



# McKinna Elementary School

1600 South N Street • Oxnard, CA 93033 • (805) 385-1563 • Grades K-5

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## 2019-20 School Accountability Report Card Published During the 2020-21 School Year



### Oxnard School District

1051 South A Street  
Oxnard, California, 93033  
(805) 385-1501

<http://www.oxnardsd.org>

### District Governing Board

Debra Cordes, President

Veronica Robles-Solis, Clerk

Monica Madrigal-Lopez, Trustee

Jarely Lopez, Trustee

Katalina Martinez, Trustee

### District Administration

Dr. Karling Aguilera-Fort  
Superintendent

Janet Penanhoat

Interim Assistant Superintendent,  
Business Services

Dr. Victor Torres

Assistant Superintendent, Human  
Resources & Support Services

Dr. Ana DeGenna

Assistant Superintendent,  
Educational Services

### 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 that 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 a large elementary school within the Oxnard School District that serves approximately 600 students in K through 5th grade. October 2019 CALPADS report shows McKinna's primary ethnic group as 96.4% Hispanic or Latino, with over 95% identified with Spanish as the primary language and 4.7% Mixteco. CALPADS report also shows 79.1% English Learners, and 95% identified as Socioeconomically Disadvantaged. 8.5% of McKinna students are classified as 'homeless, 4.5% as 'migrant,' and 6.2% with disabilities. 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-2nd grade students in a 50/50 model which means K-2 students receive instruction in both English and Spanish daily. Every year over the next 3 years, McKinna will offer the DLI program to an additional grade level following this 50/50 model. By the time this year's 2nd 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. During the 2020--21 school year, McKinna continues to implement the Transitional Bilingual Program for grade 3. This program utilizes Spanish instruction to assist students in their transition to English instruction across all content areas. In addition, 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 ISPs and para-educators are bilingual and available to offer support for students in English and Spanish as needed within Sheltered English Instruction (SEI) classes and within the Newcomer Academy as well. 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 as well as math claims within the CAASPP system: concepts & procedures, problem solving/data analysis, and communicating reasoning. Emphasis to reinforce CAASPP claims in literacy development will be centered on 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, Culture-Climate Leadership Teams, 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 STAR360, 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 grade level Intervention Review Team meetings to analyze data collected from on-going progress-monitoring. The data will be used to determine adjustments to students' instructional programs as needed. Release time for grade level teams will be provided for data review, grade level observations, collaboration and planning.

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 Family Fridays; math and science nights; as well as forums for families to contribute to the educational opportunities for their children. A series of parent workshops will be offered through Newcomer Family Support meetings hosted throughout the year at McKinna to address parent needs. 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.

## 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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://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.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	120
Grade 1	108
Grade 2	109
Grade 3	101
Grade 4	118
Grade 5	120
<b>Total Enrollment</b>	<b>676</b>

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.1
Asian	0.1
Filipino	0.3
Hispanic or Latino	97.2
Native Hawaiian or Pacific Islander	0.6
White	1.2
Two or More Races	0.4
Socioeconomically Disadvantaged	95.3
English Learners	78
Students with Disabilities	5.2
Foster Youth	0.1
Homeless	15.4

## 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

Teacher Credentials for McKinna Elementary	18-19	19-20	20-21
With Full Credential	34	31	25
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Oxnard School District	18-19	19-20	20-21
With Full Credential	♦	♦	25
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at McKinna Elementary School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

Oxnard School District held a Public Hearing on October 7, 2020 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 provided 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 2020, regarding textbooks in use during the 2020-21 school year.

#### Textbooks and Instructional Materials

Year and month in which data were collected: October 2020

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

Note: Cells with N/A values do not require data.

#### School Facility Conditions and Planned Improvements (Most Recent Year)

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 "Fair" to "Good" rating in all areas.

#### School Facility Good Repair Status (Most Recent Year)

Using the most recently collected FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 8/18/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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. 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); 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.

### CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

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

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
<b>ELA</b>	17	N/A	30	N/A	50	N/A
<b>Math</b>	13	N/A	17	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: 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.

Note: ELA and 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in Science for All Students Grades Five, Eight, and High School

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

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
<b>Science</b>	9	N/A	14	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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 areas of physical education.

### 2019-20 Percent of Students Meeting Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
<b>5</b>	N/A	N/A	N/A
<b>7</b>	N/A	N/A	N/A
<b>9</b>	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### 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 for the school district and each school site

#### Opportunities for Parental Involvement (School Year 2020-21)

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 Family Fridays; math and science nights; as well as forums for families to contribute to the educational opportunities for their children. A series of parent workshops will be offered through Newcomer Family Support meetings hosted throughout the year at McKinna to address parent needs. Parent workshops are hosted to assist families in supporting students' academic and social-emotional development.

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 2INSPIRE 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.

**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.

**School Safety Plan (School Year 2020-2021)**

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.

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.2	0.8	3.2	3.2	3.5	3.5
Expulsions	0.0	0.0	0.1	0.1	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.4	1.6	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

**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.

**Ratio of Pupils to Academic Counselor (School Year 2019-2020)**

Title	Ratio
Academic Counselor*	676

\*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.



**Student Support Services Staff (School Year 2019-2020)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.7

\*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 Level	2017-18 Average Class Size	2017-18 # of Classes*			2018-19 Average Class Size	2018-19 # of Classes*			2019-20 Average Class Size	2019-20 # of Classes*		
		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+
K	22	1	6		23		7	5	24			
1	22	1	4		21	1	4		22		5	
2	29		4		22	2	2		22	3		2
3	24	1	4		22		5		22	1	3	
4	23	1	3		31		3		32		3	
5	27	2		3	22	4	3		31		3	
Other**									16	4		

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Professional Development (Most Recent Three Years)**

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

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, as well as social-emotional needs. 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 in cooperation with our County Office of Education (Induction).

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 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 reflects the number of days teachers are subbed out for professional development. Our continued professional development is based on data reflecting our students' academic and social-emotional needs.

### FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,873	\$51,004
Mid-Range Teacher Salary	\$80,975	\$82,919
Highest Teacher Salary	\$103,934	\$104,604
Average Principal Salary (ES)	\$123,494	\$131,277
Average Principal Salary (MS)	\$136,709	\$136,163
Average Principal Salary (HS)		\$128,660
Superintendent Salary	\$233,849	\$230,860

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33.0	35.0
Administrative Salaries	4.0	5.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### 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)

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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) <https://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.

### FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	3988.35	161.45	3826.90	74872.49
District	N/A	N/A	3715.57	\$81,201
State	N/A	N/A	\$7,750	\$84,183

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	3.0	-8.1
School Site/ State	-67.8	-11.7

Note: Cells with N/A values do not require data.