

Norman R. Brekke 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/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	Norman R. Brekke Elementary School
Street	1400 Martin Luther King Jr. Drive
City, State, Zip	Oxnard, CA 93030
Phone Number	(805) 385-1521
Principal	Tammy Smith
Email Address	tsmith@oxnardsd.org
School Website	https://www.oxnardsd.org/brekke
County-District-School (CDS) Code	56725386114029

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

Mission:
Ensure all students learn at Brekke.

Vision:
To be an exemplary school.

Brekke's vision statement - To be an exemplary school - is a reflection of our belief in "students first, all the time". At Brekke, we believe that all students can achieve at high levels and exemplify the traits in the OSD student profile. We believe that maintaining high expectations, growth mindset, and positive behavior supports are essential keys to delivering an exceptional educational experience. California's Department of Education states that "Best First Instruction" is essential in order for students to acquire understanding, catch up, and keep up with progressive learning targets. Teachers are given essential planning time to develop lessons that incorporate best practices in delivering great first instruction. School and District Administration will perform learning walks (class visitations) to validate, observe, and provide feedback to support implementation of best practices in delivering quality first instruction.

During Professional Learning Communities grade levels work together to analyze data and to plan lessons and targeted small group instruction. This time also allows the staff to meet regarding the implementation of the Common Core standards and focus on our District adopted curricula in all academic areas. The Accelerated Reader program is used school wide to encourage students to read independently and reach individual reading goals. This program encourages students to pursue their own interests and fosters life-long readers. Lexia and ST Math are additional individualized and adaptive online programs offered to students. In addition to skill practice, these programs provide students, parents, and teachers with valuable data regarding student fluency in math and language arts skills. Brekke has funded an Intervention Service Provider and has dedicated additional math time for our 1st-5th grade students daily. The teachers are using the Star Assessment Instructional Planning data to group students based on the target indicated for instruction. The Intervention Service Provider will have a designated time each day to work with grade levels during the extra math time. The addition of the ISP allows an additional targeted group to receive small group instruction. We are using the Star custom test and progress monitoring to make sure our groups are fluid, and the students are becoming proficient in the targeted skills. Brekke is committed to increasing English language proficiency throughout our student population. We will continue to provide designated ELD using the ELD/ELA Standards. Extended learning opportunities for English Learners are available throughout the year and will focus on increasing

2021-22 School Overview

the four domains of Language (Listening, Speaking, Reading and Writing) through the development of academic vocabulary, communication and critical thinking skills. This will be done in a variety of contexts such as book clubs, writing and speech contest.

In addition to our focus on academics, Brekke is committed to providing a strong social-emotional foundation for our students. We have created a multipurpose space that provides Social-Emotional supports that can be utilized by class, by groups or by individuals. Our space, The Dolphin Cove, has several sensory and calming stations that include a sensory path, a reading corner, coloring and journaling station, a stretching and grounding station and STEM activities. We also use this space for our drumming circles that support mindfulness, problem-solving and community building. Besides the Dolphin Cove, we have spent time reinforcing our Tier 1 PBIS (Positive Behavioral Interventions & Supports) and SEL (Social Emotional Learning) supports. Our teachers are incorporating SEL lessons and activities into their classroom routines. We believe every day is a gift and we are encouraging all who enter Brekke to make a wise choice about how they spend their day.

As a staff, we are committed to being an exemplary school by putting proven systems in place to help our students become confident and resilient life-long learners. We strive to promote a school culture wherein our core values of Equity, Integrity, Accountability and Service are evident in our every action and the end result are students who represent the Oxnard School District Student profile. We value the partnership we have between staff, student and parents and encourage all family members to take a positive and active part in our children's learning. We have an active PTA, School Site Council and ELAC team. We will be providing opportunities for our parents to learn more about the district adopted programs to better assist their children and partner with Brekke in their child's education.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	98
Grade 1	101
Grade 2	96
Grade 3	97
Grade 4	97
Grade 5	90
Total Enrollment	579

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.5
Male	48.5
Asian	4.1
Black or African American	0.3
Filipino	6.4
Hispanic or Latino	81.9
Native Hawaiian or Pacific Islander	0.2
Two or More Races	1.9
White	5.2
English Learners	28.8
Foster Youth	1.6
Homeless	4.5
Socioeconomically Disadvantaged	78.1
Students with Disabilities	16.8

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
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 and ELD for grades K-5, adopted 2016	Yes	0
Mathematics	McGraw-Hill, My Math 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

Brekke School, originally constructed in 1997, is currently comprised of 42 classrooms, a cafeteria, a library, a computer lab, a staff lounge, one Psychologist room, one Speech room, two Special Education rooms, and three playgrounds. The most recent inspections resulted in a "Fair" to "Good" rating in all areas.

Year and month of the most recent FIT report

8/16/2021

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	KITCHEN: Kitchen floor is showing wear past its lifetime. LOWER GIRLS RESTROOM: Tile wall has small holes. MULTIPURPOSE: New blinds on doors are needed. Stained ceiling tiles by sink. PREP ROOM # 11: Missing ceiling tiles. ROOM # 103: Hole in ceiling tiles. ROOM # 104: Stained ceiling tiles.

