

## District Office

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## District Administration

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Superintendent

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Assistant Superintendent,  
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Assistant Superintendent,  
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Support Services

*Dr. Kathy Green*  
Chief Academic Officer

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*\* Data in this report are  
reflective of the 2007-  
2008 school year unless  
otherwise noted.*

[www.oxnardsd.org](http://www.oxnardsd.org)

# OXNARD ELEMENTARY SCHOOL DISTRICT



## 2008-2009 District Accountability Report Card

### District Mission Statement

We guarantee that each student is academically competitive and inspired to perseverant hope.

### District Vision Statement

Tomorrow's Leaders through Education, Empowerment and Inspiration.

### District & Community Profile

Situated along a beautiful stretch of Pacific coastline, Oxnard is the largest city in Ventura County. Oxnard is a rare combination of relaxed seaside atmosphere and a thriving business environment. Oxnard is an international city enjoying an ethnically diverse population of over 193,000 residents.

Comprised of 16 elementary schools and four intermediate schools, Oxnard Elementary School District is committed to preparing its students for the future and is dedicated to excellence in education. During the 2007-08 school year, the district served 15,281 students in grades kindergarten through eight. District demographics are illustrated below.

### 2007-2008 District Enrollment

**Total Enrollment:** 15,281

	<b>Number of Students</b>	<b>Percent of Enrollment</b>
<b>Gender</b>		
<b>Female</b>	7,471	48.9%
<b>Male</b>	7,810	51.1%
<b>Ethnicity</b>		
<b>African American</b>	314	2.1%
<b>American Indian or Native Alaskan</b>	32	0.2%
<b>Asian</b>	176	1.2%
<b>Caucasian</b>	854	5.6%
<b>Filipino</b>	253	1.7%
<b>Hispanic or Latino</b>	13,182	86.3%
<b>"Multiple or No Response"</b>	426	2.8%
<b>Pacific Islander</b>	44	0.3%
<b>English Learners</b>		
<b>English Learners (EL)</b>	6,978	45.7%
<b>Non EL</b>	8,303	54.3%
<b>Special Education</b>		
<b>Special Education</b>	1,415	9.3%
<b>Non Special Education</b>	13,866	90.7%
<b>Free or Reduced-Price Meals</b>		
<b>Yes</b>	11,545	75.2%
<b>No</b>	3,736	24.8%

## Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools, within their district, that meet AYP and the former school would be required to provide the transportation to the new site.

Beginning with the 2003 AYP reporting cycle, schools receiving Title I revenue that fail to make AYP for two consecutive years will be identified for Program Improvement. After two consecutive years of failure in a particular subgroup, the school becomes eligible for Title I Program Improvement (PI). Schools can be categorized as PI for a maximum of five years, however, a school may exit from this status after two consecutive years of success in the affected subgroup(s).

Results of district performance are displayed at right. AYP information by school site can be found in each school's annual School Accountability Report Card.

Adequate Yearly Progress 2008		
Oxnard Elementary School District		
Met AYP Criteria	English/Language Arts	Mathematics
Participation Rate	Yes	Yes
Percent Proficient	No	No
API	Yes	
Graduation Rate	n/a	
Made Overall AYP	No	

## Title I Funding & No Child Left Behind

Title I funding plays a critical role in No Child Left Behind (NCLB). Title I resources are used to support additional teaching staff and programs to meet the needs of low-income, low-achieving students and other designated students with special needs. Information regarding a school's Title I designation assists parents and the school community in understanding the impact NCLB will have on their child's school. Any school receiving Title I funding is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals.

NCLB requires an annual evaluation of student performance, both schoolwide and by specific subgroups within the student population. A profile of the district's enrollment, as defined by these subgroups, is provided to create an appropriate context for evaluating the overall success of the school's educational program. Enrollment information by school site can be found in each school's Accountability Report Card (SARC).

