Curren School K-8

1101 North F St. • Oxnard, CA 93030-4003 • (805) 385-1527 • Grades K-8
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

School Description

Curren School is a K-8 school which serves approximately 1040 students and offers a number of academic programs including AVID, Dual Language Immersion, Structured English Immersion, Designated and Integrated ELD, Autism Program, Robotics, and other extra-curricular activities and clubs. The strand focus of Curren School is Enriching Youth via Environmental Studies (EYES) which incorporates the social, political, and scientific aspects of caring for each other and our world.

Curren Mission and Vision: The vision of Curren School is to empower all students not just to know, but to become. As described within our Vision and Mission Statement, Curren School is committed to providing the best educational program possible for our students. Our vision of empowering all students not just to know, but to become is our daily challenge. We want students to become mathematicians, not just know Math. Our vision focuses on students obtaining everything for themselves. Owning their own learning is an important quality and emphasis within our mission statement. Empowering students to exercise their growing autonomy, discover opportunities for carving their own versions of success, and ensure they become responsible members of our global society allows us to focus on differentiation and the whole child.

Our focus for this year will continue to be: Common Core Standards, 21st century skills, use of technology, differentiated instruction; social, emotional and behavior support; and community engagement. We will concentrate on clear sets of math skills and concepts aimed to solve real-world problems, as well as literacy skills centered on reading comprehension and oracy. Curren's plan is to be dynamic and intentional with instruction and build professional learning communities (PLCs) to support this endeavor. Offering a rigorous academic curriculum taught using data driven instructional practices will require collaboration and practice. While academic excellence is our focus, we also encourage and teach character education, as well as leadership. Curren parents and teachers embody the meaning of community. We are a dedicated, hardworking, and committed group who work together to support every student to grow academically and reach his/her potential.

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	99
Grade 1	97
Grade 2	97
Grade 3	106
Grade 4	111
Grade 5	120
Grade 6	139
Grade 7	138
Grade 8	119
Total Enrollment	1,026

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.2
Asian	0.3
Filipino	0.2
Hispanic or Latino	95.5
White	2.6
Two or More Races	0.6
Socioeconomically Disadvantaged	79
English Learners	49.8
Students with Disabilities	12.5
Foster Youth	0.3
Homeless	1.1

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 Curren School K-8	17-18	18-19	19-20
With Full Credential	48	47	48
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Oxnard School District	17-18	18-19	19-20
With Full Credential	♦	♦	48
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Curren School K-8

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 McGraw-Hill, Study Sync Curriculum for ELA/ELD for grades 6-8, adopted 2017 Houghton Mifflin/Harcourt, English 3D for ELD for grades 6-8, adopted 2015 **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 Pearson, Connected Math 3 Curriculum for grades 6-8, 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 Glencoe McGraw-Hill, California Earth Science Curriculum for grade 6, adopted 2008 Holt, Rinehart, Winston, CA Life Science Curriculum for grades 7-8. adopted 2007 **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 Cengage, National Geographic Learning for grades 6-8, adopted 2019 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Foreign Language	McDougal Litell 2011 **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)

Curren School, originally constructed in 1954, is currently comprised of 40 classrooms (including portables), a cafeteria, a library, a computer lab, a staff lounge and workroom, five counseling rooms, and one playground. A two-story building to house students was completed in October of 2008. This building houses 23 classrooms, a computer lab and a staff lounge.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 8/1/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Bldg. # 200 Kitchen: Flooring / wall behind toilet is damaged. Damaged cabinet doors under sink. Bldg. # 200 Multipurpose Room: Wall as you walk in is peeling. CRV door damaged Library: Rippled carpet throughout library , door hardware loose. Room # 106: Missing ceiling tile in connected workroom.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Room # 304: Expised wires connections by clock.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Bldg. # 200 Kitchen: Flooring / wall behind toilet is damaged. Damaged cabinet doors under sink. Bldg. # 300 Boys Restroom: Needs new soap dispenser. Has contractor materials in restroom.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Library: Rippled carpet throughout library , door hardware loose. Main Playground: Rubber chunks missing from playground large cracks in rubber floor. Room # 105: Rubber seal on window is coming off. Room # 107: Tore screen. Room # 401: Door striker loose. Room # 601: Missing screen on window.
Overall Rating	**Good**	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	20	24	26	30	50	50
Math	10	12	14	17	38	39

