



# Libby Elementary School

423 West Redondo Drive • Oceanside CA, 92057 • (760) 901-7000 • Grades K-5

Cesar Mora, Principal

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<https://libby-ousd-ca.schoolloop.com/>

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



### Oceanside Unified School District

2111 Mission Avenue  
Oceanside CA, 92058  
(760) 966-4000  
[www.oside.us](http://www.oside.us)

#### District Governing Board

Eleanor Juanita Evans, President

Mike Blessing, Vice President

Eric Joyce, Clerk

Raquel Alvarez, Member

Stacy Begin, Member

#### District Administration

Julie Vitale, Ph. D.

**Superintendent**

Shannon Soto, Ed. D.

**Deputy Superintendent**

Todd McAteer

**Associate Superintendent Human  
Resources**

Mercedes Lovie, Ed. D

**Associate Superintendent Business  
Services**

### School Description

At Libby Elementary School we are very proud of our recent accomplishments. Our students continue to show consistent academic progress in the SBAC in both in English/Language Arts and Mathematics. Our staff, parents, and students are very excited about the positive changes and refinements in our instructional practices and school culture. Parents and community members are an important part of our academic program. We welcome parent participation in our school activities and encourage you to join our Parent Teacher Organization (PTO) and School Site Council (SSC).

Students at Libby will continue to develop their literacy skills in both reading and writing. This coming school year will be filled with academic rigor, excellence and growth opportunities for our students using our newly adopted materials in K-5, Go Math and for Language Arts, Benchmark Universe. We will also use iReady as a diagnostic tool to measure student academic growth in reading and math. Student will be assessed three times per year to measure growth. We will continue our focus on Early Literacy, Reading Comprehension and student expression. Students are challenged to express their ideas verbally and in writing. Every student in Kinder-5th grade will have access to an iPad, Chromebook and a desktop computer to incorporate technological learning tools to support their learning. Our entire staff looks forward in working with you and your children on another year of academic success.

## 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	84
Grade 2	78
Grade 3	80
Grade 4	87
Grade 5	83
Total Enrollment	500

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.6
American Indian or Alaska Native	0.2
Asian	0.2
Filipino	1.6
Hispanic or Latino	88.6
Native Hawaiian or Pacific Islander	1.2
White	4
Two or More Races	1.4
Socioeconomically Disadvantaged	86.8
English Learners	36.4
Students with Disabilities	12.6
Foster Youth	0.2

## 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 Libby Elementary	17-18	18-19	19-20
With Full Credential	29	0.0	23.66
Without Full Credential	0.0	0.0	0
Teaching Outside Subject Area of Competence	0.0	0.0	0

Teacher Credentials for Oceanside Unified	17-18	18-19	19-20
With Full Credential	♦	♦	854.72
Without Full Credential	♦	♦	0.00
Teaching Outside Subject Area of Competence	♦	♦	9.00

### Teacher Misassignments and Vacant Teacher Positions at Libby Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0.0	0.0	0
Total Teacher Misassignments*	0.0	0.0	0
Vacant Teacher Positions	0.0	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)

### Textbooks and Instructional Materials

Year and month in which data were collected: Sept. 2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	Scholastic Big Day (TK) <ul style="list-style-type: none"> <li>Teacher Resource Kit, Adopted 2014</li> </ul> Houghton Mifflin Reading California: Adopted 2003 <ul style="list-style-type: none"> <li>Big Books (Grade K)</li> <li>Textbooks (Grades 1-5)</li> </ul> Houghton Mifflin ELD, Adopted 2011 <ul style="list-style-type: none"> <li>Practice Books (K-5)</li> </ul> K-5 ELD: Houghton Mifflin ELD: Practice Books, Adopted 2011
<b>Mathematics</b>	Transitional Kinder: Scholastic Big Day, Adopted 2014  Houghton Mifflin Harcourt GoMath!, Adopted 2016 <ul style="list-style-type: none"> <li>Student Edition</li> </ul>
<b>Science</b>	Transitional Kinder: Scholastic Big Day, Year Adopted 2014  FOSS, Delta Education: Science Kits, Adopted 2008
<b>History-Social Science</b>	Transitional Kinder: Scholastic Big Day, Adopted 2014  Reflections/Harcourt, Adopted 2007 <ul style="list-style-type: none"> <li>Big Books (Grade K-1)</li> <li>Textbooks (Grades 2-5)</li> </ul>

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

#### School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/6/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	Q RM 32: 4. WATER STAIN CEILING TILES
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	C RM 14: 7. INADEQUATE LIGHTING 3 LIGHT BULBS ARE OUT C RM 15: 7. LIGHT PANEL IS OUT C RM 16: 7. INADEQUATE LIGHTING 8 LIGHT BULBS ARE OUT E RM 11: 7. INADEQUATE LIGHTING 10 LIGHT BULBS ARE OUT F RM 10: 7. 2 LIGHT BULBS ARE OUT
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	D RM 19: 10. SOUTH DOORS WILL NOT OPEN (FIRE HAZARD) 15. DOOR DOES NOT OPEN AND CLOSE PROPERLY M MPR: 11. PAINT IS CHIPPING ON DOOR FRAME

