Thurgood Marshall K-8 School

2900 Thurgood Marshall Drive • Oxnard, CA 93036 • (805) 385-1557 • Grades K-8
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http://marshall.oxnardsd.org/pages/Marshall_Elementary

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

School Description

Mission:
Thurgood Marshall School inspires students to reach their highest potential.

Vision:
Thurgood Marshall School creates and maintains a culture of success. Through the mediums of technology, visual and performing arts we inspire students to reach their highest potential and become leaders in their community.

Thurgood Marshall School was established in 2003 and is one of 21 schools within the Oxnard Elementary School District. The school prides itself on its foundation of rich culture and values. Our classes include Deaf and Hard of Hearing, our Children's Academy of Listening, Language and Learning, and Visually Impaired special programs. Thurgood Marshall just completed construction of the new middle school building and is currently rolling up students to 7th grade. By the 2020-2021 school year, Marshall will have a complete grade span of TK-8th grade.

Thurgood Marshall is the Academy of Visual and Performing Arts. Students are exposed to a variety of art mediums and opportunities for music as well as drama. The school strives to provide a culture of success and continues to afford opportunities for students to achieve academically in all areas.

Grade level meetings and student monitoring conferences are held to track student progress and plan strategies to address student needs. Teacher collaboration is a priority and teachers meet on a regular basis to review data and plan instruction. Designated and integrated ELD instruction follows curriculum included in McGraw Hill for language arts and mathematics and other curricular subjects. Additional programs are used in order to provide our students with various learning opportunities. The Accelerated Reader (AR) program helps all students to hone their comprehension skills and encourage a love of reading. The online myON program and Battle of the Books supports reading progress for students. Lexia Core 5 supports our students with intervention and enrichment in reading support. CAPIT is used in Kindergarten to help students achieve literacy on grade level. Technology is utilized by all classes for research, and use of software programs allow students additional time to practice and develop their skills in reading and mathematics.

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	93
Grade 1	88
Grade 2	92
Grade 3	98
Grade 4	87
Grade 5	71
Grade 6	64
Total Enrollment	593

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.5
American Indian or Alaska Native	0.5
Asian	1.7
Filipino	3.4
Hispanic or Latino	81.1
Native Hawaiian or Pacific Islander	0.2
White	7.6
Two or More Races	2
Socioeconomically Disadvantaged	63.1
English Learners	39
Students with Disabilities	15
Foster Youth	0.2
Homeless	1.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Thurgood Marshall K-8	17-18	18-19	19-20
With Full Credential	28	29	33
Without Full Credential	1	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	♦	♦	33
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Thurgood Marshall K-8 School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	3
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 **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 **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)

Marshall School, originally constructed in 2003, is currently comprised of 26 classrooms, a cafeteria, a library, a computer lab, a staff lounge, one Psychologist room, two Speech rooms, a Resource room, and two playgrounds.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 7/29/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Bldg. # 400 HALLWAYS: Broken thermostat outside 400B
Interior: Interior Surfaces	Good	ROOM # 507: Right side of sink the counter formica is lifted.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	BLDG. # 200 MULTIPURPOSE ROOM: Rusted rain gutters. Broken decora LT SW cover / cover plate missing. BLDG. # 500 HALLWAYS: Boys and girls area lights are out. Between building 5 & 6 rain gutters are rusted out. ROOM # 407: ü
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	BLDG. # 200 MULTIPURPOSE ROOM: Rusted rain gutters. Broken decora LT SW cover / cover plate missing. BLDG. # 300 LIBRARY: Rain gutters rusted. OFFICE: Paint is peeling off walls ROOM # 407: ü

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	ROOM # 405: Door / Lock cylinder keeps spinning
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	43	40	26	30	50	50
Math	29	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	19.7	28.2	32.4

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	316	314	99.37	40.13
Male	162	162	100.00	33.33
Female	154	152	98.70	47.37
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	11	11	100.00	63.64
Hispanic or Latino	261	260	99.62	35.77
Native Hawaiian or Pacific Islander	--	--	--	--
White	20	20	100.00	55.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	207	206	99.52	32.04
English Learners	141	139	98.58	30.94
Students with Disabilities	57	56	98.25	3.57
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	316	315	99.68	28.89
Male	162	162	100.00	26.54
Female	154	153	99.35	31.37
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	11	11	100.00	54.55
Hispanic or Latino	261	260	99.62	25.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	20	20	100.00	55.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	207	206	99.52	18.93
English Learners	141	140	99.29	26.43
Students with Disabilities	57	56	98.25	3.57
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)
Thurgood Marshall School benefits from an active parent community that works together to support student learning in numerous ways. Teachers host Parent Teacher conferences up to two times per school year, and as needed. Parents are encouraged to participate in our PTA, English Learner Advisory Committee (ELAC) and School Site Council. PTA sponsors fundraisers that support student enrichment and specific aspects of the school program. School Site Council offers involved parents the opportunity to discuss and to give input on decisions affecting the school program. Community representatives share on topics of interest at regular ELAC parent meetings. Back to School Night and Coffee with Parents are other opportunities for parents to receive information about their child's school program. Also, parents are active in school events such as Family Nights, Open House, and student performance events. Parent workshops focused on Mathematics, Language Arts and Science are offered. Parent trainings are planned and offered on topics such as nutrition, safety and parenting.

Every year in May, a school wide Spring Fling showcases performances in music and dance from every grade. Parents and visitors can tour the Art Gallery to see exemplary art. Selected student writing from our Ventura County Author's Fair are displayed.

Additional opportunities for parents to be involved are found in volunteering. Parents volunteer in classrooms, at school events, coaching athletic teams and they participate in fundraising efforts. Our local Foster Grandparents Program brings volunteer grandparents to our school. They assist in primary classrooms, mentor students, and to contribute to our student-focused, nurturing environment.

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 Marshall 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. Our Positive Behavior Intervention System (PBIS) Team sets guidelines in continuing to work together to develop our school wide student behavior plan. Supervision is a responsibility shared by all staff which includes Campus Assistants, Teachers, Support Staff the Principal and Assistant Principal. The CHAMPS program supports students to develop responsibility by following common expectations that lead to success.

A comprehensive School Site Safety Plan has been developed by the Safety Committee, comprised of classified staff, teachers, and the principal. The Safety Plan is updated annually; all revisions and updates are reviewed immediately with the staff. Leadership and the Safety Committee give input to review and update the plan. Key elements of the Safety Plan focus on the visitor policy, emergency and evacuation procedures. Emergency supplies are inventoried on a yearly basis. All classrooms have Emergency Backpacks which include basic first aid supplies and other essentials.

Staff receive annual training on how to safely support students in the event of medical emergencies. Key office personnel and others receive CPR training. The district nurse trains specific staff to support students with medical plans.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.7	3.0
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*	593.0

*   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	2.4

*   One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	19	3	3		174	2		1	142	1	1	1
1	22	1	3						5	1		
2	27		3									
3	29		3		2	1			26		1	
4	25		3						16	1	1	
5	25	1	2	1	9	1			20	1	1	
6									32		7	7
Other**	7	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/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$4,180.01	$142.42	$4,037.59	$87,803.75
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	6.5	7.3
School Site/ State	-60.1	6.0

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.