Lemonwood K-8 School

2001 San Mateo Place • Oxnard, CA 93033 • (805) 385-1551 • Grades K-8
Sally Wennes, Principal
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http://lemonwood.oxnardsd.org/pages/Lemonwood_Elementary

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

School Description

Vision: We strive to educate, inspire and empower each student through communication, arts, and technology to become successful and productive citizens in a culturally diverse 21st century.
Mission: "Learners Today. Leaders Tomorrow."

Principal's Message
Welcome to Lemonwood's Academy of Communication, Arts, and Technology (C.A.T. Academy) where our Lions "ROAR." At Lemonwood K-8 School, we are happy to serve approximately 880 students from Kindergarten through eighth grade. The staff is dedicated to providing a fun, safe, clean, and inclusive environment conducive to learning and working for all. At Lemonwood K-8 School, we focus on creating a positive school climate and culture. We strive for quality customer service involving all personnel, services, and school or community resources to support our staff, students and families. We believe that it is our responsibility, as educators and parents in the child's life to motivate, inspire, challenge, believe, and love the children so that they will reach their highest potential as scholars and citizens.

Lemonwood K-8 teachers are highly qualified educators ready to provide rigorous academic instruction based on Common Core State Standards to our diverse student body. Teachers utilize research based instructional models and strategies to ensure that every student receives innovative educational opportunities. Our focus is the academic success for all our students, as well as the total well-being of every child. Teachers are dedicated individuals, highly prepared to implement a rigorous curriculum with the integration of the Arts and Technology to develop in every child the ability to communicate effectively. Within the development of the Arts, students learn to incorporate visual and performing arts in core content. All teachers utilize iPads in the classroom for assessments and instructional purposes. Students in grades 2-8 have their own iPad that goes home nightly where they have the access to an electronic library with a specific collection of stories individualized to the interest of each student. Kindergarten and 1st grade students have iPads for use in the classroom environment. All students are encouraged and expected to read daily and to be avid readers. Students are encouraged to participate in extracurricular activities such as sports (basketball, flag football, basketball, soccer, 5K Runs, volleyball) and after school enrichment. Our parents and guardians have the option to choose from the Dual Language Program or Sheltered English Immersion Programs that will meet the educational plans for their child. Our sixth through eighth grade students have the choice to enroll in specialty electives courses such as Art, Lemonwood Learners (Cross Age Tutoring), Study Skills, and AVID.

As part of positive school climate and culture, every staff member at Lemonwood K-8 School is trained in the CHAMPS (Communication, Help, Action, Movement, Participation, and Success) model for teachers and all staff to effectively manage student behavior in a proactive, positive, and instructional manner. In addition, we implement school-wide character traits where our guidelines for success are represented by ROAR (Responsible, Outstanding Citizenship, Always Safe, and Respectful).

Lemonwood K-8 School C.A.T. Academy staff is committed to giving our students memorable social and academic experiences that will lead them to college and career readiness. As you read our School Accountability Report you will gain an understanding of our commitment and the high expectations we have for each other and our students.

Our school office hours are from 7:30 AM to 4:00 PM and instructional times are from 7:55 AM – 2:23 PM for middle school students, from 8:00-2:10 for elementary (1-5 grade) students, and from 8:00-1:17 for Kindergarten students. I would be happy to meet with you, if you would like to know more about our Lemonwood K-8 School C.A.T. Academy.

Sincerely,

Ms. Sally Wennes

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	74
Grade 1	96
Grade 2	93
Grade 3	90
Grade 4	93
Grade 5	98
Grade 6	103
Grade 7	111
Grade 8	86
Total Enrollment	844

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.5
Filipino	1.8
Hispanic or Latino	95.4
White	2
Two or More Races	0.4
Socioeconomically Disadvantaged	84.2
English Learners	61.3
Students with Disabilities	9.6
Foster Youth	0.2
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 Lemonwood K-8 School	17-18	18-19	19-20
With Full Credential	40	39	38
Without Full Credential	0	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	♦	♦	38
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Lemonwood K-8 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 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	**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)

Lemonwood School, originally constructed in 1981, is currently comprised of 40 classrooms, an RSP room, a cafeteria, a library, two computer labs, a staff lounge, one speech room, and two playgrounds. A brand new building was completed in fall 2018.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 7/25/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	201 Multipurpose room: Damaged wall under clock. Classroom # 362: Whiteboard off rail. Classroom # 364: Broken whiteboard off the wall. Classroom # 366: Broken whiteboard off the wall. Classroom # 501: Broken cabinet door under sink. Classroom # 502: Broken cabinet door under sink. Stained ceiling tiles. Classroom # 510: Broken cabinet door under sink. Classrroom # 314: Whiteboard facing the window does not work nor slide.