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	B RM 18: 15. DOOR DOES NOT OPEN AND CLOSE PROPERLY D RM 19: 10. SOUTH DOORS WILL NOT OPEN (FIRE HAZARD) 15. DOOR DOES NOT OPEN AND CLOSE PROPERLY G RM 7: 15. DOOR DOES NOT OPEN AND CLOSE PROPERLY
<b>Overall Rating</b>	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	29	36	45	46	50	50
Math	25	35	36	36	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	20.7	7.3	

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	242	239	98.76	36.40
Male	113	112	99.12	32.14
Female	129	127	98.45	40.16
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	216	213	98.61	35.68
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	216	215	99.54	35.35
English Learners	142	142	100.00	30.99
Students with Disabilities	30	28	93.33	14.29
Students Receiving Migrant Education Services	13	13	100.00	30.77
Foster Youth	--	--	--	--

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	242	238	98.35	35.29
Male	113	112	99.12	35.71
Female	129	126	97.67	34.92
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	216	212	98.15	34.43
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	216	214	99.07	35.51
English Learners	142	142	100.00	28.17
Students with Disabilities	30	28	93.33	10.71
Students Receiving Migrant Education Services	13	13	100.00	23.08
Foster Youth	--	--	--	--

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)

Our School Site Council, which always includes parent members, approves our School Plan for Student Achievement (SPSA) and our Title I budget expenditures. Our Parent Teacher Organization (PTO) helps raises funds for school field trips and student incentives. Our Parent Teacher Organization invites new members and parent volunteers to help with our school wide events such as Harvest Festival, Movie Nights, Back to School Night, Jog-a-Thon and school dances. New members to our Parent Teacher Organization are always welcomed. Libby also opens it's doors to community members to volunteer in classrooms, at school events and in reading support programs. To find out how you can volunteer or participate at our school please contact our school office at 760-901-7000.

### 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

School safety is a top priority at Libby Elementary. The importance of school safety is especially true when it comes to students on campus. Our campus remains close during the hours of 8:55-3:35pm. All visitors must check in the office prior to entering campus. All visitors must provide identification and wear their visitor's badge during their campus visit. School safety is also ensured through staff education and monthly emergency disaster drills and lock-down drills. The District's Student Services and Oceanside Police Department conduct unannounced lock-down drills during the school year to practice appropriate student and staff response to emergency situations. District maintenance and custodial staff inspect and repair our playground equipment regularly. We have a school-wide Crisis Response Plan that was developed in partnership with the Oceanside Police Department that is updated annually. Each year we survey parents, students, and staff about safety issues at our school. We also use results from this survey and from the California Healthy Kids Survey to identify ways we can further support our students and staff.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.3	1.9	1.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.5	2.8	2.5
Expulsions Rate	0.1	0.1	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*	.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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2.0
Resource Specialist (non-teaching)	.5
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	19	2	4		20	2	4		22		4	
1	22		4		20	3	1		23		3	
2	21	1	3		23		3		22	1	3	
3	22	1	3		22		4		25		3	
4	27		3		29		3		34			2
5	27	1	3		24	1	3		27	1	3	
Other**									8	1		

\*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

At Libby Elementary we continue to support OUSD Vision: "All students graduate college and career ready, prepared to be responsible global citizens and ambitious future leaders". Libby's Instructional Focus is "Students will access grade level text, using a variety of literacy strategies to build fluency and comprehension." Our teaching staff has dedicated numerous hours to determine what the primary focus and greatest need for our student's educational development. Early Literacy and reading comprehension are very important for our student's literacy development. Professional learning and development is very important for our teaching staff. Our staff meetings are dedicated to foster positive relationships among staff and provide opportunities for staff to model restorative practice activities. Teachers participate in professional learning through Professional Learning Communities during our minimum days twice a month. In addition, administration meets with grade level teams three times per year to review, discuss and analyze student academic progress based on iReady diagnostics. Teachers engaged in conversations with site principal and assistant principal through informal and formal classroom observations to support all student learning.

### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,351	\$51,374
Mid-Range Teacher Salary	\$75,082	\$80,151
Highest Teacher Salary	\$98,969	\$100,143
Average Principal Salary (ES)	\$123,269	\$126,896
Average Principal Salary (MS)	\$127,602	\$133,668
Average Principal Salary (HS)	\$130,709	\$143,746
Superintendent Salary	\$257,005	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	35%
Administrative Salaries	4%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### 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	11942.74	3341.36	8601.37	\$87,769
District	N/A	N/A	\$9,137.87	\$81,388.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-6.0	7.5
School Site/ State	13.6	6.8

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.