## Title I Program Improvement (PI) Status Report

### Oxnard Elementary School District

School	PI Status	2008-09 PI Placement	Prior PI Placement	First Year of PI Implementation	Made 2008 AYP
Brekke Elementary School	Not in PI	n/a	n/a	n/a	Yes
Chavez Elementary School	In PI	Year 5	Year 5	2003-04	No
Curren Elementary School	Not in PI	n/a	n/a	n/a	No
Driffill Elementary School	In PI	Year 3	Year 3	2005-06	Yes
Elm Street Elementary School	In PI	Year 5	Year 5	2003-04	No
Frank Intermediate School	In PI	Year 5	Year 4	2004-05	No
Fremont Intermediate School	In PI	Year 5	Year 5	2003-04	No
Harrington Elementary School	In PI	Year 5	Year 5	2003-04	No
Haydock Intermediate School	In PI	Year 5	Year 5	2003-04	No
Kamala Elementary School	In PI	Year 5	Year 4	2004-05	No
Lemonwood Elementary School	In PI	Year 3	Year 2	2005-06	No
Marina West Elementary School	In PI	Year 5	Year 4	2003-04	No
Marshall Elementary School	Not in PI	n/a	n/a	n/a	No
McAuliffe Elementary School	In PI	Year 1	Year 1	2007-08	Yes
McKinna Elementary School	In PI	Year 5	Year 5	2003-04	No
Nueva Vista Intermediate School	Not in PI	n/a	n/a	n/a	No
Ramona Elementary School	In PI	Year 5	Year 5	2003-04	No
Ritchen Elementary School	In PI	Year 3	Year 2	2006-07	No
Rose Avenue Elementary School	Not in PI	n/a	n/a	n/a	Yes
Sierra Linda Elementary School	In PI	Year 5	Year 5	2003-04	No

## California Standards Test

Oxnard Elementary School District participates in California's mandatory Standardized Testing and Reporting Program (STAR) which includes the California Standards Tests (CST) administered each spring to students in grades two through eight. The California Standards Test administers exams in the subject areas of Language Arts, Mathematics, Science, and Social Science. Scores are used to assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested; these include Advanced (A), Proficient (P), Basic (B), Below Basic (BB), and Far Below Basic (FBB) levels. The state target for every student is to score at the Advanced or Proficient level.

### How to Read CST Results

All school districts in the state of California are required to report their CST results in comparison to the state average. In this report, the percentage of students achieving Advanced and Proficient levels is reported. Data is broken down by gender, participation in special programs (e.g., Migrant Education), and ethnicity. More information about STAR testing and the CST is available at the California Department of Education's website: <http://www.cde.ca.gov>.

#### What is Tested?

##### Language Arts

Grades 2-8: Grade level-specific tests. An additional writing test is administered to fourth and seventh grade students.

##### Social Science

Grade 8: Grade level-specific tests in Social Science, World History, and U.S. History.

##### Mathematics

Grades 2-7: Grade level-specific tests

Grade 8: Course-specific tests in Algebra I, Algebra II, Geometry, Integrated Math 1, Integrated Math 2, and Integrated Math 3.

Grade 8: General Mathematics Test for students not enrolled in a standards-based course.

##### Science

Grades 5 & 8: Course-specific test in Physical Science.

