



# Juan Lagunas Soria Elementary School

3101 Dunkirk Drive • Oxnard, CA 93035 • (805) 385-1584 • Grades K-8

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<http://soria.oxnardsd.org/>

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



### **Oxnard School District**

1051 South A Street  
Oxnard, California, 93033

(805) 385-1501

<http://www.oxnardsd.org>

### **District Governing Board**

Veronica Robles-Solis, President

Monica Madrigal Lopez, Clerk

Debra Cordes, Trustee

Dr. Jesus Vega, Trustee

Denis O'Leary, Trustee

### **District Administration**

Dr. Karling Aguilera-Fort  
**Superintendent**

Janet Penanhoat

**Assistant Superintendent, Business  
Services**

Dr. Jesus Vaca

**Assistant Superintendent, Human  
Resources & Support Services**

Dr. Ana DeGenna

**Assistant Superintendent,  
Educational Services**

### **School Description**

School's Mission: Educate and prepare confident students to become college and career ready in an ever changing global society.

School's Vision: Providing a happy, caring and stimulating environment through academics and the integration of Technology, Arts and Language (Te.A.L.) where children will believe in exceeding their potential.

Juan L. Soria is a K-8 school with an Academic Strand Focus strand of Spanish Dual Language Immersion and an overall focus on Technology, Arts and Language (Te.A.L.). At Soria, we strive to ensure a clean, safe and positive environment while fostering the ability for every child to grow socially, emotionally and academically. Through high academic standards, enrichment opportunities, individualized instruction and technology enhancements, Soria provides an opportunity for students to become college and career ready in an ever changing global society. At our core is a climate of respect and collaboration where parents, teachers, staff, and administration work alongside each other on the development and execution of our programs.

Soria's diverse student population of over one thousand students includes English Learners, Foster Youth, Migrant, GATE, Economically Disadvantaged and Special Education Students. In our commitment to effectively address all student needs, a comprehensive program has been developed in which individualized attention is placed on the various academic, social and emotional needs of our students. Our program incorporates a Multi-Tier System of Support combined with a Positive School Wide Behavior Program facilitating targeted interventions, enrichment activities, and emotional support for those who need it.

The school's Spanish Dual Language Immersion Program (DLI) highlights our high regard for diversity and multiculturalism. The design of the 80/20 model immerses students in Spanish Language with the ultimate goal of having students reach high levels of academic proficiency in both English and Spanish, making them biliterate. Furthermore, through Soria's developed Te.A.L. Academy, students' interests and abilities in Technology, the Arts and Language has expanded. A high priority has been placed on providing all of our students and staff 21st century tools and resources to facilitate student centered lessons with real life problem solving skills. Since its inception in 2009, Juan L. Soria School has become a quality educational institution where families are valued and students are challenged to exceed their fullest 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	93
Grade 1	95
Grade 2	101
Grade 3	116
Grade 4	96
Grade 5	116
Grade 6	133
Grade 7	140
Grade 8	142
<b>Total Enrollment</b>	<b>1,032</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.3
Asian	0.9
Filipino	1.1
Hispanic or Latino	91.3
Native Hawaiian or Pacific Islander	0.2
White	4.5
Two or More Races	0.9
Socioeconomically Disadvantaged	53.4
English Learners	30.5
Students with Disabilities	7
Foster Youth	0.2
Homeless	0.3

## 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 Juan Lagunas Soria	17-18	18-19	19-20
With Full Credential	43	45	42
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	1	0

Teacher Credentials for Oxnard School District	17-18	18-19	19-20
With Full Credential	♦	♦	42
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Juan Lagunas Soria Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	1
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)**

Soria School, a new campus completed in August of 2009, consists of 36 classrooms, library, multi-purpose room, administration offices, staff lounge, kitchen, workroom, boys and girls locker rooms, kindergarten playground and a main playground.

**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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Fair	BLDG. # 100 OFFICE: Lights out in the main office area. CLASSROOM # 303: Lights are out. CLASSROOM # 309: Lights are out. CLASSROOM # 404: Low flow drinking fountain, lights are out. CLASSROOM # 405: Low flow drinking fountain, ballast out. CLASSROOM # 425: Lights out. Girls Locker Room: Broken outlet plate cover. ROOM # 203: Lights are out.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	CLASSROOM # 336: Issues with water flow. CLASSROOM # 337: Issues with water flow. CLASSROOM # 338: Issues with water flow. CLASSROOM # 339: Issues with water flow. CLASSROOM # 343: Loose faucet. CLASSROOM # 346: Low flow faucet. CLASSROOM # 401: Loose drinking fountain. CLASSROOM # 404: Low flow drinking fountain, lights are out. CLASSROOM # 405: Low flow drinking fountain, ballast out. CLASSROOM # 406 LIFE SCIENCE: Low flow drinking fountain. CLASSROOM # 421: Low flow drinking fountain. CLASSROOM # 422: Low flow drinking fountain.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

## 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	46	48	26	30	50	50
Math	23	25	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	27.8	22.6	15.7
7	22.7	31.1	7.6

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	732	713	97.40	48.25
Male	352	345	98.01	40.29
Female	380	368	96.84	55.71
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	678	659	97.20	45.98
Native Hawaiian or Pacific Islander	--	--	--	--
White	26	26	100.00	80.77
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	394	385	97.72	43.64
English Learners	316	308	97.47	42.53
Students with Disabilities	65	58	89.23	6.90
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
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	732	711	97.13	24.79
Male	352	344	97.73	23.91
Female	380	367	96.58	25.61
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	678	657	96.90	21.95
Native Hawaiian or Pacific Islander	--	--	--	--
White	26	26	100.00	69.23
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	394	385	97.72	21.09
English Learners	316	307	97.15	18.89
Students with Disabilities	65	58	89.23	1.72
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
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)

All parent groups are encouraged and given equal access to participate and volunteer at Soria School. Parents are encouraged to volunteer and participate in various committees such as School Site Council (SSC), English Language Advisory Committee (ELAC), and our Parent Teacher Association (PTA). Parenting classes are also offered throughout the school year with our Outreach Coordinator. Aside from volunteering in class and actively participating in committees, parents can support the school through coaching sports and organizing student events such as Trunk or Treat, Father Daughter Dance, Holiday Store, Aztec Festival, and other activities. For more information on becoming involved in the school, please call (805) 385-1584.

### 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 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 throughout the school year.

Key elements of the Safety Plan focus on playground supervision, disaster drills, and emergency procedures necessary to ensure safety. Key elements of the Safety Plan focus on the visitor policy, emergency materials, and evacuation 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 monthly, and earthquake and lock down drills are held each trimester.

All visitors 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 in order to safeguard the well-being of students and staff.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.5	2.0	2.5
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*	1032.0

\* 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	24		4		24		4		23		4	
1	24		4		24		4		24		4	
2	30		3		29		4		25		4	
3	29		4		30		3		29		4	
4	34			3	34		1	2	32		2	1
5	33		1	4	34		1	3	29		3	1
6	30		16	12	31	1	18	14	33	1	13	13
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	26	5	6	1	29	3	5	4	29	1	7	5
Mathematics	27	3	4	2	29	2	6	3	29	2	8	2
Science	27	3	3	3	29	1	6	3	29	2	5	4
Social Science	24	5	2	2	29	1	6	2	27	4	3	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/](http://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	\$3,853.44	\$104.82	\$3,748.62	\$82,984.75
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	-0.9	1.6
School Site/ State	-66.8	0.4

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.