

Marina West Elementary School

2501 Carob Street • Oxnard, CA 93035 • (805) 385-1554 • Grades K-5

Jorge Mares, Principal

jmares@oxnardsd.org

http://marinawest.oxnardsd.org/pages/Marina_West_Elementary



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

School Description

Principal's Message

Marina West School is a learning community made up of dedicated teachers and support staff, a diverse student population engaged in a variety of learning activities, parent and community volunteers, friendly and caring personnel, and an administration committed to a success-oriented environment for all students. Our strand focus is Environmental Science and Creative Arts. At Marina West School, we believe all students deserve an education that incorporates a meaning-centered, integrated curriculum, requiring critical thinking, problem solving and the use of educational technology in a safe learning environment. We believe students should be actively involved in a respectful, caring, cohesive educational community. Our students have access to online educational programs that include STAR360, myOn, Accelerated Reader, and GoNoodle. As we move into the 2019-2020 school year, we will also focus on writing across all content areas to improve student achievement.

We take pride in ourselves and others. We appreciate our differences and similarities and acknowledge the things we do well. We recognize diversity as a strength and that it gives us an opportunity to learn from each other. The staff always looks for the positive in a situation and uses every opportunity to nurture the potential in each student. We constantly review STAR360 data and review CAASPP and ELPAC assessment data yearly. Marina West will focus on Positive Behavior Intervention Supports through the use of CHAMPs and MTSS to meet the needs of the whole child including academics, behavior and social/emotional needs.

Our focus is on student achievement, with an emphasis on instructional practices and strategies which address state standards. We also provide support to students and families to strengthen their social-emotional growth. The entire school community must work together to meet our goal of helping each student become successful, productive and responsible citizens. We invite families to take an active part in their child's education. The Marina West community is a team!

Please feel free to contact me, either in person, by phone or by email, with questions or suggestions. Principal- Jorge Mares (805)385-1554, jmares@oxnardsd.org



Oxnard School District

1051 South A Street
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(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**

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	102
Grade 1	116
Grade 2	97
Grade 3	113
Grade 4	89
Grade 5	78
Total Enrollment	595

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.4
Asian	0.2
Filipino	0.8
Hispanic or Latino	90.6
Native Hawaiian or Pacific Islander	0.3
White	3.7
Two or More Races	1
Socioeconomically Disadvantaged	80.2
English Learners	51.1
Students with Disabilities	16
Foster Youth	0.3
Homeless	2.4

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 Marina West	17-18	18-19	19-20
With Full Credential	28	30	27
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Oxnard School District	17-18	18-19	19-20
With Full Credential	♦	♦	27
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Marina West Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Oxnard School District held a Public Hearing on October 9, 2019 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are provided standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The chart displays data collected in October 2019, regarding textbooks in use during the 2019-20 school year.

Textbooks and Instructional Materials

Year and month in which data were collected: October 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>McGraw-Hill, Wonders/Maravillas Curriculum for ELA, Spanish Reading and ELD for grades K-5, adopted 2016</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>McGraw-Hill, My Math/Mis Matematicas Curriculum for grades K-5, adopted 2015</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
Science	<p>Macmillan McGraw-Hill, California Science Curriculum for grades K-5, adopted 2008</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>Pearson Scott Foresman, History/Social Science for CA Curriculum for grades K-5, adopted 2005</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Marina West School, originally constructed in 1964, is currently comprised of 30 classrooms, a cafeteria, a library, two computer labs, a staff lounge, and two playgrounds.

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	Fair	<p>Bldg. # 1200 Girls Restroom: Ceiling tiles need cleaning</p> <p>Bldg. # 1300 FRC Program: Big hole on closet wall needs repair.</p> <p>Bldg. # 600 Girls Restroom: Plug old anchor, holes on tile wall, hole in entry floor</p> <p>Bldg.# 500 Core Room: Broken ceiling tiles.</p> <p>Room # 1101: 6 Stained ceiling tiles</p> <p>Room # 1104: Replace verticle blinds from front of room.</p> <p>Room # 1202: Multiple ceiling tiles need replacement</p> <p>Room # 1203: Multiple ceiling tiles need replacement</p> <p>Room # 402: Stained ceiling tile, rain gutters need replacement</p> <p>Room # 403: loose ceiling tile</p>