## California Standards Test (CST)

Combined % of Students Scoring at Advanced & Proficient Levels

	English/Language Arts																								Social Science		
	2nd		3rd		4th		5th		6th		7th		8th		8th												
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08									
<b>All Students</b>																											
<b>OESD</b>	<b>29</b>	<b>30</b>	<b>31</b>	<b>20</b>	<b>22</b>	<b>23</b>	<b>31</b>	<b>31</b>	<b>39</b>	<b>29</b>	<b>31</b>	<b>35</b>	<b>29</b>	<b>35</b>	<b>37</b>	<b>30</b>	<b>30</b>	<b>36</b>	<b>28</b>	<b>28</b>	<b>32</b>	<b>20</b>	<b>20</b>	<b>20</b>			
California	47	48	48	37	37	38	49	51	55	43	44	48	41	42	47	43	46	49	41	41	45	34	35	36			
<b>Females</b>																											
<b>OESD</b>	<b>32</b>	<b>34</b>	<b>34</b>	<b>22</b>	<b>24</b>	<b>26</b>	<b>36</b>	<b>32</b>	<b>40</b>	<b>30</b>	<b>34</b>	<b>38</b>	<b>33</b>	<b>36</b>	<b>40</b>	<b>33</b>	<b>35</b>	<b>39</b>	<b>32</b>	<b>33</b>	<b>38</b>	<b>18</b>	<b>21</b>	<b>18</b>			
California	31	53	51	39	41	40	54	55	59	47	48	52	44	45	50	48	51	54	45	46	50	31	33	35			
<b>Males</b>																											
<b>OESD</b>	<b>28</b>	<b>25</b>	<b>29</b>	<b>17</b>	<b>19</b>	<b>18</b>	<b>26</b>	<b>28</b>	<b>38</b>	<b>27</b>	<b>28</b>	<b>32</b>	<b>26</b>	<b>34</b>	<b>33</b>	<b>28</b>	<b>25</b>	<b>33</b>	<b>25</b>	<b>24</b>	<b>26</b>	<b>23</b>	<b>20</b>	<b>21</b>			
California	43	44	44	33	33	35	46	48	52	40	41	46	39	40	44	38	42	44	37	37	41	36	36	39			
<b>Socioeconomically Disadvantaged</b>																											
<b>OESD</b>	<b>24</b>	<b>26</b>	<b>27</b>	<b>15</b>	<b>16</b>	<b>18</b>	<b>26</b>	<b>26</b>	<b>34</b>	<b>22</b>	<b>27</b>	<b>31</b>	<b>23</b>	<b>29</b>	<b>31</b>	<b>24</b>	<b>24</b>	<b>31</b>	<b>21</b>	<b>23</b>	<b>27</b>	<b>15</b>	<b>16</b>	<b>15</b>			
California	33	35	35	22	23	24	35	36	41	28	29	34	26	27	32	28	31	34	25	26	30	19	20	22			
<b>English Learners</b>																											
<b>OESD</b>	<b>14</b>	<b>18</b>	<b>22</b>	<b>9</b>	<b>12</b>	<b>13</b>	<b>15</b>	<b>17</b>	<b>28</b>	<b>10</b>	<b>12</b>	<b>17</b>	<b>6</b>	<b>8</b>	<b>12</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>5</b>	<b>3</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>2</b>			
California	27	30	32	15	15	17	24	24	26	13	14	17	8	9	13	9	10	10	6	6	8	6	6	6			
<b>Special Education</b>																											
<b>OESD</b>	<b>15</b>	<b>11</b>	<b>15</b>	<b>10</b>	<b>9</b>	<b>17</b>	<b>11</b>	<b>15</b>	<b>33</b>	<b>13</b>	<b>9</b>	<b>32</b>	<b>9</b>	<b>14</b>	<b>9</b>	<b>5</b>	<b>6</b>	<b>11</b>	<b>5</b>	<b>8</b>	<b>5</b>	<b>5</b>	<b>6</b>	<b>4</b>			
California	23	23	22	16	16	20	21	21	30	14	15	22	12	12	13	11	12	12	9	10	11	10	10	11			
<b>Migrant Education</b>																											
<b>OESD</b>	<b>10</b>	<b>15</b>	<b>24</b>	<b>5</b>	<b>8</b>	<b>4</b>	<b>13</b>	<b>12</b>	<b>29</b>	<b>18</b>	<b>17</b>	<b>19</b>	<b>17</b>	<b>23</b>	<b>17</b>	<b>19</b>	<b>7</b>	<b>18</b>	<b>21</b>	<b>22</b>	<b>27</b>	<b>8</b>	<b>11</b>	<b>13</b>			
California	21	24	24	13	15	14	25	25	29	20	21	23	18	20	24	21	24	25	18	20	23	13	16	16			
<b>African American</b>																											
<b>OESD</b>	<b>68</b>	<b>19</b>	<b>22</b>	<b>37</b>	<b>38</b>	<b>23</b>	<b>51</b>	<b>33</b>	<b>53</b>	<b>34</b>	<b>51</b>	<b>21</b>	<b>37</b>	<b>43</b>	<b>46</b>	<b>29</b>	<b>39</b>	<b>44</b>	<b>42</b>	<b>27</b>	<b>38</b>	<b>23</b>	<b>21</b>	<b>26</b>			
California	38	39	38	27	27	28	37	39	43	30	32	35	29	29	33	29	32	35	27	27	32	20	20	22			
<b>Asian</b>																											
<b>OESD</b>	<b>69</b>	<b>50</b>	<b>57</b>	<b>38</b>	<b>45</b>	<b>47</b>	<b>76</b>	<b>63</b>	<b>60</b>	<b>73</b>	<b>75</b>	<b>68</b>	<b>64</b>	<b>81</b>	<b>85</b>	<b>73</b>	<b>76</b>	<b>80</b>	<b>72</b>	<b>62</b>	<b>75</b>	<b>57</b>	<b>69</b>	<b>60</b>			
California	71	73	74	60	60	61	73	74	78	67	68	72	66	67	71	67	71	73	62	64	69	58	62	64			
<b>Caucasian</b>																											
<b>OESD</b>	<b>55</b>	<b>52</b>	<b>41</b>	<b>39</b>	<b>44</b>	<b>53</b>	<b>56</b>	<b>51</b>	<b>61</b>	<b>59</b>	<b>53</b>	<b>61</b>	<b>56</b>	<b>56</b>	<b>64</b>	<b>58</b>	<b>60</b>	<b>59</b>	<b>59</b>	<b>59</b>	<b>54</b>	<b>67</b>	<b>41</b>	<b>46</b>			
California	65	66	64	55	56	57	69	71	74	63	64	67	61	61	66	63	66	68	62	62	63	51	52	53			
<b>Filipino</b>																											
<b>OESD</b>	<b>72</b>	<b>73</b>	<b>63</b>	<b>67</b>	<b>75</b>	<b>56</b>	<b>57</b>	<b>48</b>	<b>71</b>	<b>72</b>	<b>58</b>	<b>63</b>	<b>66</b>	<b>72</b>	<b>66</b>	<b>68</b>	<b>65</b>	<b>75</b>	<b>64</b>	<b>63</b>	<b>62</b>	<b>49</b>	<b>46</b>	<b>41</b>			
California	68	69	68	53	53	52	69	70	73	60	62	65	60	60	65	60	66	67	54	56	63	46	49	53			
<b>Hispanic</b>																											
<b>OESD</b>	<b>25</b>	<b>27</b>	<b>30</b>	<b>17</b>	<b>17</b>	<b>19</b>	<b>26</b>	<b>28</b>	<b>35</b>	<b>23</b>	<b>27</b>	<b>33</b>	<b>25</b>	<b>31</b>	<b>33</b>	<b>25</b>	<b>26</b>	<b>32</b>	<b>22</b>	<b>24</b>	<b>29</b>	<b>16</b>	<b>17</b>	<b>16</b>			
California	33	35	35	22	23	24	35	37	41	29	30	34	27	28	33	28	32	34	25	26	31	20	21	23			

