



Elm Street Elementary School

450 E. Elm Street • Oxnard, CA 93033 • (805) 385-1533 • Grades K-5

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http://elm.oxnardsd.org/pages/Elm_Street_Elementary

2015-16 School Accountability Report Card Published During the 2016-17 School Year



Oxnard School District

1051 South A Street
Oxnard, California, 93033
(805) 385-1501
<http://www.oxnardsd.org/>

District Governing Board

Veronica Robles-Solis, President
Debra M. Cordes, Clerk
Albert Duff Sr., Trustee
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Denis O'Leary, Trustee

District Administration

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Superintendent
Lisa Cline
**Deputy Superintendent, Business
Services**
Dr. Jesus Vaca
**Assistant Superintendent, Human
Resources & Support Services**
Robin Freeman
**Assistant Superintendent,
Educational Services**

School Description

Elm Street School Mission - To insure that all students receive a high quality education from fully qualified teachers who use scientifically based researched practices when teaching because Every Learner Matters.

Elm Street School Vision - To establish and maintain a safe, professional learning community where educators use data to drive instruction, collaborate towards common goals, and work with parents, students, and community members toward becoming lifelong learners.

Staff members at Elm Street School commit to the following:

- Educate with intensity, a positive attitude, and enthusiasm with respect for students, parents, each other, and self
- Set data driven goals with high expectations for all
- Communicate and collaborate as a member of a team, being open to new ideas and reflecting on our practices
- Ensure all students have access to the curriculum
- Ensure that all students achieve grade level standards
- Maintain a safe and environmentally responsible campus

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	97
Grade 1	122
Grade 2	118
Grade 3	129
Grade 4	107
Grade 5	129
Total Enrollment	702

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	0.1
Filipino	0.6
Hispanic or Latino	98.1
Native Hawaiian or Pacific Islander	0.1
White	0.7
Two or More Races	0.3
Socioeconomically Disadvantaged	95.9
English Learners	72.2
Students with Disabilities	4.6
Foster Youth	0.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Elm Street Elementary School	14-15	15-16	16-17
With Full Credential	31	30	28
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Oxnard School District	14-15	15-16	16-17
With Full Credential	♦	♦	790
Without Full Credential	♦	♦	7
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Elm Street Elementary School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	1

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	89.9	10.1
High-Poverty Schools	89.9	10.1
Low-Poverty Schools	0.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Oxnard School District held a Public Hearing on October 7, 2015 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The chart displays data collected in October 2015, regarding textbooks in use during the 2015-16 school year.

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Elm Street School, originally constructed in 1948, is currently comprised of 28 classrooms, a cafeteria, a library, two computer labs, a staff lounge, one Speech/Psychologist room, two Special Education rooms, and two playgrounds. In the summer of 2012, all student bathrooms were remodeled.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 7/18/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Bldg. 400 restrooms - one faucet not working
Interior: Interior Surfaces	X			Bldg. # 400 Boys Restrooms: Bldg. # 400 Restrooms: One faucet not working. Caulking bad. Room # 304: Paint peeling on ceiling. Room # 601: Rear room ceiling tiles peeling. Ramp tripping hazard.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Bldg. # 700 Restrooms: Ramps (tripping hazard). Restroom dirty. Rusted door vent grill.
Electrical: Electrical	X			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 7/18/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Bldg. # 400 Restrooms: One faucet not working. Caulking bad. Room # 602: Noisy bathroom fan. Room # 702: Drinking fountain loose handle and missing handle cap.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Room # 801: Rusted gutters, damaged down spout. Room # 802: Rusted gutters. Room # 803: Rain gutter rusted out. Window screen torn. Room # 804: Broken down spout. Rusted gutter. Room # 805: Rusterd gutters. Torn window screen. Room # 807: Rain gutter rusted.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Room # 803: Rain gutter rusted out. Window screen torn. Room # 805: Rusterd gutters. Torn window screen.
Overall Rating	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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	11	12	20	22	44	48
Math	7	9	13	13	34	36

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	30	29	37	38	33	32	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	12.4	14	10.1

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	130	130	100.0	36.9
Male	67	67	100.0	40.3
Female	63	63	100.0	33.3
Hispanic or Latino	129	129	100.0	36.4
Socioeconomically Disadvantaged	127	127	100.0	37.0
English Learners	72	72	100.0	12.5

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	130	130	100.0	12.3
	4	103	101	98.1	5.0
	5	130	130	100.0	16.1
Male	3	61	61	100.0	8.2
	4	59	57	96.6	3.5
	5	67	67	100.0	13.4
Female	3	69	69	100.0	15.9
	4	44	44	100.0	6.8
	5	63	63	100.0	19.1
Hispanic or Latino	3	128	128	100.0	11.7
	4	102	100	98.0	5.0
	5	129	129	100.0	15.5
Socioeconomically Disadvantaged	3	126	126	100.0	12.7
	4	101	99	98.0	5.0
	5	127	127	100.0	15.8
English Learners	3	114	114	100.0	10.5
	4	69	67	97.1	
	5	72	72	100.0	2.8

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	130	130	100.0	14.6
	4	103	101	98.1	5.0
	5	130	130	100.0	6.9
Male	3	61	61	100.0	11.5
	4	59	57	96.6	3.5
	5	67	67	100.0	10.4
Female	3	69	69	100.0	17.4
	4	44	44	100.0	6.8
	5	63	63	100.0	3.2

