



Kamala School

634 West Kamala Street • Oxnard, CA 93033 • (805) 385-1548 • Grades K-8

Jodi Nocero, Principal

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<https://www.oxnardsd.org/Domain/937>

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

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Denis O'Leary, Trustee

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Superintendent

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**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

The goal of Kamala School is to provide each student with a challenging and rigorous curriculum. We believe every child can achieve academic success. To this end, every child will be provided with quality instructional experiences, which recognize, support, and maintain high expectations for all students. Test results show that we have made academic gains reflecting our school commitment; however, we continue to examine assessment results to refine our instruction to help ensure all students are successful.

Our staff continues to implement curriculum that is based on the Common Core State Standards in Language Arts, English Language Development (ELD), and Math. Kamala is a biliteracy school with a focus on art and technology. Our goal through the biliteracy program is that every student will be bilingual and biliterate by 8th grade.

Strengthening students' math abilities and writing across the curricular areas will be the primary focus of our instructional improvement process. Through the use of schoolwide programs such as IXL and AR, students can practice their math skills and strengthen reading comprehension. These programs give teachers valuable information on student's skills and allow teachers to provide targeted instruction and interventions.

We have an Outreach Consultant and Counselor to assist us in our efforts to meet the needs of all our students and provide families with the help they need in motivating our students to achieve academic excellence.

As principal I would like to extend a warm welcome to all parents to join with our staff in supporting Kamala School's vision and mission. It will take the efforts of all of us to provide a strong instructional program and ensure all our students achieve their full potential.

Vision...Ensure every student achieves his or her full potential.

Visión.... Asegúrese de que cada alumno alcance su máximo potencial.

Mission...To inspire and challenge all students to become resilient, life-long learners who are empowered to be responsible, contributing citizens and leaders.

Misión... Inspirar y desafiar a todos los estudiantes a convertirse en aprendices resilientes, de toda la vida, que estén empoderados para ser responsables, ciudadanos contribuyentes y líderes.

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	110
Grade 1	119
Grade 2	116
Grade 3	135
Grade 4	132
Grade 5	130
Grade 6	117
Grade 7	130
Grade 8	130
Total Enrollment	1,119

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.6
Asian	0.1
Filipino	0.4
Hispanic or Latino	97.2
White	1.4
Two or More Races	0.3
Socioeconomically Disadvantaged	91.2
English Learners	60.6
Students with Disabilities	8.3
Homeless	2.1

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 Kamala School	17-18	18-19	19-20
With Full Credential	49	49	46
Without Full Credential	1	1	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	♦	♦	46
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Kamala 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	1	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

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Kamala School, originally constructed in 1952, is currently comprised of 35 classrooms, a cafeteria, a library, two computer labs, a staff lounge, one RSP and Speech room, one support room, and two playgrounds. . A two-story building to house students was completed in November of 2008. This building houses 20 classrooms, 3 science labs, a common room, counselor office, speech room and 2 RSP rooms.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 7/22/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	28	31	26	30	50	50
Math	14	17	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	24.2	14.1	4.7
7	16.4	15.6	8.2

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	757	755	99.74	31.13
Male	386	386	100.00	27.46
Female	371	369	99.46	34.96
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	740	739	99.86	31.39
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	705	703	99.72	30.44
English Learners	599	598	99.83	28.60
Students with Disabilities	74	74	100.00	5.41
Students Receiving Migrant Education Services	22	22	100.00	31.82
Homeless	18	18	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	757	753	99.47	16.60
Male	386	386	100.00	14.25
Female	371	367	98.92	19.07
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	740	737	99.59	16.96
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	705	701	99.43	15.98
English Learners	599	596	99.50	16.28
Students with Disabilities	74	74	100.00	1.35
Students Receiving Migrant Education Services	22	22	100.00	9.09
Homeless	18	18	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)

Kamala School benefits from an active Parent Teacher Association (PTA). The PTA works with the community through various school fundraisers, events, and field trips. Parents are very active in school committees such as School Site Council and English Learner Advisory Committee. We invite parents to join us at Coffee with Us/Cafe con nosotros meetings at which information is provided on various topics from school staff and community members. Parents are also invited to participate in Family Literacy and Math Nights, art shows and Reader's Theater presentations as well as volunteering at the school. Parent volunteers are always needed to assist with chaperoning on school field trips. Please let your child's teacher know if you are interested in becoming a chaperone for a field trip. Please contact the school office at (805) 385-1548 with any questions regarding opportunities for involvement within the school.

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 Kamala School Staff. Supervision is provided to ensure the safety of each student before school, between classes, during breaks, at lunch, and after school. All visitors to the campus must sign in at the office and wear a visitor's pass at all times. Supervision is a responsibility shared among playground aides, teachers, and administrators.

To safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed by the Safety Committee. The Safety Plan is updated annually in the winter; all revisions and updates are reviewed immediately with the staff. Key elements of the Safety Plan focus on the visitor policy, emergency materials, and evacuation procedures. The Safety Plan is approved annually by the Oxnard School District Board of Education.

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, while earthquake and intruder/secure campus drills are held twice a year with the assistance of local law enforcement.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.3	1.7	3.3
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*	1119.0

* 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	3.0

* 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	24		5		23	1	4		22		5	
1	24		5		23		5		24		5	
2	28		5		27		5		23	1	4	
3	29		5		27		5		25		5	
4	35			3	34			4	28		3	2
5	34			5	32		3	1	33		2	2
6	29	1	17	10	29	1	19	10	26	6	18	5
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	28	3	3	4	29	1	5	5	25	4	4	5
Mathematics	28	3	2	5	32		4	5	33		5	3
Science	29	1	4	4	32	1	2	6	32		4	5
Social Science	31		4	4	33		4	4	33		3	5

* 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	\$3,409.92	\$132.61	\$3,277.31	\$71,994.21
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	-14.3	-12.5
School Site/ State	-78.4	-13.8

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.

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.