At the time of publication, the state had not released all of the district's testing data for each track. Scores for the schools and district are subject to change.

### Subgroups

**English Learners:** English Learners (EL) are students whose primary language is not English, and who have low proficiency in the English language. Students are identified as English Learners through the California English Language Development Test (CELDT). In Oxnard Elementary School District, English Learners are supported by a variety of programs including English Language Development (ELD) classes, in-class support by bilingual aides, and after-school assistance. Many teachers within the district also possess bilingual and Cross-Cultural Language and Academic Development (CLAD), or Bilingual Cross-Cultural Language and Academic Development (BCLAD) certification.

**Socioeconomically Disadvantaged:** According to the State Board of Education, students may be categorized as Socioeconomically Disadvantaged (SED) if neither of the students' parents received a high school diploma, or if the students participate in the Free or Reduced-Price Lunch Program.

## Subgroups (continued...)

**Special Education:** As defined by the state, a student is considered Special Education when one or more disabilities have been identified: Mental Retardation (MR), Hard of Hearing (HH), Deaf (DEAF), Speech and Language Impairment (SLI), Visual Impairment, Emotional Disturbance (ED), Orthopedic Impairment (OI), Other Health Impairment (OHI), Specific Learning Disability (SLD), Deaf-Blindness (DB), Multiple Disability (MD), Autism (AUT), and/or Traumatic Brain Injury (TBI).

**Migrant Education:** A child is considered "migrant" if the parent or guardian is a migratory worker in the agricultural, dairy, lumber, and/or fishing industries and whose family has moved during the past three years. A "qualifying" move can range from moving across school district boundaries or from one state to another for the purpose of finding temporary or seasonal employment. A young adult may also qualify if he or she has moved on his own for the same reasons. The eligibility period is three years from the date of the last move.

## NCLB Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include:

- Possession of a Bachelor's Degree
- Possession of an appropriate California teaching credential
- Demonstrated competence in core academic subjects

During the 2007-08 school year, 99.3% of core academic classes in the Oxnard Elementary School District were taught by highly qualified teachers. The chart below illustrates teacher credential statuses for the district.

