

Curren School K-8

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/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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/ 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/ 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

School Name	Curren School K-8
Street	1101 North F St.
City, State, Zip	Oxnard, CA 93030-4003
Phone Number	(805) 385-1527
Principal	Pablo Ordaz
Email Address	pordaz@oxnardsd.org
School Website	www.oxnardsd.org/curren
County-District-School (CDS) Code	56725386055263

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	http://www.oxnardsd.org

2021-22 School Overview

Curren School is a K-8 school which serves approximately 970 students and offers a number of academic programs including AVID, Dual Language Immersion, Structured English Immersion, Designated and Integrated ELD, an Autism Program, Robotics, and other extra-curricular activities and clubs. The strand focus of Curren School is Enriching Youth via Environmental Studies (EYES) which incorporates the social, political, and scientific aspects of caring for each other and our world.

Curren Mission and Vision: The vision of Curren School is to empower all students not just to know, but to become. As described within our Vision and Mission Statement, Curren School is committed to providing the best educational program possible for our students. We want students to become mathematicians, not just know Math. Our vision focuses on students obtaining everything for themselves. Owning their own learning is an important quality and emphasis within our mission statement. Empowering students to exercise their growing autonomy, discover opportunities for carving their own versions of success, and ensure they become responsible members of our global society allows us to focus on differentiation and the whole child.

Our focus for this year will be best first instruction, which will be highlighted through: Common Core Standards; 21st century skills; use of technology; differentiated instruction; social, emotional and behavior support; professional learning communities and community engagement. We will concentrate on clear sets of math skills and concepts aimed to solve real-world problems, as well as biliteracy and literacy skills centered on reading comprehension and oracy. Curren's plan is to be dynamic and intentional with instruction and build professional learning communities (PLCs) to support this endeavor. Offering a rigorous academic curriculum taught using data driven instructional practices will require collaboration and practice. While academic excellence is our focus, we also encourage and teach character education, as well as leadership. Curren parents and teachers embody the meaning of community. We are a dedicated, hardworking, and committed group who work together to support every student to grow academically and reach his/her potential.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	98
Grade 1	99
Grade 2	100
Grade 3	97
Grade 4	101
Grade 5	114
Grade 6	107
Grade 7	119
Grade 8	131
Total Enrollment	966

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.7
Male	48.3
American Indian or Alaska Native	0.1
Asian	0.3
Black or African American	0.7
Filipino	0.2
Hispanic or Latino	96.4
Two or More Races	0.3
White	2
English Learners	51.6
Foster Youth	0.3
Homeless	4.6
Socioeconomically Disadvantaged	92.7
Students with Disabilities	15.5

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

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
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

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

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

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (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
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill, Wonders/Maravillas Curriculum for ELA, Spanish Reading and ELD for grades K-5, adopted 2016 McGraw-Hill, Study Sync Curriculum for ELA/ELD for grades 6-8, adopted 2017 Houghton Mifflin/Harcourt, English 3D for ELD for grades 6-8, adopted 2015	Yes	0
Mathematics	McGraw-Hill, My Math/Mis Matematicas Curriculum for grades K-5, adopted 2015 Pearson, Connected Math 3 Curriculum for grades 6-8, adopted 2015	Yes	0
Science	Macmillan McGraw-Hill, California Science Curriculum for grades K-5, adopted 2008 McGraw-Hill, Inspire for grades 6-8, adopted 2020	Yes	0
History-Social Science	Pearson Scott Foresman, History/Social Science for CA Curriculum for grades K-5, adopted 2005 Cengage, National Geographic Learning for grades 6-8, adopted 2019	Yes	0
Foreign Language	McDougal Litell 2011	Yes	0

School Facility Conditions and Planned Improvements

Bernice Curren School, originally constructed in 1954, is currently comprised of 40 classrooms (including portables), a cafeteria, a library, a computer lab, a staff lounge and workroom, five counseling rooms, and one playground. A two-story addition building to house students was completed in October of 2008. This building houses 23 classrooms, a computer lab and a staff lounge. The most recent inspections resulted in a "Fair" to "Good" rating in all areas.

Year and month of the most recent FIT report

8/31/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: 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
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (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
All Students	665	NT	NT	NT	NT
Female	338	NT	NT	NT	NT
Male	327	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	641	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	256	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	70	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	624	NT	NT	NT	NT
Students Receiving Migrant Education Services	14	NT	NT	NT	NT
Students with Disabilities	120	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	665	NT	NT	NT	NT
Female	338	NT	NT	NT	NT
Male	327	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	641	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	256	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	70	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	624	NT	NT	NT	NT
Students Receiving Migrant Education Services	14	NT	NT	NT	NT
Students with Disabilities	120	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	666	637	95.65%	4.35%	22.52%
Female	337	326	96.74%	3.26%	24.04%
Male	329	311	94.53%	5.47%	20.97%
Asian	4	4	100.00%		50.00%
Black or African American	4	4	100.00%		25.00%

Filipino	3	3	100.00%		33.33%
Hispanic or Latino	641	612	95.48%	4.52%	22.00%
English Learners	256	242	94.53%	5.47%	8.20%
Foster Youth	4	4	100.00%		50.00%
Homeless	35	31	88.57%	11.43%	17.14%
Military	-	-	-	-	-
Socioeconomically Disadvantaged	622	596	95.82%	4.18%	21.86%
Students Receiving Migrant Education Services	15	15	100.00%		6.67%

*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.

