

McKinna Elementary 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/

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

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	McKinna Elementary School
Street	1600 South N Street
City, State, Zip	Oxnard, CA 93033
Phone Number	(805) 385-1563
Principal	Erika Ragan
Email Address	eragan@oxnardsd.org
School Website	www.oxnardsd.org/mckinna
County-District-School (CDS) Code	56725386055354

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

McKinna Vision:

To develop creative and critical thinkers, problem solvers and leaders who are prepared for college and the future as contributing members of society.

District Biliteracy Vision: We will work together to provide students the opportunity to become biliterate, bilingual and multicultural through a rigorous academic program so they can develop to their fullest potential as global citizens.

McKinna Mission:

We, the teachers and staff of McKinna School are committed to ensure that each of our students reaches his or her full potential through high expectations, ongoing collaboration, and targeted, focused instruction. Our school's priority is to provide a safe learning environment where all students are supported academically, emotionally and socially to develop to their fullest potential. We consider families to be our most essential partners in achieving this mission!

The staff, parents, and students at McKinna School work together to support and maintain a safe and secure school environment that is conducive to learning and provides opportunities for each student to develop personal and social responsibility, self-esteem, respect, and consideration for others, and a high level of academic achievement. By the time students leave fifth grade, we want them to have the academic and social skills needed to be successful in the future—namely the ability to think critically and creatively about the personal and societal choices that face them. We celebrate the diversity of our student body and feel that all children benefit from knowing, learning about and experiencing other languages and cultures. McKinna is a learning community where student needs drive all decisions. We welcome all families as essential partners of the McKinna school community.

School Profile:

McKinna is an elementary school within the Oxnard School District that serves 567 students in K through 5th grade. McKinna is a Title I school within a Title I district. As a result, all students receive free breakfast and lunch due to the high percentage of students who are within these under-served sub groups.

McKinna offers a pathway to biliteracy through the District Dual Language Immersion Program. This year the DLI program is implemented with K-3rd grade students in a 50/50 model which means K-3 students receive instruction in both English and

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Spanish daily. Every year over the next 2 years, McKinna will offer the DLI program to an additional grade level following this 50/50 model. By the time this year's 3rd grade class matriculates to 5th grade, all of McKinna's K-5th grade students will have the opportunity to become biliterate, bilingual and multicultural through a rigorous academic program so they can develop to their fullest potential as global citizens.

As McKinna is transitioning to school wide DLI, McKinna will continue to offer other programs and resources to support English Learners and to facilitate successful academic English language acquisition. All English Learners in K-5th grade are supported with highly trained teachers and support staff who utilize supports for oracy throughout the day to scaffold rigorous Common Core Standards across content areas. Numerous teachers and support staff like para-educators are bilingual and available to offer support for students in English and Spanish as needed within Sheltered English Instruction (SEI) classes. All English Language Learners receive differentiated ELD (English Language Development) instruction daily within designated and integrated ELD to further support acquisition of academic English language.

McKinna has a multi media STEAM "Strand Focus" that continues to utilize technology along with science, math and art to foster high student engagement. In 2012, McKinna was named an Apple Distinguished Program school, an honor shared by very few schools in the United States. This designation was renewed recently and will stay in effect through the 2022 school year. During the fall of 2017, McKinna was named an exemplary school by the VC STEM Network; a group of diverse stakeholders including educators, business and community agencies, that seek to improve access to opportunities that will improve educational outcomes for all students. Every student at McKinna has access to 1:1 mobile technology during the school day and the staff is committed to the integration of technology into the curriculum. McKinna's goal is to move students from consumers to creators of digital content. Staff members consistently work on improving skills in the delivery of technology and curriculum in order to provide McKinna students with the best possible educational experience as 21st Century Learners.

The McKinna community works collaboratively to foster responsive, restorative systems within a Multi-Tiered Systems of Support (MTSS) framework to create a healthy learning environment where students thrive. McKinna staff is committed to the implementation of a proactive and positive behavior support system (PBIS) school wide. The PBIS Leadership Team works within the Safe & Civil School model through a continuous improvement process to guide the entire staff through the construction and implementation of a comprehensive approach to behavior support. This approach is proactive, positive, and instructional offering an alternative means of correction to address student behavior that preserves student attendance and builds student responsibility, self-control and civic awareness. The goal of the Safe and Civil School model is to reduce all behavioral and motivational barriers to learning by promoting safety and pro-social behavior, by supporting both academic and social emotional learning, and by enhancing staff consistency in teaching positive behavior expectations school wide. McKinna staff will continue to incorporate a collaborative approach and common language for teaching students self-regulation and peaceful problem solving strategies for fostering social-emotional development.

