

# Lemonwood K-8 School

## 2021 School Accountability Report Card



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fq/aa/lc/](http://www.cde.ca.gov/fq/aa/lc/)

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](http://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).

## California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://www.caschooldashboard.org/) reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## 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.

## 2021-22 School Contact Information

<b>School Name</b>	Lemonwood K-8 School
<b>Street</b>	2001 San Mateo Place
<b>City, State, Zip</b>	Oxnard, CA 93033
<b>Phone Number</b>	(805) 385-1551
<b>Principal</b>	Allison Cordes
<b>Email Address</b>	acordes@oxnardsd.org
<b>School Website</b>	<a href="http://www.oxnardsd.org/lemonwood">www.oxnardsd.org/lemonwood</a>
<b>County-District-School (CDS) Code</b>	56725386100333

## 2021-22 District Contact Information

<b>District Name</b>	Oxnard School District
<b>Phone Number</b>	(805) 385-1501
<b>Superintendent</b>	Dr. Karling Aguilera-Fort
<b>Email Address</b>	kaguilerafort@oxnardsd.org
<b>District Website Address</b>	<a href="http://www.oxnardsd.org">http://www.oxnardsd.org</a>

## 2021-22 School Overview

Vision: We strive to educate, inspire and empower each student through communication, arts, and technology to become successful and productive citizens in a culturally diverse 21st century.

Mission: "Learners Today. Leaders Tomorrow."

### Principal's Message

Welcome to Lemonwood's Academy of Communication, Arts, and Technology (C.A.T. Academy ) where our Lions "ROAR." At Lemonwood K-8 School, we are happy to serve approximately 880 students from Kindergarten through eighth grade. The staff is dedicated to providing a fun, safe, clean, and inclusive environment conducive to learning and working for all. At Lemonwood K-8 School, we focus on creating a positive school climate and culture so that students can focus on their academic growth. We strive for quality customer service involving all personnel, services, and school or community resources to support our staff, students and families. We believe that it is our responsibility, as educators and parents in the child's life to motivate, inspire, challenge, believe, and love the children so that they will reach their highest potential as scholars and citizens.

## 2021-22 School Overview

Lemonwood K-8 teachers are highly qualified educators ready to provide rigorous academic instruction based on Common Core State Standards to our diverse student body. Teachers utilize research based instructional models and strategies to ensure that every student receives innovative educational opportunities in either the dual language or structured English immersion program. Our focus is the academic success for all our students, as well as the total well-being of every child. Teachers are dedicated individuals, highly prepared to implement a rigorous curriculum with the integration of the Arts and Technology to develop in every child the ability to communicate effectively. Within the development of the Arts, students learn to incorporate visual and performing arts in core content. All teachers utilize iPads in the classroom for assessments and instructional purposes. Students in grades K-8 have their own iPad that goes home nightly where they have the access to an electronic library with a specific collection of stories individualized to the interest of each student. Additionally, students are encouraged to utilize learning software daily to meet their academic goals. All students are encouraged and expected to read daily and to be avid readers. Students are encouraged to participate in extracurricular activities such as sports (basketball, flag football, basketball, soccer, and volleyball) and after school enrichment. Our sixth through eighth grade students have the choice to enroll in specialty electives courses such as Art, Robotics, Study Skills, and AVID. 6th and 7th grade students in the Dual Language Program have the opportunity to take Spanish as their elective.

As part of positive school climate and culture, every staff member at Lemonwood K-8 School is trained in the CHAMPS (Communication, Help, Action, Movement, Participation, and Success) model for teachers and all staff to effectively manage student behavior in a proactive, positive, and instructional manner. In addition, we implement school-wide character traits where our guidelines for success are represented by ROAR (Responsible, Outstanding Citizenship, Always Safe, and Respectful). Our staff is committed to continuous improvement and as a result, grade-levels meet weekly as a professional learning community. Staff reviews standards in order to support core instruction, intervention, and enrichment.

Lemonwood K-8 School C.A.T. Academy staff is committed to giving our students memorable social and academic experiences that will lead them to college and career readiness. As you read our School Accountability Report you will gain an understanding of our commitment and the high expectations we have for each other and our students.