### Teacher Credential Status 2007-2008

	Number of Teachers	Percent of Teachers
Fully Credentialed	672	98.1%
University Interns	14	2.0%
District Interns	1	0.1%
Pre-Interns	0	0.0%
Emergency Credentials	0	0.0%
Waivers	0	0.0%
<hr/>		
Average Years Teaching	14.2	n/a
Average Years in OESD	12.2	n/a
First-Year Teachers	16	2.3%
Second-Year Teachers	21	3.1%

## California Standards Test (CST)

Combined % of Students Scoring at Advanced & Proficient Levels

	Mathematics						Science																	
	2nd		3rd		4th		5th		6th		7th		5th		8th									
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08						
<b>All Students</b>																								
OESD	43	45	45	43	51	51	38	43	51	33	33	43	28	37	36	32	32	32	17	20	27	24	30	32
California	59	59	59	58	58	61	54	56	61	48	49	51	41	42	44	41	39	41	32	37	46	38	42	52
<b>Females</b>																								
OESD	41	47	44	43	51	54	39	45	50	32	44	43	29	37	35	32	33	31	14	18	25	22	27	30
California	58	58	58	56	58	60	55	58	62	48	49	52	41	41	43	41	38	41	30	35	44	33	41	50
<b>Males</b>																								
OESD	46	44	47	42	51	50	37	41	51	33	32	42	27	36	37	32	32	34	19	22	29	26	33	34
California	59	59	61	58	58	62	54	56	61	48	48	51	42	42	44	41	39	42	34	38	48	41	45	54
<b>Socioeconomically Disadvantaged</b>																								
OESD	40	43	41	39	47	50	34	40	47	27	28	39	24	32	31	28	27	26	11	16	22	19	26	27
California	48	48	49	46	47	51	42	45	51	35	36	40	28	28	30	27	27	30	18	22	32	23	29	39
<b>English Learners</b>																								
OESD	37	43	40	35	45	47	28	35	47	19	18	30	9	16	19	11	10	9	5	5	10	6	8	9
California	45	46	47	41	42	46	36	39	43	24	25	29	14	14	16	13	13	14	7	11	17	9	12	18
<b>Special Education</b>																								
OESD	30	30	25	21	33	47	18	22	46	16	10	32	9	15	9	6	8	12	53	57	57	6	10	9
California	34	34	34	31	31	39	25	27	36	18	19	25	12	12	13	10	9	12	54	60	69	11	13	17
<b>Migrant Education</b>																								
OESD	35	39	30	29	45	41	17	32	46	19	14	32	21	26	23	27	22	22	7	2	13	17	2	28
California	41	42	42	39	41	42	37	40	44	29	29	33	23	24	26	24	26	27	11	13	20	18	24	32
<b>African American</b>																								
OESD	55	38	29	44	67	38	46	33	59	30	37	18	16	42	39	35	35	37	16	29	18	23	25	30
California	44	44	44	41	42	47	38	41	46	31	32	36	24	24	26	22	22	24	18	22	33	21	25	35
<b>Asian</b>																								
OESD	53	50	81	82	70	80	82	86	80	81	75	75	68	85	73	75	85	88	53	57	57	72	72	85
California	81	81	82	82	82	84	81	83	86	76	77	78	72	72	75	72	69	71	54	60	69	65	70	78
<b>Caucasian</b>																								
OESD	60	61	55	47	66	72	56	47	58	51	53	57	52	49	55	51	57	54	42	45	54	45	56	59
California	74	74	74	73	72	74	68	70	74	64	63	65	58	58	60	58	54	57	52	58	68	55	60	70
<b>Filipino</b>																								
OESD	76	73	63	87	##	69	63	65	79	70	67	59	63	70	50	58	62	70	44	42	62	56	59	60
California	74	75	75	76	76	79	73	75	78	67	67	69	59	59	60	58	57	59	43	51	61	52	58	70
<b>Hispanic</b>																								
OESD	41	44	44	40	48	50	34	42	49	29	29	41	24	34	34	29	29	28	13	16	23	20	26	29
California	47	48	49	46	48	52	43	46	52	36	37	41	29	29	31	28	27	30	18	23	32	23	28	38

At the time of publication, the state had not released all of the district's testing data for each track. Scores for the schools and district are subject to change.

Oxnard Elementary School District supports efforts made by teachers and other certificated school staff in attaining additional education and training through local colleges and universities for their professional growth, as well as for the benefit of the school. During the 2007-08 school year, certificated staff consisted of 685 employees including administrators. The chart below illustrates teacher education levels in the Oxnard Elementary School District.



### Staff Education Levels 2007-2008

	Number of Staff	Percent of Staff
Doctorate	8	1.0%
Master's Degree +30*	355	44.7%
Master's Degree	6	0.8%
Bachelor's Degree +30*	402	50.6%
Bachelor's Degree	24	3.0%

\* Indicates additional hours above and beyond degree.