	30	50	50
Math	11	13	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	25.5	34.5	6.4

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	363	320	88.15	16.88
Male	180	159	88.33	13.21
Female	183	161	87.98	20.50
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	351	308	87.75	15.26
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	329	290	88.15	16.90
English Learners	314	273	86.94	14.29
Students with Disabilities	26	26	100.00	0.00
Students Receiving Migrant Education Services	18	13	72.22	15.38
Foster Youth	--	--	--	--
Homeless	65	39	60.00	40.00

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	363	325	89.53	12.62
Male	180	162	90.00	11.73
Female	183	163	89.07	13.50
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	351	313	89.17	11.18
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	329	295	89.67	12.88
English Learners	314	278	88.54	11.15
Students with Disabilities	26	26	100.00	0.00
Students Receiving Migrant Education Services	18	13	72.22	23.08
Foster Youth	--	--	--	--
Homeless	65	41	63.08	36.92

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)

McKinna considers the families the most essential partners in achieving our educational program goals. The McKinna staff cultivates meaningful partnerships and authentic family engagement through healthy communication venues such as SSC, ELAC and PTA, as well as school events, family education opportunities like Family Fridays, math and science nights, as well as forums for families to contribute to the educational opportunities for their children. A series of parent workshops will be offered through Newcomer Family Support meetings hosted throughout the year at McKinna to address specific newcomer parent needs. All families will be offered many opportunities to be involved in their child's schooling to learn what can be done to support their child's education.

In addition, McKinna partners with organizations to provide workshops for families. Agencies like Ventura County Behavioral Health and Logrando Bienestar offer workshops and services to families for mental health. The Newcomer TOSA will work with the EL TOSA to help Newcomer students and families connect to these resources and educational opportunities while McKinna's ORC works with the school Social Worker to connect the resources to families school wide. Project 2INSPIRE classes have been offered through District support to increase EL parent engagement, leadership and advocacy. In addition, McKinna staff offers opportunities for parents to attend workshops to promote literacy, math, and technology for their children.

McKinna School also benefits from an extremely active and involved Parent-Teacher Association (PTA). The PTA works with the community through various school fundraisers, school activities and field trips.

In addition to being a decision making body, parents within the SSC and ELAC are welcome to listen to speakers from the district and outside resources during designated ELAC, SSC and Title I meetings and special events. Information and resources to promote child safety, child nutrition, and child development are shared at these venues.

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 of McKinna School. The McKinna community works collaboratively to foster responsive, restorative systems within a Multi-Tiered Systems of Support (MTSS) framework to create a healthy learning environment where students thrive. McKinna staff is committed to the implementation of a proactive and positive behavior support system (PBIS) school wide. The PBIS Leadership Team works within the Safe & Civil School model through a continuous improvement process to guide the entire staff through the construction and implementation of a comprehensive approach to behavior support. This approach is proactive, positive, and instructional offering an alternative means of correction to address student behavior that preserves student attendance and builds student responsibility, self-control and civic awareness. The goal of the Safe and Civil School model is to reduce all behavioral and motivational barriers to learning by promoting safety and pro-social behavior, by supporting both academic and social emotional learning, and by enhancing staff consistency in teaching positive behavior expectations school wide. During the 2019-20 school year, the PBIS Leadership Team will receive ongoing training to help build adult capacity for the development and implementation of effective Tier 1 practices. McKinna staff will continue to incorporate a collaborative approach and common language for teaching students self-regulation and peaceful problem solving through "Toolbox Tools," strategies for fostering social-emotional development in children.

To safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed by the Safety Committee, which includes input by our School Resource Officer. The Safety Plan is updated annually in the fall; all revisions and updates are reviewed immediately with the staff. Key elements of the Safety Plan focus on playground supervision, emergency procedures, and the implementation of Toolbox, a social-emotional development program that teaches students self-regulation, self-confidence, responsibility, and stress management, all factors leading to a safe environment.

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

McKinna's campus is closed during hours when students are present. All visitors to the campus must sign in at the office and wear a visitor's pass at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch and after school. Supervision is a responsibility shared among campus supervisors, teachers and the school administration. We have been able to hire additional campus assistants so that we now have six 5.5 hour positions and an additional person at 3.5 hours who works during lunch.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.1	0.2	0.8
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*	711.0

* 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	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	
Other	2.7

* 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	22	1	6		22	1	6		23		7	
1	23		6		22	1	4		21	1	4	
2	27		4		29		4		22	2	2	
3	24	1	3		24	1	4		22		5	
4	29	1		3	23	1	3		31		3	
5	23	3		2	27	2		3	22	4	3	
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/.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$4,069.80	\$181.36	\$3,888.44	\$76,099.33
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	2.7	-7.0
School Site/ State	-63.5	-8.3

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

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.