

Rose Avenue Elementary-The School of Science and Wellness



220 South Driskill Street • Oxnard, CA 93030 • (805) 385-1575 • Grades K-5

Pablo Ordaz, Principal

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<https://www.oxnardsd.org/Domain/1176>

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



Oxnard School District

1051 South A Street
Oxnard, California, 93030
(805) 385-1501
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District Governing Board

Veronica Robles-Solis, President

Monica Madrigal Lopez, Clerk

Denis O'Leary, Trustee

Debra Cordes, Trustee

Dr. Jesus Vega, 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

Vision: Rose Avenue Elementary-The School of Science and Wellness, is dedicated to promote social, emotional, and academic growth for all students.

Mission: To prepare students to become outstanding and productive citizens of society.

Values Statement:

'Our students', not 'my students'.

Collaboration not isolation.

Recognize and celebrate the good.

Principal's Message

The staff at Rose Avenue Elementary-The School of Science and Wellness is a professional learning community focused on providing an educational program that is balanced, meaningful, motivating, and academically rigorous. Our students are actively engaged in common core curricula that enables students to become college and career ready while developing critical thinking and problem solving skills. Our students are actively challenged and involved in the mastery of project based learning and inquiry. All student at Rose Avenue have access to technology devices, students in our second through fifth grade have a one-to-one device. All of our classrooms are equipped with state of the art technology, including a science technology apps that focused on the implementation of the Next Generation Science Standards. We promote our GATE clusters which are supported by trained teachers with the goal of growing the clusters each school year. The staff at Rose Avenue School is deeply committed to academic excellence and student learning by engaging all stakeholders in active participation in the instructional school program.

At Rose Avenue Elementary, every child is viewed as an individual with unique capabilities and qualities and we strive to meet their individual needs. The academic curricula is supported by a variety of instructional strategies such as teaming and collaboration in a PLC Model in all grade levels and also enrichment opportunity programs to the meet individual and diverse needs of our student population. The staff shares a common belief in the implementation of Positive Behavior Interventions and Supports to provide a safe and caring learning environment that meets the needs of our students. We continuously promote a professional learning community environment that allows our staff the opportunity to collaborate and develop achievement goals for every student. Our teachers team across curricula and continuously uses formative and summative assessments to guide their instructional practice and monitor student growth and ensure mastery on content standards for all of our students.

We pride in providing a climate of safety that encompasses a sense of collective responsibility, ownership of our school, and a positive learning environment that enhances mutual respect and responsibility for all stakeholders. As The School of Science and Wellness we take pride in embracing and implementing our school-wide discipline and behavior management programs through Positive Behavior and Instructional Supports/CHAMPS implementation and Bully Prevention Program. Rose Avenue continues to focus on positive behavior intervention and supports through the use of CHAMPS. After four years of implementation, Rose Avenue was recognized by the California Coalition of Positive Behavior Intervention Supports with a Bronze medal in 2017, the Silver medal in 2018 and the Platinum Medal in 2019, for our efforts in creating a positive school climate where students strive to succeed. We embrace our diverse student cultural backgrounds to enhance the educational experience of our student body. Our students grow socially and emotionally through our emphasis on social responsibility and citizenship. We are actively focus on strengthening the partnerships that exist among our parents, students, staff and the community. We are continuously building new partnerships and relationships with our community outreach.

As the Principal of Rose Avenue, I invite parents, family members and the community to visit our school and join us in leading and supporting our established learning community. A community that works as a team to prepare each of our students to become the best productive, socially responsible, confident, life-long learners who will successfully contribute to a culturally diverse society. I encourage our parents and community members to get involved and play an active role in the daily school activities. Understanding the school's educational program, student achievement, and curriculum development assists both school and community in on-going program improvement. The staff and I make a commitment to provide the best educational program possible for all students. The quality of our program is a reflection of our highly committed and dedicated staff.

Rose Avenue School is a welcoming, stimulating and safe environment where students are actively involved in learning academics as well as positive values. Through constant evaluation of our Mission, Vision and Values statement and our commitment, as well as a critical analysis of best practices and changing needs, the staff at Rose Avenue School is dedicated to providing the best start in a life-long learning journey for our students, families and the community. Rose Avenue is deeply committed to communicate all school information to all stakeholders on a regular basis including but not limited to School Site Council, English Learners Advisory Committee, Title One, Coffee with the Principal and PTA meetings and through ConnectED, Facebook, and Twitter.