Our school office hours are from 7:30 AM to 4:00 PM and instructional times are from 7:55 AM – 2:23 PM for middle school students, from 8:00-2:10 for elementary (1-5 grade) students, and from 8:00-1:17 for Kindergarten students. I would be happy to meet with you, if you would like to know more about our Lemonwood K-8 School C.A.T. Academy.

Sincerely,

Ms. Allison Cordes

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	95
Grade 1	90
Grade 2	90
Grade 3	99
Grade 4	99
Grade 5	104
Grade 6	91
Grade 7	103
Grade 8	102
Total Enrollment	873

## 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.2
Male	49.8
Asian	0.2
Black or African American	0.5
Filipino	2.1
Hispanic or Latino	95
Two or More Races	0.2
White	2.1
English Learners	63.5
Foster Youth	0.6
Homeless	8.9
Socioeconomically Disadvantaged	97.4
Students with Disabilities	12.8

### 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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Oxnard School District held a Public Hearing on October 6, 2021 to certify 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 and/or instructional materials, in core subjects, for use in the classroom and to take home. All textbooks used in the core curriculum are aligned to the Common Core State Standards and are selected from the State Board of Education's list of approved instructional materials.

Year and month in which the data were collected

October 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	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	Yes	0
<b>Mathematics</b>	McGraw-Hill, My Math/Mis Matematicas Curriculum for grades K-5, adopted 2015 Pearson, Connected Math 3 Curriculum for grades 6-8, adopted 2015	Yes	0
<b>Science</b>	Macmillan McGraw-Hill, California Science Curriculum for grades K-5, adopted 2008 McGraw-Hill, Inspire for grades 6-8, adopted 2020	Yes	0
<b>History-Social Science</b>	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	Yes	0

## School Facility Conditions and Planned Improvements

Lemonwood School was completed in fall 2018 and is currently comprised of 44 classrooms, an RSP room, a cafeteria, a library, two computer labs, a staff lounge, one speech room, and two playgrounds. The most recent inspections resulted in a "Fair" to "Good" rating in all areas.

Year and month of the most recent FIT report

8/12/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Classroom # 357: AC unit on roof very loud in classroom.
<b>Interior:</b> Interior Surfaces	X			201 Multipurpose room: Damaged wall.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			

School Facility Conditions and Planned Improvements				
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Lower 300's Girls R.R.: Missing screw on door strike. Multipurpose Room Girls R.R.: Missing floor drain cover.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			Classroom # 358: Crack in hallway floor outside of classroom. Classroom # 360: Soap dispenser off the wall.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

## 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.



## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	604	NT	NT	NT	NT
<b>Female</b>	304	NT	NT	NT	NT
<b>Male</b>	300	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	13	NT	NT	NT	NT
<b>Hispanic or Latino</b>	574	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	12	NT	NT	NT	NT
<b>English Learners</b>	301	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	118	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	590	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	19	NT	NT	NT	NT
<b>Students with Disabilities</b>	110	NT	NT	NT	NT

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	604	NT	NT	NT	NT
Female	304	NT	NT	NT	NT
Male	300	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	13	NT	NT	NT	NT
Hispanic or Latino	574	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	12	NT	NT	NT	NT
English Learners	301	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	118	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	590	NT	NT	NT	NT
Students Receiving Migrant Education Services	19	NT	NT	NT	NT
Students with Disabilities	110	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	602	567	94.19%	5.81%	21.26%
Female	304	287	94.41%	5.59%	22.04%
Male	298	280	93.96%	6.04%	20.47%
Asian	1	1	100.00%		
Black or African American	4	4	100.00%		75.00%

<b>Filipino</b>	13	13	100.00%		69.23%
<b>Hispanic or Latino</b>	572	537	93.88%	6.12%	19.93%
<b>English Learners</b>	299	271	90.64%	9.36%	5.69%
<b>Foster Youth</b>	4	3	75.00%	25.00%	
<b>Homeless</b>	59	41	69.49%	30.51%	3.39%
<b>Military</b>	-	-	-	-	-
<b>Students Receiving Migrant Education Services</b>	22	18	81.82%	18.18%	18.18%