The staff will continue to engage in ongoing professional development and collaboration that strengthens teaching and learning practices around math, language and literacy rich instruction across all grade levels throughout the day. McKinna staff will focus on strengthening responsive teaching and learning practices through data-driven instruction, ongoing reflection and collaboration and professional development. As a community of learners, we will focus on high leverage, research based instructional practices to increase opportunities for students to communicate thinking and reasoning, with differentiated instructional strategies to foster language and literacy development aligned with Common Core Standards. Teachers will focus on the 8 math practices and a balanced literacy approach that includes reading, writing, listening and speaking across all content areas. An ELD focus includes both designated ELD and integrated ELD to support language development and access to rigorous standards across content areas. Teachers will utilize district adopted resources, assessments and technology to promote high student engagement and achievement, utilizing data to inform and refine instruction.

Capacity building for data driven instruction and intervention will be fostered through PLCs, including Teaching-Learning and Intervention Support Teams. Collaborative opportunities will encourage grade level and cross grade level articulation to inform and refine teaching and learning practices around ELA/literacy and math. Teachers will utilize assessments such as STAR 360, Performance Task Interim Assessments from the CAASPP system and Curriculum Benchmark assessments in reading, writing, math and ELD to inform instruction. Teachers participate in scheduled student monitoring meetings to analyze data collected from on-going progress-monitoring. The data will be used to determine adjustments to students' instructional programs as needed.

In addition to providing intentional, appropriate, academic, social and emotional support for students, McKinna staff will work diligently to foster strong partnerships with the McKinna families. McKinna considers families the most essential partners in achieving goals within the School Plan for Student Achievement (SPSA). The McKinna staff will cultivate meaningful partnerships and authentic family engagement through healthy communication venues such as SSC, ELAC and PTA; school events; family education opportunities like math and science nights; as well as forums for families to contribute to the educational opportunities for their children. All families will be offered many opportunities to be involved in their child's schooling to learn what can be done to support their child's education.

2021-22 School Overview

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	98
Grade 1	117
Grade 2	96
Grade 3	110
Grade 4	87
Grade 5	99
Total Enrollment	607

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.8
Male	51.2
Asian	0.2
Black or African American	0.3
Filipino	0.2
Hispanic or Latino	97
Native Hawaiian or Pacific Islander	0.7
Two or More Races	0.5
White	1.2
English Learners	75.1
Homeless	8.1
Socioeconomically Disadvantaged	95.6
Students with Disabilities	7.2

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

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	Yes	0
Mathematics	McGraw-Hill, My Math/Mis Matematicas Curriculum for grades K-5, adopted 2015	Yes	0
Science	Macmillan McGraw-Hill, California Science Curriculum for grades K-5, adopted 2008	Yes	0
History-Social Science	Pearson Scott Foresman, History/Social Science for CA Curriculum for grades K-5, adopted 2005	Yes	0

School Facility Conditions and Planned Improvements

McKinna School was completed and dedicated in February of 2020. This campus consists of 31 classrooms, administration offices, multi-purpose room, kitchen, lounge, library, playground, speech room, computer lab and 2 Pre-K classrooms. The most recent inspections resulted in a "Good" to "Exemplary" rating in all areas.

Year and month of the most recent FIT report 8/30/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Conditions and Planned Improvements

Interior: Interior Surfaces	X			Classroom # 403: Missing letters and numbers indicated on room wall.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Makers Room # 307: Circular light dim by window.
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	295	NT	NT	NT	NT
Female	140	NT	NT	NT	NT
Male	155	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	--	NT	NT	NT	NT
Hispanic or Latino	283	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	215	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	72	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	280	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	32	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	295	NT	NT	NT	NT
Female	140	NT	NT	NT	NT
Male	155	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	--	NT	NT	NT	NT
Hispanic or Latino	283	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	215	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	72	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	280	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	32	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	295	293	99.32%	0.68%	14.24%
Female	140	140	100.00%		13.57%
Male	155	153	98.71%	1.29%	14.84%
Asian	2	2	100.00%		100.00%
Black or African American	2	2	100.00%		50.00%

Filipino	1	1	100.00%		
Hispanic or Latino	283	281	99.29%	0.71%	13.43%
English Learners	215	213	99.07%	0.93%	8.84%
Homeless	36	36	100.00%		8.33%
Military	-	-	-	-	-
Students Receiving Migrant Education Services	5	5	100.00%		20.00%

*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	295	291	98.64%	1.36%	7.80%
Female	140	139	99.29%	0.71%	6.43%
Male	155	152	98.06%	1.94%	9.03%
Asian	2	2	100.00%		100.00%
Black or African American	2	2	100.00%		
Filipino	1	1	100.00%		
Hispanic or Latino	237	233	98.31%	1.69%	7.17%
English Learners	215	212	98.60%	1.40%	5.58%
Homeless	36	35	97.22%	2.78%	2.78%
Military	-	-	-	-	-
Students Receiving Migrant Education Services	5	5	100.00%		