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	97
Grade 2	99
Grade 3	109
Grade 4	112
Grade 5	112
Total Enrollment	622

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Asian	0.2
Hispanic or Latino	97.7
White	1.8
Two or More Races	0.3
Socioeconomically Disadvantaged	87.8
English Learners	76
Students with Disabilities	13.3
Foster Youth	0.8
Homeless	1.6

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 Rose Avenue Elementary-The School of Science and Wellness	17-18	18-19	19-20
With Full Credential	31	30	24
Without Full Credential	1	0	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	♦	♦	24
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Rose Avenue Elementary-The School of Science and Wellness

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 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 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)

Rose Avenue School, originally constructed in 1965, is currently comprised of 32 classrooms, a library, a computer lab, a science lab, a teacher workroom, a cafeteria/multipurpose room, and two playgrounds. The most recent projects include a parking lot, a mural painting on the back wall, and a new electronic school marquee.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 8/2/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	BLDG. # 1100 BOYS RESTROOM: Door latch won't close right partition walls are rusted. ROOM # 502: Restroom toilet seat loose.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	ROOM # 801: Sink faucet loose, drinking fountain needs adjustment. ROOM # 902: Lights out.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	BLDG. # 1100 BOYS RESTROOM: Door latch won't close right partition walls are rusted. BLDG. # 1100 GIRLS RESTROOM: Sinks are loose from wall. BLDG. # 600 GIRLS RESTROOM: Sink coming off wall. 1st and 2nd flushometer vacuum breaker leaking BLDG. # 700 BOYS RESTROOM: 3rd stall flushometer not working well. BLDG. # 800 GIRLS RESTROOM: Handicap stall vacuum breaker flushometer broken. ROOM # 304: Missing blinds by entry way.

		ROOM # 305: Drinking fountain push knob loose. ROOM # 306: Sink slow drain. ROOM # 402: Sink faucet aerator missing. Missing blinds by entry way. ROOM # 405: Drinking fountain timer need adjustment ROOM # 406: Missing blinds by entry way. Drinking fountain flow to high adjustment. ROOM # 502: Restroom toilet seat loose. ROOM # 801: Sink faucet loose, drinking fountain needs adjustment. ROOM # 802: Drinking fountain does not work. ROOM # 803: Drinking fountain not working. ROOM # 810: Drinking fountain flow too high spraying to the edge of sink.
Safety: Fire Safety, Hazardous Materials	Good	ROOM # 202: Missing blinds by entry way.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	BLDG. # 600 BOYS RESTROOM: First faucet not working. ROOM # 202: Missing blinds by entry way. ROOM # 203: Missing blinds by entry way. ROOM # 204: Missing blinds by entry way. ROOM # 205: Missing blinds by entry way. ROOM # 206: ü ROOM # 302: Missing blinds by entry way. ROOM # 304: Missing blinds by entry way. ROOM # 401: Missing blinds by entry way. ROOM # 402: Sink faucet aerator missing. Missing blinds by entry way. ROOM # 406: Missing blinds by entry way. Drinking fountain flow to high adjustment. ROOM # 501: Blinds by double door won't close right.
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	19	22	26	30	50	50
Math	16	15	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	20.7	25.9	23.3

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	331	330	99.70	22.12
Male	165	164	99.39	14.02
Female	166	166	100.00	30.12
Hispanic or Latino	328	327	99.70	22.02
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	296	295	99.66	21.69
English Learners	276	276	100.00	21.01
Students with Disabilities	56	56	100.00	5.36
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	331	330	99.70	14.55
Male	165	164	99.39	10.98
Female	166	166	100.00	18.07
Hispanic or Latino	328	327	99.70	14.37
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	296	295	99.66	12.20
English Learners	276	276	100.00	13.04
Students with Disabilities	56	56	100.00	0.00
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)