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>STAR Student Groups</b>	<b>STAR Total Enrollment</b>	<b>STAR Number Tested</b>	<b>STAR Percent Tested</b>	<b>STAR Percent Not Tested</b>	<b>STAR Percent At or Above Grade Level</b>
<b>All Students</b>	602	554	92.03%	7.97%	10.30%
<b>Female</b>	304	276	90.79%	9.21%	7.89%
<b>Male</b>	298	278	93.29%	6.71%	12.75%
<b>Asian</b>	1	1	100.00%		
<b>Black or African American</b>	3	3	100.00%		
<b>Filipino</b>	13	13	100.00%		46.15%
<b>Hispanic or Latino</b>	314	266	84.71%	15.29%	9.55%
<b>English Learners</b>	299	267	89.30%	10.70%	4.35%
<b>Foster Youth</b>	4	4	100.00%		
<b>Homeless</b>	59	42	71.19%	28.81%	1.69%
<b>Military</b>	-	-	-	-	-
<b>Students Receiving Migrant Education Services</b>	22	19	86.36%	13.64%	9.09%

\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	208	NT	NT	NT	NT
<b>Female</b>	105	NT	NT	NT	NT
<b>Male</b>	103	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	203	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	0	0	0	0	0
<b>English Learners</b>	84	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	42	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	202	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	--	NT	NT	NT	NT
<b>Students with Disabilities</b>	45	NT	NT	NT	NT

## B. Pupil Outcomes

### 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.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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 regarding the school district and at each school site.

#### 2021-22 Opportunities for Parental Involvement

We invite and welcome our parents and stakeholders to be part of the Lemonwood K-8 School community. We know that having educational information empowers us to better support our children to achieve more. We hope to see you at our regular meetings for School Site Council; English Language Advisory Committee, Title I Meetings, Parent-Teacher Association (PTA), as well as family nights and parent workshops. We also encourage you to maintain open communication with your child's teacher(s) and support staff. We take pleasure in recognizing student growth each trimester during the growth parade. Please remember you are the number one advocate for your child and we invite you to be part of our team. We understand that for various reasons, in-person meetings are not always possible, however we send out surveys multiple times a year so that you can share your experience with us.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	911	900	123	13.7
Female	459	453	61	13.5
Male	452	447	62	13.9
American Indian or Alaska Native	0	0	0	0.0
Asian	2	2	0	0.0
Black or African American	4	4	0	0.0
Filipino	18	18	0	0.0
Hispanic or Latino	867	856	119	13.9
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	2	2	0	0.0
White	18	18	4	22.2
English Learners	587	581	93	16.0
Foster Youth	5	5	1	20.0
Homeless	99	95	26	27.4
Socioeconomically Disadvantaged	884	874	120	13.7
Students Receiving Migrant Education Services	33	33	9	27.3
Students with Disabilities	143	143	41	28.7

### C. Engagement

#### 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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	4.32	0.00	3.25	0.10	3.47	0.20
<b>Expulsions</b>	0.11	0.00	0.08	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	1.99	1.75	2.45
<b>Expulsions</b>	0.00	0.02	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.00	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00



## 2021-22 School Safety Plan

The safety of students and staff is a primary concern of Lemonwood K-8 School's administration and staff. 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 campus assistants and all school personnel. In order to maintain a safe and secure campus, all guests on campus anytime during school hours must report and sign-in at the office, upon which time a visitor's pass will be issued.

Authorized adults picking up students during school hours must present a valid picture identification and be on the student's emergency contact card filed with the school. To safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed by the Safety Committee. The Safety Plan is updated annually in the 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 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 every trimester. COVID-19 protocols will be enforced and adhered to by all stakeholders.

As part of a positive school climate and culture, every staff member at Lemonwood K-8 School is trained in the CHAMPS (Communication, Help, Action, Movement, Participation, and Success) model for teachers and all staff to effectively manage student behavior in a proactive, positive, and instructional manner. In addition, staff models and teaches our school expectations using School-wide Positive Behavior Plan including our ROAR guidelines for success.