*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	98	NT	NT	NT	NT
Female	47	NT	NT	NT	NT
Male	51	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	94	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	59	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	22	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	93	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	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

McKinna considers families the most essential partners in achieving goals to improve student outcomes. The McKinna staff will cultivate meaningful partnerships and authentic family engagement through healthy communication venues such as SSC, ELAC and PTA; school events; family education opportunities like math and science nights; as well as forums for families to contribute to the educational opportunities for their children. Parent workshops are hosted to assist families in supporting students' academic and social-emotional development. Families will be informed of opportunities to be involved with our school through calls, text messages, emails, social media, our school website, video information bulletins and webinars.

In addition, McKinna partners with organizations to provide workshops for families. Agencies like Ventura County Behavioral Health and Logrando Bienestar offer workshops and services to families for mental health. McKinna's Outreach Consultant works with the school Social Worker to connect resources to families school wide. Project 2 INSPIRE classes have been offered through District support to increase EL parent engagement, leadership and advocacy. In addition, McKinna staff offers opportunities for parents to attend workshops to promote literacy, math, technology and cultural events to support their child's education.

McKinna School also benefits from an extremely active and involved Parent-Teacher Association (PTA). The PTA works with the community through various school fundraisers, school activities and field trips.

In addition to being a decision making body, parents within the SSC and ELAC are welcome to listen to speakers from the district and outside resources during designated ELAC, SSC, Title I meetings and special events. Information and resources to promote child safety, child nutrition, and child development are shared at these venues.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	632	619	115	18.6
Female	305	299	52	17.4
Male	327	320	63	19.7
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	0	0.0
Black or African American	3	3	2	66.7
Filipino	1	1	1	100.0
Hispanic or Latino	613	600	112	18.7
Native Hawaiian or Pacific Islander	4	4	0	0.0
Two or More Races	3	3	0	0.0
White	7	7	0	0.0
English Learners	478	467	88	18.8
Foster Youth	1	1	0	0.0
Homeless	62	61	21	34.4
Socioeconomically Disadvantaged	602	590	114	19.3
Students Receiving Migrant Education Services	28	23	4	17.4
Students with Disabilities	63	63	19	30.2

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	0.75	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	0.41	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

The safety of students and staff is a primary concern at McKinna School. The McKinna community works collaboratively to foster responsive, restorative systems within a Multi-Tiered Systems of Support (MTSS) framework to create a healthy learning environment where students thrive. McKinna staff is committed to the implementation of a proactive and positive behavior support system (PBIS) school wide. The PBIS Leadership Team works within the Safe & Civil School model through a continuous improvement process to guide the entire staff through the construction and implementation of a comprehensive approach to behavior support. This approach is proactive, positive, and instructional offering an alternative means of correction to address student behavior that preserves student attendance and builds student responsibility, self-control and civic awareness. The goal of the Safe and Civil School model is to reduce all behavioral and motivational barriers to learning by promoting safety and pro-social behavior, by supporting both academic and social emotional learning, and by enhancing staff consistency in teaching positive behavior expectations school wide. McKinna staff will continue to incorporate a collaborative approach and common language for teaching students self-regulation and peaceful problem solving strategies for fostering social-emotional development.

To safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed by the Safety Committee and is reviewed yearly with the McKinna staff and the School Site Council. Key elements of the Safety Plan focus on playground supervision, emergency procedures, and the implementation of PBIS and restorative justice to create a safe and healthy environment for learning. The Safety Plan highlights strategies to promote student resilience and help development self-regulation, self-confidence, responsibility, and stress management, all factors leading to a safe environment.

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 each trimester.

McKinna's campus is closed during hours when students are present. 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 supervisors, teachers and the school administration.

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	23		7	
1	21	1	4	
2	22	2	2	
3	22		5	
4	31		3	
5	22	4	3	
6				

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		5	
1	22		5	
2	22	2	3	
3	22	1	3	
4	32		3	
5	31		3	
6				
Other	16	4		

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	25		4	
1	23		5	
2	24		4	
3	22		5	
4	29		3	
5	33			
6				

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	607

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	0
Resource Specialist (non-teaching)	0
Other	0.7

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	\$3,860.85	\$140.29	\$3,720.56	\$78,240.47
District	N/A	N/A	\$3,625.20	\$82,726
Percent Difference - School Site and District	N/A	N/A	2.6	-5.6
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	-77.7	-9.3

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.