



# Norma Harrington Elementary School

451 E. Olive St. • Oxnard, CA 93033 • (805) 385-1542 • Grades K-5

Allison Cordes, Principal

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[http://harrington.oxnardsd.org/pages/Harrington\\_Elementary](http://harrington.oxnardsd.org/pages/Harrington_Elementary)

## 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**

Veronica Robles-Solis, President

Monica Madrigal Lopez, Clerk

Debra Cordes, Trustee

Dr. Jesus Vega, Trustee

Denis O'Leary, Trustee

### **District Administration**

Dr. Karling Aguilera-Fort  
**Superintendent**

Janet Penanhoat  
**Assistant Superintendent, Business  
Services**

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

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

### **School Description**

#### **Principal's Message**

At Norma Harrington School, we strive for academic excellence for all students. We have established an educational program in which we emphasize a strong foundation in academics based on the California Common Core Standards, while providing a safe, nurturing environment because we believe students are most successful when they feel comfortable and want to be at school everyday. Harrington employs a faculty of professional, dedicated teachers and support staff, that go above and beyond in order to meet the needs of our community.

With a staff of this quality, children are afforded a classroom environment where they can prosper and strive to reach their highest potential. We encourage parents to be involved in the schooling of their children and assist by providing them the skills and information needed to help their children. We believe that students thrive when parents and school work together to properly equip them to achieve success in our complex and competitive society. Additionally, this year we began a biliteracy program in kindergarten. We believe that all students capable of becoming bilingual, biliterate, and bicultural.

Realizing the critical importance of an education firmly grounded in preparing our students for middle school and beyond, we embrace and incorporate the use of technology as well as the introduction of focus strands in Environmental Science, Music and the Arts. Concurrently, we also maintain a student-centered after-school program that provides an atmosphere in which a child's social, emotional and intellectual needs are equally important. Our schools social and emotional well being is supported by a School Psychologist, a School Counselor and Outreach Specialist.

Implementation of our school mission is made possible by the support staff employed to augment our program. Norma Harrington enjoys the support of a full time Computer Technician, one Elementary Support Teacher who teaches music to our 1st through 5th grades, one intervention support provider that support our mixed ages classes as well as support reading and math intervention for grades 1 through 5. Additionally, we have para educator support in kindergarten and 1st grade along with a reading specialist.

## 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	87
Grade 1	110
Grade 2	115
Grade 3	94
Grade 4	83
Grade 5	99
Total Enrollment	588

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.5
Asian	0.5
Filipino	0.7
Hispanic or Latino	95.6
White	2.4
Two or More Races	0.3
Socioeconomically Disadvantaged	82.3
English Learners	71.6
Students with Disabilities	13.1
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 Norma Harrington	17-18	18-19	19-20
With Full Credential	28	28	27
Without Full Credential	0	0	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Oxnard School District	17-18	18-19	19-20
With Full Credential	♦	♦	27
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Norma Harrington 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
<b>Reading/Language Arts</b>	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
<b>Mathematics</b>	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
<b>Science</b>	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
<b>History-Social Science</b>	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)**

Harrington School was originally constructed in 1955. This school has been replaced with a new school in the same location that was completed and dedicated on January 16, 2016. This campus has 30 classrooms, administration offices, library/media room, staff lounge, meeting room, nurse's office, kitchen, multi-purpose room, playground and a piano lab.

**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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	Classroom # 253: Painted lettering on inside of the door.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	Fire Riser Room # 209: Boxes / bags of clothes blocking room, gasoline blocking fire riser.
<b>Electrical:</b> Electrical	Good	Kindergarten Room # 404: Loose outlets. Printer Room: Carts blocking electrical panel.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Classroom # 304: Spic and Sapn window cleaner with amonia. Classroom # 307: Clorox bleach wipes. Classroom # 309: Remove cover from door window / unmarked spray bottles. Classroom # 352: Hydrogen peroxide stored under sink. Classroom # 354: Clorox bleach wipes. Stored under sink. Classroom # 358: Items stored with in 36 feet of fire extinguisher.

		Classroom # 359: Items stored with in 36 feet of fire extinguisher. Fire Riser Room # 209: Boxes / bags of clothes blocking room, gasoline blocking fire riser.
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Classroom # 253: Painted lettering on inside of the door. Classroom # 309: Remove cover from door window / unmarked spray bottles.
<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	24	30	26	30	50	50
Math	17	29	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	24.7	25.8	16.5

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	274	274	100.00	30.29
Male	130	130	100.00	26.15
Female	144	144	100.00	34.03
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	263	263	100.00	30.04
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	236	236	100.00	27.97
English Learners	219	219	100.00	27.40
Students with Disabilities	53	53	100.00	3.77
Students Receiving Migrant Education Services	--	--	--	--
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	274	273	99.64	28.57
Male	130	129	99.23	29.46
Female	144	144	100.00	27.78
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	263	262	99.62	28.24
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	236	235	99.58	25.96
English Learners	219	218	99.54	28.44
Students with Disabilities	53	52	98.11	3.85
Students Receiving Migrant Education Services	--	--	--	--
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 are encouraged to volunteer at the school and participate on the School Site Council, English Language Advisory Council, and PTA. The Harrington PTA is active at our school with fundraisers and monthly meetings, as well as providing volunteers to support various grade-level activities and field trips. Our PTA is very supportive of enrichment activities in and out of the classroom.

The Harrington SSC is made up of very dedicated parents and staff. We collaborate on school business, and constantly review and update our SPSA, ensuring that the best possible program is offered to our students. Our ELAC is very active in learning about language acquisition and literacy support. A group of 20-30 parents attend our monthly meeting which include training on various topics to ensure their ability to be partners in their students education.

This year's school plan includes increasing the number and variety of parent workshops that include, health, nutrition, social development, mental health, behavioral supports, academic proficiency, and literacy support. The principal has initiated a monthly "chat" that is unstructured and allows for parents to freely ask questions and have concerns voiced in a safe, supportive environment. The principal has begun texting parents regarding important information in order to increase parent communication.

Our PTA works collaboratively with our school in order to encourage parent participation at events after school as well as for our student recognition ceremonies. This year, we re-structured our awards program and have more students receiving awards for every trimester. Additionally, student that met or exceeded standard on the CAASPP assessment were invited with their parents to a special student recognition event. We believe celebrating student achievement is a great way to encourage parents to become involved in their child's educational journey.

**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 Harrington School. 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 Assistants, teachers and the principal. The additional funding from LCAP allowed our Campus Assistants to increase the number of hours that each works per day.

To safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed by the PBIS/Safety Committee. The Safety Plan is updated annually in the fall; all revisions and updates are reviewed with the staff. Key elements of the Safety Plan focus on the visitor policy, emergency materials, and evacuation procedures. A review of school safety in general is a regular item at our staff meetings.

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, earthquake drills are held twice a year, and intruder/secure campus drills are held periodically in coordination with our School Resource Officer.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.2	0.5	1.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.6	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*	588.0

\* 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	.8
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	4.1

\* 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	21	2	4		253	1		1	19	2	3	
1	23		4									
2	26		3		27		1		20	1	2	
3	24	1	3		25		1		27		2	
4	29		3		12	1			12	1		
5	26	1	3		15	1			123	1	1	1
Other**	8	1			11	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**

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/](http://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	\$3,973.42	\$163.70	\$3,809.72	\$88,577.63
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	0.7	8.2
School Site/ State	-65.3	6.9

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.