		Room # 405: Loose ceiling tile, rain gutters need replacement Room # 504: Stained ceiling tiles.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Bldg. # 600 Girls Restroom: Plug old anchor, holes on tile wall, hole in entry floor
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Bldg. # 600 Girls Restroom: Plug old anchor, holes on tile wall, hole in entry floor Room # 506: Missing spout (exterior), left exterior lock not working
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Bldg. # 14 NFL Pre- School: Missing slats on window blinds. Replace rain gutters. Room # 1003: Repair hole on stucco wall and install door stop. Room # 202 Kindergarten: Rain gutters replacement needed Room # 301: Rain gutters replacement needed Room # 305: Rain gutters replacement needed Room # 306: Rain gutters replacement needed Room # 401: Rain gutters replacement needed Room # 402: Stained ceiling tile, rain gutters need replacement Room # 405: Loose ceiling tile, rain gutters need replacement Room # 501: Rain gutters replacement needed Room # 503: Rain gutters replacement needed Room # 504: Stained ceiling tiles. Room # 801: Loose rain gutter, missing transition strip, loose ramp skirting.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Bldg. # 14 NFL Pre- School: Missing slats on window blinds. Replace rain gutters. Main Playground: Green spiral slide is cracked and broken. Room # 1102: Replace verticle blinds from front of room. Room # 1103: Ramp has tripping hazard on asphalt section Room # 1104: Replace verticle blinds from front of room. Room # 1204 Custodial Room: Hole in ramp needs repair. Room # 801: Loose rain gutter, missing transition strip, loose ramp skirting.
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	22	24	26	30	50	50
Math	13	21	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	7.9	9.2	

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	272	272	100.00	23.53
Male	145	145	100.00	20.00
Female	127	127	100.00	27.56
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	251	251	100.00	21.91
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	225	225	100.00	23.11
English Learners	164	164	100.00	20.73
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	272	272	100.00	21.32
Male	145	145	100.00	22.76
Female	127	127	100.00	19.69
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	251	251	100.00	20.32
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	225	225	100.00	20.44
English Learners	164	164	100.00	21.34
Students with Disabilities	56	56	100.00	3.57
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)

Marina West School benefits from an extremely active and involved Parent Teacher Association (PTA), which works with the community through various school fundraisers, events, and provides field trips and other enrichment activities for all students.

Parents are partners in their children's educations. We involve and inform them 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 website is constantly updated with information that provides parents a connection to events and activities on the school campus. School newsletters and calendars are sent home and posted on the website on a monthly basis. Teachers regularly inform parents of student progress through phone calls, conferences and progress reports. Our Outreach Consultant offers support by connecting families with necessary services to address social-emotional needs. Parent workshops are presented on a variety of topics, including: parenting skills, technology, curricular materials and assessment. We participate in the Triple P Parenting Program and Padres Lideres led parent workshops. 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 or to the middle schools. Our school counselor will also provide an informational meeting on A-G High School requirements.

PTA President- Rebecca Meza
 ORC- Reyna Moreno
 School Counselor- Chari Farias

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 at Marina West School. It is a closed campus, which means that gates are closed and locked and 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. 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, which includes input by our School Resource Officer. The Safety Plan is updated annually in the fall; all revisions and updates are reviewed immediately with the staff. Key elements of the Safety Plan focus on playground supervision, disaster drills, and emergency procedures. The plan was last reviewed and adopted on January 29, 2019 with the help of the District Support, PBIS Team, Parent input, Teacher input, and School Resource Office input.

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Safety drills are held regularly; fire drills are held monthly, and earthquake and lock down drills are held once every trimester.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.1	2.2	0.3
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*	595.0

* 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	
Resource Specialist (non-teaching)	
Other	1.7

* 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	25	3	3	2	20	4	2		17	6		
1	23		3		19	2	3		19	6		
2	27		2		27		4		20	3	2	
3	24	1	3		20	2	3		22	1	4	
4	32		2	1	35			2	21	1	2	
5	41			3	28	1	1	2	36	1		2
Other**	12	2			11	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/.

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	\$4,157.89	\$103.58	\$4,054.31	\$86,845.89
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	6.9	6.2
School Site/ State	-59.7	4.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.