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Hispanic or Latino	3	128	128	100.0	14.1
	4	102	100	98.0	5.0
	5	129	129	100.0	6.2
Socioeconomically Disadvantaged	3	126	126	100.0	14.3
	4	101	99	98.0	5.0
	5	127	127	100.0	6.3
English Learners	3	114	114	100.0	13.2
	4	69	67	97.1	3.0
	5	72	72	100.0	2.8

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Parents and community members are encouraged to get involved and play an active role in the development of the school. Understanding the school's education program, student achievement, and curriculum development can assist both school and community in on-going program improvement. We have made a commitment to provide the best educational program possible for students. The quality of our program is a reflection of our highly committed and dedicated staff. We are committed to ensuring that Elm Street School is a welcoming, stimulating and safe environment where students are actively involved in learning academics as well as positive values. Through our arduous work, our students will be challenged to reach their maximum potential.

Parent Involvement is an important component for academic and emotional success at Elm Street School. Regular communication via written notes, phone calls, parent meetings, Connect-Ed messages, and daily face to face contact are methods used to keep a constant line of two-way communication open. Elm Street School benefits from an active Parent Teacher Association (PTA). The PTA works with the community throughout various school fundraisers, school activities, and field trips. Parents are very active in school activities such as Parent Education Nights, as well as volunteering in the classrooms and school. Parents are also welcome to participate in the School Site Council (SSC), English Learner Advisory Committee (ELAC), and Coffee with the Principal. Teachers use standards based progress reports and assessment data to communicate student progress to parents in a language they can understand. In order to serve our parents and the community, Elm Street School has established a relationship with Ventura County Public Health to provide free health awareness, nutrition, and exercise classes for the parents and community. We realize that the school belongs to the community, and our charge is to educate and serve the community to the best of our ability. We are committed to create a school that knows no limits to the academic success of each student.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

The safety of students and staff is a primary concern of Elm Street Elementary School. All visitors to the school must sign in at the office and wear a visitor's badge at all times. Supervision is a responsibility shared among campus supervisors, teachers, custodial staff, office staff, and the Principal. Supervision is provided to ensure the safety of each student before school, during recesses, at lunch, and after school. To maintain constant communication, campus supervisors, custodial staff, office staff, and the Principal carry two-way radios while on duty.

To safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed by the Safety Committee, comprised of classified staff, teachers, and the Principal. The Safety Plan is updated annually in the fall; all revisions and updates are reviewed immediately with the staff. Key elements of the Safety Plan focus on visitor policy, student and staff safety and wellness, dress code, discipline, playground supervision, emergency disaster kits, and emergency procedures.

The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Safety drills are held on a regular basis; fire drills are held monthly, and earthquake and intruder/secure/lockdown campus drills are held annually with support from our school resource officer and the Oxnard Police Department.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	1.7	0.3	0.1
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	3.3	2.9	3.5
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	20	
Percent of Schools Currently in Program Improvement	100.0	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.6
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0.6
Resource Specialist	1.0
Other	2.0
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	26	28	28				4	4	4			
1	29	26	26				5	5	5			
2	30	27	27				4	6	6			
3	30	26	26				4	3	3			
4	35	45	45							3	3	3
5	35	34	34							3	4	4
6	35									3		

Professional Development provided for Teachers

The Oxnard School District is committed to providing professional development for all teachers to support successful progress for our students' academic and social development.

The professional development offered is grade level or content specific, and addresses the current Common Core standards. Professional development can include training in specific subject areas, general academics, social behavior, technology, as well as job-embedded activities related to the California Standards for the Teaching Profession. The district also provides a support program for new teachers (Beginning Teacher Support and Assessment - BTSA).

The district and site administrators also attend workshops in curriculum, performance assessment, interventions, technology, supervision, evaluation, and leadership. In addition to professional development activities offered to the district's teachers and administrators, classified employees also receive training based on the specific needs of their assignment.

The Oxnard School District is committed to providing professional development activities to every educator to improve instruction and enhance student achievement. In addition to the calendared staff development days, the district also provides numerous professional development opportunities throughout the year.. Our continued professional development is based on data reflecting our students' academic and social needs.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,896	\$44,573
Mid-Range Teacher Salary	\$74,385	\$72,868
Highest Teacher Salary	\$93,355	\$92,972
Average Principal Salary (ES)	\$117,119	\$116,229
Average Principal Salary (MS)	\$126,382	\$119,596
Average Principal Salary (HS)		\$121,883
Superintendent Salary	\$206,584	\$201,784
Percent of District Budget		
Teacher Salaries	38%	39%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

School sites are supported by the LCAP in the areas of Academic Support Services, Library Services, Technology Services, Counseling Services, 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, Part A - Limited English Proficient (LEP)
- Tobacco Use Prevention Education (TUPE)

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$3,355.32	\$345.58	\$3,009.75	70,818.15
District	◆	◆	\$3177.21	\$74,334
State	◆	◆	\$5,677	\$75,137
Percent Difference: School Site/District			-5.3	-4.7
Percent Difference: School Site/ State			-47.0	-5.7

* Cells with ◆ do not require data.