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

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

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

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

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	17.8	32.2	34.7
7	20.0	20.0	6.7

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	702	694	98.86	24.21
Male	330	327	99.09	22.32
Female	372	367	98.66	25.89
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	683	675	98.83	23.56
White	12	12	100.00	41.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	572	564	98.60	20.92
English Learners	477	473	99.16	18.18
Students with Disabilities	90	87	96.67	8.05
Students Receiving Migrant Education Services	12	12	100.00	8.33
Foster Youth	--	--	--	--
Homeless	15	14	93.33	6.67

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	702	695	99.00	11.71
Male	330	327	99.09	14.77
Female	372	368	98.92	8.99
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	683	676	98.98	11.14
White	12	12	100.00	33.33
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	572	565	98.78	9.57
English Learners	477	473	99.16	9.32
Students with Disabilities	90	87	96.67	3.45
Students Receiving Migrant Education Services	12	12	100.00	0.00
Foster Youth	--	--	--	--
Homeless	15	14	93.33	6.67

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)
In order for students to achieve their fullest potential, we know that parental involvement is a critical factor to ensure students' educational success. Our English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), and School Site Council (SSC), in coordination with our Outreach Coordinator, offer and encourage parents to become active participants in their children's education by participating in the meaningful and productive opportunities offered. Curren enjoys an active Parent Teacher Association (PTA). The PTA works with the community through various school fundraisers, activities, and field trips to support our students in the classroom. Our ELAC meets regularly to discuss the needs of our English Learners as well as provide support and suggestions from the community. Parents can both volunteer and attend multiple school events, including: Back to School Night, Math and Literacy Nights, along with monthly Coffee with the Principal meetings. These events further support and foster meaningful and productive parental opportunities to participate in their child's academic and social-emotional growth. The school's Parent Involvement Policy provides clear guidelines for parents to serve as volunteers in classroom and school activities. Parents volunteer their time in multiple ways including Math and Literacy Nights, parent education nights, coaching Robotics and sports Teams, as well as helping in the classroom.

Parents may contact Principal Tyler Higa for more information at (805) 385-1527 or via email at thiga@oxnardsd.org.

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
To safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed by the School Safety Committee, which includes input from our School Resource Officer and Fire Department. The Safety Plan is updated in the fall; all revisions and updates are reviewed with the staff and community members, including School Site Council. The School Site Council will review and approve the plan in December. The plan is presented to the Board of Education in February for board approval. Key elements of the safety plan focus on three components: 1) Positive School Climate, which is based on Positive Behavioral Interventions and Supports (PBIS), 2) The school's Safe Physical Environment which includes school and playground supervision, and 3) Disaster Preparedness which focuses on disaster drills and emergency procedures.

The safety of students and staff is a primary concern of Curren 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 playground aides, teachers and the site administrators. Additionally, Curren School uses the CHAMPs model and has a developed and articulated School-wide Positive Behavior Support Plan. Implementing a successful behavior management system that establishes a vision for the students, specifies expectations, and focuses on success helps Curren achieve our academic goals as well as create a safe and civil school.

The school complies with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Safety drills, including fire, earthquake and intruder drills, are held monthly. OPD and Curren School conduct an annual Level 1 Lock Down Drill to prepare for an intruder on campus and verify that all systems and protocols are in place.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.2	3.8	4.9
Expulsions Rate	0.0	0.1	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*	1026.0

* 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	1.0
Resource Specialist (non-teaching)	
Other	2.0

* 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.

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	26	1	2	1	20	1	4		21	1	4	
1	24		4		24		4		23		4	
2	27		4		26		4		23		4	
3	30	1	2	1	27		4		26		4	
4	31		3	1	24	2	3		26	2	1	1
5	35		3	1	33		1	3	30		3	1
6	31	1	10	19	31	3	9	18	28	7	3	23
Other**					14	1			8	2		

*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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	25	2	8		25	3	6	1	28	3	4	4
Mathematics	22	4	5		24	4	6		27	2	8	
Science	25		8		28	1	7		31		5	3
Social Science	24	4	6		27	2	6	1	30	1	5	3

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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	$3,843.51	$135.77	$3,707.74	$78,342.63
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	-2.0	-4.1
School Site/ State	-67.8	-5.4

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.