## D. Other SARC Information

### Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	2	2	
1	24		4	
2	23		4	
3	23	1	3	
4	31		2	1
5	33		1	2
6	30	4	4	15

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		4	
1	20	2	2	
2	24		4	
3	23		4	
4	23	1	3	
5	31		2	
6	26	4	12	6

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		4	
1	23		4	
2	23	2	2	
3	20	1	4	
4	17	4	1	
5	17	4	1	1
6	23	6	15	4

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	873

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$3,807.41	\$93.54	\$3,713.87	\$86,540.48
District	N/A	N/A	\$3,625.20	\$82,726
Percent Difference - School Site and District	N/A	N/A	2.4	4.5
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	-77.8	0.8

## 2020-21 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

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$48,873	\$52,060
<b>Mid-Range Teacher Salary</b>	\$80,975	\$84,043
<b>Highest Teacher Salary</b>	\$103,934	\$107,043
<b>Average Principal Salary (Elementary)</b>	\$125,933	\$133,582
<b>Average Principal Salary (Middle)</b>	\$133,529	\$138,803
<b>Average Principal Salary (High)</b>	\$0	\$133,845
<b>Superintendent Salary</b>	\$235,000	\$240,628
<b>Percent of Budget for Teacher Salaries</b>	33%	35%
<b>Percent of Budget for Administrative Salaries</b>	4%	5%

## Professional Development

The Oxnard School District is committed to providing professional development to all staff members in order to fully develop employee skill sets to improve instruction and enhance student outcomes.

Educators engage in professional development activities to support successful progress for our students' academic and social development. The professional development offered is grade level or content specific, addresses the current Common Core standards, social-emotional needs and is based on assessment and survey data. Professional development can include training in specific subject areas, general academics, instructional strategies, pedagogy, curricular materials, social behavior, technology and 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).

District and site administrators also attend workshops in curriculum, performance assessment, interventions, technology, supervision, evaluation, and leadership. Classified employees receive training based on the specific needs of their assignment.

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 includes the number of days teachers were provided substitutes in order to attend professional development. For the 2020-2021 and 2021-2022 school years, substitutes were not provided due to staffing shortages and restrictions caused by the pandemic.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	2	2	2

# Oxnard School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

#### 2021-22 District Contact Information

District Name	Oxnard School District
Phone Number	(805) 385-1501
Superintendent	Dr. Karling Aguilera-Fort
Email Address	kaguilerafort@oxnardsd.org
District Website Address	<a href="http://www.oxnardsd.org">http://www.oxnardsd.org</a>

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	10317	NT	NT	NT	NT
Female	5111	NT	NT	NT	NT
Male	5206	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	73	NT	NT	NT	NT
Black or African American	88	NT	NT	NT	NT
Filipino	133	NT	NT	NT	NT
Hispanic or Latino	9623	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	19	NT	NT	NT	NT
Two or More Races	66	NT	NT	NT	NT
White	306	NT	NT	NT	NT
English Learners	3965	NT	NT	NT	NT
Foster Youth	37	NT	NT	NT	NT
Homeless	1356	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	9436	NT	NT	NT	NT
Students Receiving Migrant Education Services	157	NT	NT	NT	NT
Students with Disabilities	1733	NT	NT	NT	NT

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	10317	NT	NT	NT	NT
Female	5111	NT	NT	NT	NT
Male	5206	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	73	NT	NT	NT	NT
Black or African American	88	NT	NT	NT	NT
Filipino	133	NT	NT	NT	NT
Hispanic or Latino	9623	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	19	NT	NT	NT	NT
Two or More Races	66	NT	NT	NT	NT
White	306	NT	NT		NT
English Learners	3965	NT	NT	NT	NT
Foster Youth	37	NT	NT	NT	NT
Homeless	1356	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	9436	NT	NT	NT	NT
Students Receiving Migrant Education Services	157	NT	NT	NT	NT
Students with Disabilities	1733	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.