The involvement of parents and community members is an essential component of nurturing students at Rose Avenue. Every effort is made to invite parents and the community to provide input ensuring the success of our students. A team of parents, teachers and administrator developed the school/parent/community involvement policy. We involve and inform all stakeholders in a variety of ways. There are several parent meetings, such as School Site Council, English Learner Advisory Council, Title 1 Meetings, and "Coffee with the Principal", during which parents receive information and have input into critical decisions. Our school website, Twitter and Facebook sites are constantly updated with school's latest news and information to provide parents with a connection to the events and activities on the school campus. School news and calendars are sent home and posted on the school's social media sites on a monthly basis. Teachers regularly inform parents of student progress through phone calls, conferences, progress reports, and behavior charts (if necessary). Parent workshops are presented on a variety of topics, including: parenting skills, technology, curricular materials, PBIS/CAMPS, SST Process and assessments. We participate in the Loving Solutions parent program. This helps parents work with their students and develop positive relationships at home, which, in turn, supports success at school. We hold transitional meetings and workshops in order to assist parents whose children may be transitioning into Kindergarten and/or to middle schools. Our Outreach Consultant and School Counselor offer support by connecting families with necessary services to address social emotional needs and self-care. Additionally, Rose Avenue School conducts an open forum for parents and community members to further involve parents in the joint development and joint agreement of its School Parental Involvement Policy. The school has forged partnerships with local businesses throughout the community in order to bring additional resources into the school and for our families.

With the strong support of PTA, Rose Avenue will provide several activities to increase parent involvement and reward students for meeting their academic achievement goals. Grade Level family nights focusing on Literacy, Math, and Science will engage parents and families in academic activities to raise awareness and understanding of the expectations set by the Common Core State Standards. Additionally, events such as the Accelerated Reader and MyOn Awards, as well as the trimester Awards Assemblies, have been calendared to provide students with academic incentives to meet their learning goals. Throughout the year, parents are invited to attend Parent/Teacher Conferences to collaborate with their child and their child's teacher to review achievement data and identify strategies for improving student success. Parents are provided with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.

Some parents will also be asked to attend Student Success Team meetings if their child has been identified as performing below grade-level standards or is exhibiting significant needs in social, emotional, and/or behavioral areas. Parent training and education will be coordinated and provided by the school's Outreach Coordinator to improve parents' ability to support their children's learning. The school will continue to engage parents during School Site Council, English Language Advisory Committee, and Parent Teacher Association meetings to promote and sustain parent involvement and home-school partnerships.

The School/Parent/Student Compact is a part of the School Parent Involvement Policy. Teachers, school administrator and parents developed the compact. It describes the responsibilities of the school and parents to improve student performance and the means in which to do so. Building capacity for parent/community involvement is listed in the District Parent Involvement Policy. Specific activities include: Parent project, Parent workshops/training, Parent meetings with specific parent interest topics, Parent meetings with specific student learning centered topics, Family Reading events, Holiday celebration days, Community celebrations, Grade Level Academic Strand Focus and Science and Wellness Carnival/Parent Days of Presentations/Projects Grade Level Specific.

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 Rose Avenue Elementary-The School of Science and Wellness. The safety of students and staff is the school's priority. In order to safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed by the School Safety Committee, The School Leadership Team and approved by the School Site Council. The complete school safety plan is reviewed by the school safety committee and submitted to the school board, teachers, and parent organizations for review. 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 the visitor policy, emergency materials, lock-down, fire and earthquake drills as well as evacuation procedures.

Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among playground campus assistants, teachers, and the administration. We are a locked campus, all visitors on campus must sign in at the office and wear a visitor's badge at all times as well as being escorted to and from all destinations as necessary.

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Safety drills are held on a regular basis; including fire drills, earthquake drills, priority drills level one and level two with the support of our School Resource Officer and an evacuation drill is conducted yearly by all staff.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.1	1.0	1.7
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*	622.0

* 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	21	2	5		19	3	4		19	2	3	
1	23		5		23		4		23		4	
2	25	1	4		20	2	4		20	2	3	
3	28		5		30		4		25		4	
4	27	1	2	1	28		1					
5	28	1		3	96	1		1	106		1	1
Other**					12	1			10	2		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

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/.

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.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$3,925.57	\$151.55	\$3,774.02	\$82,396.56
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	-0.2	0.9
School Site/ State	-66.2	-0.3

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.