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	665	621	93.38%	6.62%	10.08%
Female	336	317	94.35%	5.65%	11.31%
Male	329	304	92.40%	7.60%	8.81%
Asian	4	4	100.00%		25.00%
Black or African American	5	3	60.00%	40.00%	20.00%
Filipino	3	3	100.00%		33.33%
Hispanic or Latino	378	336	88.89%	11.11%	10.32%
English Learners	256	242	94.53%	5.47%	7.81%
Foster Youth	4	4	100.00%		
Homeless	35	29	82.86%	17.14%	
Military	-	-	-	-	-
Students Receiving Migrant Education Services	15	14	93.33%	6.67%	13.33%

*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
Science (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
All Students	232	NT	NT	NT	NT
Female	115	NT	NT	NT	NT
Male	117	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	225	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	66	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	24	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	218	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	34	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

In order for students to achieve their fullest potential, we know that parental involvement is a critical factor to ensure students' educational success. Our English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), and School Site Council (SSC), in coordination with our Outreach Coordinator, offer and encourage parents to become active participants in their children's education by participating in the meaningful and productive opportunities offered. Curren enjoys an active Parent Teacher Association (PTA) and English Learner Advisory Committee (ELAC). The PTA works with the community through various school fundraisers, activities, and field trips to support our students in the classroom. Our English Learner Advisory Committee meets regularly to discuss the needs of our English Learners, as well as provide support and suggestions from the community. Parents can both volunteer and attend multiple school events, including: Back to School Night, Parent-Teacher Conferences, Math and Literacy Nights, Autism Parent Nights, DLI meetings, cultural celebrations and monthly Coffee with the Principal meetings. These events further support and foster meaningful and productive parental opportunities to participate in their child's academic and social-emotional growth. The school's Parent Involvement Policy provides clear guidelines for parents to serve as volunteers in classroom and school activities. Parents volunteer their time in multiple ways including cultural nights such as Día De Los Muertos, Math and Literacy Nights, parent education nights, coaching Robotics and sports Teams, as well as helping in the classroom as approved volunteers.

Parents may contact Principal Pablo Ordaz for more information at (805) 385-1527 or via email at pordaz@oxnardsd.org.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	983	977	160	16.4
Female	509	504	74	14.7
Male	474	473	86	18.2
American Indian or Alaska Native	1	1	0	0.0
Asian	3	3	0	0.0
Black or African American	7	7	1	14.3
Filipino	2	2	0	0.0
Hispanic or Latino	948	942	158	16.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	3	3	0	0.0
White	19	19	1	5.3
English Learners	507	507	92	18.1
Foster Youth	5	5	1	20.0
Homeless	52	52	13	25.0
Socioeconomically Disadvantaged	913	908	158	17.4
Students Receiving Migrant Education Services	27	27	9	33.3
Students with Disabilities	170	169	33	19.5

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
Suspensions	4.93	0.00	3.25	0.10	3.47	0.20
Expulsions	0.00	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
Suspensions	2.11	1.75	2.45
Expulsions	0.00	0.02	0.05

2020-21 Suspensions and Expulsions by Student Group

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

2021-22 School Safety Plan

To safeguard the well-being of students and staff, a Comprehensive School Site Safety Plan has been developed by the School Safety Committee, which includes input from the Oxnard Police Department and Fire Department. The Safety Plan is updated in the fall; all revisions and updates are reviewed with staff and community members, including School Site Council and the English Language Advisory Committee. The School Site Council reviewed the plan during the December School Site Council monthly meeting. The plan is presented to the Board of Education in February for board approval. Key elements of the safety plan focus on three components: 1) Positive School Climate, which is based on Positive Behavioral Interventions and Supports (PBIS), 2) The school's Safe Physical Environment which includes school and playground supervision, and 3) Disaster Preparedness which focuses on disaster drills and emergency procedures.

The safety of students and staff is our priority and a primary concern of Curren School. All visitors to the campus must sign in at the office and wear a visitor's pass at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among campus assistants, teachers, and the site administrators. Additionally, Curren School uses the PBIS/CHAMPS model and has a developed and articulated a School-wide Positive Behavior Interventions and Support Plan. Implementing a successful behavior management system that establishes a vision for the students, specifies expectations, and focuses on success, helps Curren achieve our academic goals and create a safe and civil school.

The school complies with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Safety drills, including fire, earthquake and lockdown drills, are held monthly to prepare students and staff for such events or disasters. Curren School conducts an annual Level 1 Lock Down Drill to prepare for an intruder on campus and verify that all systems and protocols are in place.

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	21	1	4	
1	23		4	
2	23		4	
3	26		4	
4	26	2	1	1
5	30		3	1
6	28	7	3	23
Other	8	2		

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	24		4	
1	25		4	
2	25		4	
3	25		4	
4	28		4	
5	34		1	2
6	24	9	20	4
Other	10	3		

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	24		4	
2	24		4	
3	24		4	
4	25	1	3	
5	27	1	2	
6	23	11	7	7
Other	11	2		

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	966

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	1
Social Worker	0
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	0
Other	0.4

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	\$3,246.71	\$69.13	\$3,177.58	\$81,890.12
District	N/A	N/A	\$3,625.20	\$82,726
Percent Difference - School Site and District	N/A	N/A	-13.2	-1.0
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	-90.6	-4.7

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
- Tobacco Use Prevention Education (TUPE)

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
Beginning Teacher Salary	\$48,873	\$52,060
Mid-Range Teacher Salary	\$80,975	\$84,043
Highest Teacher Salary	\$103,934	\$107,043
Average Principal Salary (Elementary)	\$125,933	\$133,582
Average Principal Salary (Middle)	\$133,529	\$138,803
Average Principal Salary (High)	\$0	\$133,845
Superintendent Salary	\$235,000	\$240,628
Percent of Budget for Teacher Salaries	33%	35%
Percent of Budget for Administrative Salaries	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
Number of school days dedicated to Staff Development and Continuous Improvement	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	http://www.oxnardsd.org

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.