		Mulitpurpose RM Storage: Minor damage to interior wall located by exit sign about a quarter size indentation.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Multipurpose Room Boys R.R.: Missing soap dispenser. Multipurpose Room Girls R.R.: Excesive loud hand dryer.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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	25	22	26	30	50	50
Math	13	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	17.5	14.4	7.2
7	17.9	24.1	22.3

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	587	584	99.49	22.09
Male	280	279	99.64	17.92
Female	307	305	99.35	25.90
Black or African American	--	--	--	--
Filipino	12	12	100.00	66.67
Hispanic or Latino	570	567	99.47	20.81
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	504	501	99.40	20.36
English Learners	487	486	99.79	18.31
Students with Disabilities	78	77	98.72	2.60
Students Receiving Migrant Education Services	28	28	100.00	17.86
Foster Youth	--	--	--	--
Homeless	13	13	100.00	0.00

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	587	583	99.32	12.35
Male	280	279	99.64	14.34
Female	307	304	99.02	10.53
Black or African American	--	--	--	--
Filipino	12	12	100.00	50.00
Hispanic or Latino	570	566	99.30	11.31
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	504	500	99.21	11.40
English Learners	487	485	99.59	10.93
Students with Disabilities	78	77	98.72	2.60
Students Receiving Migrant Education Services	28	28	100.00	10.71
Foster Youth	--	--	--	--
Homeless	13	13	100.00	0.00

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)
We invite and welcome our parents and stakeholders to be part of the Lemonwood K-8 School community. We know that having educational information empowers us to better support our children to achieve more. We hope to see you at our regular meetings for School Site Council; English Language Advisory Committee, Title I, Parent-Teacher Association (PTA) as well as family nights and parent workshops. We also encourage you to maintain open communication with your child's teacher(s) and support staff. We take pleasure in having student awards assemblies where we recognize our students for their academic achievements, guidelines for success, perfect attendance, reading program goals, and so much more. Please remember you are the number one advocate for your child and we invite you to be part of our team.

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 Lemonwood K-8 School administration and staff. 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 and all school personnel. In order to maintain a safe and secure campus, all guests on campus anytime during school hours must report and sign-in the office upon which time a visitor's pass will be issued.

Authorized adults picking up students during school hours must present a valid picture identification and be on the student's emergency contact card filled with the school. 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, disaster drills, and emergency procedures. 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 trimesterly.

As part of a positive school climate and culture, every staff member at Lemonwood K-8 School is trained in the CHAMPS (Communication, Help, Action, Movement, Participation, and Success) model for teachers and all staff to effectively manage student behavior in a proactive, positive, and instructional manner. In addition, staff models and teaches our school expectations using School-wide Positive Behavior Plan including our ROAR guidelines for success.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.0	3.5	4.3
Expulsions Rate	0.0	0.2	0.1

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*	844.0

*   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	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.5

*   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	24		4		24		4		19	2	2	
1	23		4		23		4		24		4	
2	29		3		26		4		23		4	
3	27		4		29		3		23	1	3	
4	35			3	35			3	31		2	1
5	35			3	34			3	33		1	2
6	25	5	16		28	6	4	15	30	4	4	15
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.

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	20	7	3		20	8	4		21	7	5	
Mathematics	18	7	2		19	7	2		24	4	5	
Science	18	9	1		21	5	3		25	4	4	
Social Science	21	6	2		21	5	3		22	5	4	

* 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	$3,998.22	$172.38	$3,825.84	$77,131.13
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	1.1	-5.7
School Site/ State	-65.0	-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.

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.