School Facility Conditions and Planned Improvements

				<p>ROOM # 106: Stained ceiling tiles. ROOM # 108: Stained ceiling tiles. ROOM # 109: Stained ceiling tiles. ROOM # 112: Stained ceiling tiles. ROOM # 131: Cracked and stained ceiling tiles. ROOM # 133: Loose ceiling tiles. ROOM # 136: Wall by entry door needs refinishing. ROOM # 138: Corner of room needs finifh work. Stained ceiling tiles. ROOM # 139: Stained ceiling tiles. ROOM # 201: ü ROOM #114: Stained ceiling tiles.</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			MULTIPURPOSE: New blinds on doors are needed. Stained ceiling tiles by sink.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			<p>MULTIPURPOSE: New blinds on doors are needed. Stained ceiling tiles by sink. ROOM # 126: Cracked glass on window. ROOM # 128: Blinds need to be replaced. ROOM # 201: ü ROOM # 202: New blinds on doors are needed.</p>

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	282	NT	NT	NT	NT
Female	137	NT	NT	NT	NT
Male	145	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	20	NT	NT	NT	NT
Hispanic or Latino	236	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	13	NT	NT	NT	NT
English Learners	70	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	14	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	236	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	60	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	282	NT	NT	NT	NT
Female	137	NT	NT	NT	NT
Male	145	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	20	NT	NT	NT	NT
Hispanic or Latino	236	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	13	NT	NT	NT	NT
English Learners	70	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	14	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	236	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	60	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	282	275	97.52%	2.48%	48.94%
Female	137	135	98.54%	1.46%	51.09%
Male	145	140	96.55%	3.45%	46.90%
Asian	11	10	90.91%	9.09%	27.27%
Black or African American	2	2	100.00%		50.00%

Filipino	20	20	100.00%		65.00%
Hispanic or Latino	207	201	97.10%	2.90%	54.59%
English Learners	70	67	95.71%	4.29%	22.86%
Foster Youth	1	1	100.00%		100.00%
Homeless	7	7	100.00%		14.29%
Military	-	-	-	-	-
Socioeconomically Disadvantaged	234	227	97.01%	2.99%	43.59%
Students Receiving Migrant Education Services	1	1	100.00%		

*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	282	273	96.81%	3.19%	30.50%
Female	137	134	97.81%	2.19%	20.44%
Male	145	139	95.86%	4.14%	40.00%
Asian	11	10	90.91%	9.09%	54.55%
Black or African American	2	2	100.00%		
Filipino	20	20	100.00%		40.00%
Hispanic or Latino	198	190	95.96%	4.04%	25.25%
English Learners	70	66	94.29%	5.71%	17.14%
Foster Youth	1	1	100.00%		
Homeless	7	7	100.00%		14.29%
Military	-	-	-	-	-
Students Receiving Migrant Education Services	1	1	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	88	NT	NT	NT	NT
Female	49	NT	NT	NT	NT
Male	39	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	73	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	11	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	75	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	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

At Brekke, we believe in forming strong partnerships with parents and the community as they are essential to support all students. Therefore, our school provides many opportunities throughout the year to involve our parents. We invite parents to attend Family Nights that focus on technology use, Literacy, Science and Math to raise understanding and awareness of the grade level expectations. We invite parents to attend Parent-Teacher conferences to review student achievement data. For students who have been identified as significantly below grade level or in need of an Individualized Education Plan, SST and IEP meetings are held to review progress toward meeting the expected goals.

We also provide Dolphin Pride Awards in which we recognize students for a variety of reasons and invite parents and students to come to celebrate improvement and success. We encourage parents to become active members of our ELAC, SSC and PTA. Additionally, we invite parents to attend parent training, such as Project to Inspire and Loving Solutions. The counselor also provides seminars on topics of interest during parent events.

Furthermore, parents enjoy participating in the PTA community building activities, such as drive thru dinner nights and game nights. The PTA conducts fundraising opportunities and funds are used to provide incentives for the students and items to promote a positive and engaging culture at Brekke.

All opportunities for parental involvement can be found on our school website (<https://www.oxnardsd.org/Domain/47>) and/or information can be obtained by calling the school office (805)385-1521.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	594	587	78	13.3
Female	306	304	34	11.2
Male	288	283	44	15.5
American Indian or Alaska Native	0	0	0	0.0
Asian	26	25	1	4.0
Black or African American	2	2	1	50.0
Filipino	37	37	1	2.7
Hispanic or Latino	487	481	71	14.8
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	11	11	2	18.2
White	30	30	2	6.7
English Learners	177	176	23	13.1
Foster Youth	10	10	3	30.0
Homeless	28	28	10	35.7
Socioeconomically Disadvantaged	464	461	71	15.4
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	110	108	29	26.9

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	0.94	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	0.47	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 Brekke School. We have a closed campus. All visitors to the campus must sign in at the office and wear a visitor's pass at all times. Parent volunteers who are at the school on a frequent basis are fingerprinted and undergo a tuberculosis screening at the district's expense. 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 school administration. We have a total of 5 campus assistants whose hours range from 2.5 to 5.5 hours a day.

To safeguard the well-being of students and staff at Brekke School, a comprehensive School Site Safety Plan has been developed by the Safety Committee which includes various members of our staff. The Safety Plan was updated on December 7th, 2021 and reviewed with the staff on December 14th, 2021. Key elements of the Safety Plan focus on the visitor policy, playground supervision, disaster drills, emergency materials, and evacuation 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 three times a year.

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	1	5	
1	23		4	
2	25		4	
3	23	1	3	
4	26	1	2	1
5	25	1	2	1
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	21	1	5	
1	23		4	
2	24		4	
3	24		4	
4	31		3	
5	34			2
6				
Other	9	2		

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	23		4	
1	24		4	
2	22		4	
3	23		4	
4	32		1	
5	29		3	
6				
Other	8	3		

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	579

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	0.7

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	\$3,865.04	\$65.34	\$3,799.70	\$97,554.85
District	N/A	N/A	\$3,625.20	\$82,726
Percent Difference - School Site and District	N/A	N/A	4.7	16.5
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	-75.9	12.7

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.