

# RICHARD BARD ELEMENTARY SCHOOL

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

#### Published During 2017-18

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.

#### **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.

## **About This School**

#### **Contact Information (School Year 2017-18)**

School Contact Information	
<b>School Name</b>	RICHARD BARD ELEMENTARY SCHOOL
<b>Street</b>	622 East Pleasant Valley Road
<b>City, State, Zip</b>	Port Hueneme, CA 93041
<b>Phone Number</b>	(805) 488-3583
<b>Principal</b>	Mr. David Castellano
<b>E-mail Address</b>	dcastellano@hueneme.org
<b>Web Site</b>	<a href="http://www.huensd.k12.ca.us/Domain/60">http://www.huensd.k12.ca.us/Domain/60</a>
<b>CDS Code</b>	56-72462-6055107

District Contact Information	
District Name	HUENEME ELEMENTARY SCHOOL DISTRICT
Phone Number	(805) 488-3588
Superintendent	Dr. Christine Walker
E-mail Address	cwalker@hueneme.org
Web Site	www.hueneme.org

#### School Description and Mission Statement (School Year 2017-18)

Richard Bard Elementary School is one of 11 schools in the Hueneme Elementary School District. The school was established in 1955. Classes are arranged on a traditional schedule. Approximately 700 students in grades transitional kindergarten through fifth were enrolled for the 2016-2017 school year. Approximately 40% of these students are considered to be English Learners. Almost 79% of the students participated in the free or reduced lunch program.

We are a learning community of students, families, highly qualified professionals, and the neighboring public. We are committed to providing a comprehensive educational experience that meets the academic, cultural, social, and emotional needs of all students and prepares them to exceed district and state standards. Critical thinking skills and a lifelong love of learning are nurtured. We embrace that children have the right to rigorous academic standards, consistent curriculum, fair assessment and excellent instruction.

#### Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	132
Grade 1	122
Grade 2	108
Grade 3	119
Grade 4	106
Grade 5	118
Total Enrollment	705

#### Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	3.7
Asian	1
Filipino	2.6
Hispanic or Latino	77.9
Native Hawaiian or Pacific Islander	0.6
White	10.4
Two or More Races	1.7
Socioeconomically Disadvantaged	80.4
English Learners	46.7
Students with Disabilities	10.5
Foster Youth	0.3

## 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

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	31	33	31	364
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	8

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of 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 2017-18)

Year and month in which data were collected: September 2017

Textbooks and instructional materials were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) for grades K-8 and are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Materials are available to 100% of our pupils. Zero percent (0%) of pupils in this district lack their own assigned textbooks and instructional materials.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 McGraw-Hill School Education, Reading Wonders, 2017 6-8 Holt, Language Arts, 2003	Yes	0
Mathematics	K-5 enVision MATH Common Core, 2015, Pearson Education, Inc. 6-8 McGraw-Hill, California Math Courses 1-3, 2015	Yes	0
Science	K-5 Houghton Mifflin, Science, 2007 6-8 McDougal Littell, Focus on Earth Science; Focus on Life Science; Focus on Physical Science; 2007	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>History-Social Science</b>	K-5 Houghton Mifflin, History Social Science, 2007 6-8 McDougal Littell, World History: Ancient Civilizations; Medieval & Early Modern Times; Creating America: Beginnings through World War I, 2006	Yes	0
<b>Visual and Performing Arts</b>	Pearson Scott Foresman, Scott Foresman Art, California Edition, 2004 Pearson Scott Foresman, Silver Burdett Making Music, California Edition, 2008	Yes	0

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

At Bard School, our custodial and grounds staff take great pride in maintaining organized, clean and safe facilities. District Administration and the Governing Board have placed a great emphasis on campus safety and security. Together, school and District personnel work to ensure that the facility is maintained in a manner that assures that it is clean, safe and functional as determined pursuant to an interim evaluation instrument developed by the State of California Office of Public School Construction. An emergency plan has been implemented at each site. The primary purpose of this plan is to prepare the staff and students to cope with disasters and to protect life and property after a disaster. Regular fire, earthquake and intruder drills are conducted.

Bard School has embraced technology and all our classrooms have computers for students and teachers and Promethean "smart boards" that are networked with access to the Internet for teacher-supervised projects. Wireless access points have been added to the campus for easy access for mobile devices. We have incorporated one to one technology in over half of our classrooms through the use of either iPads or Chromebooks.

### 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 overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 08/21/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermine Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 08/21/2017				
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. 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 English Language Arts/Literacy (ELA) and Mathematics for All Students  
Grades Three through Eight and Grade Eleven**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	34	27	30	28	48	48
Mathematics (grades 3-8 and 11)	20	20	19	20	36	37

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.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	342	329	96.2	26.75
Male	172	167	97.09	22.75
Female	170	162	95.29	30.86
Black or African American	--	--	--	--
American Indian or Alaska Native	23	23	100	21.74
Asian	--	--	--	--
Filipino	12	10	83.33	30
Hispanic or Latino	249	241	96.79	23.65
Native Hawaiian or Pacific Islander	--	--	--	--
White	42	39	92.86	43.59
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	277	270	97.47	21.85

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
English Learners	194	189	97.42	20.11
Students with Disabilities	32	32	100	12.5
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

Note: 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.

Note: 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.

#### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	342	331	96.78	19.64
Male	172	167	97.09	24.55
Female	170	164	96.47	14.63
Black or African American	--	--	--	--
American Indian or Alaska Native	23	23	100	17.39
Asian	--	--	--	--
Filipino	12	11	91.67	18.18
Hispanic or Latino	249	242	97.19	16.12
Native Hawaiian or Pacific Islander	--	--	--	--
White	42	39	92.86	33.33
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	277	272	98.19	14.71
English Learners	194	191	98.45	15.71
Students with Disabilities	32	32	100	12.5
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

Note: 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.

**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	35	45	42	40	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

**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.

**California Physical Fitness Test Results (School Year 2016-17)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
<b>5</b>	25.9	16.1	4.5

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.

## 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 schoolsite.

**Opportunities for Parental Involvement (School Year 2017-18)**

Parents and guardians of students attending Bard School are encouraged and invited to support our school-wide program. They are invited to volunteer in the classroom and frequent home-school communication occurs to keep our families informed of events at school. Parents serve on PTA and organize fundraisers, Book Fairs, and student and staff appreciation events. They also volunteer their time to support teachers in the classroom. At Bard, parents recognize their role as their child's first teacher. Our PTA has been a strong support both financially and with their time.

If you are interested and available to volunteer your time, feel free to contact your child's teacher or the principal at 805-488-3583 for more information.

## 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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Suspensions</b>	0.6	1.7	0.9	2.0	1.6	3.4	3.8	3.7	3.6
<b>Expulsions</b>	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1	0.1

### School Safety Plan (School Year 2017-18)

Date Last Discussed with Staff: April 18, 2017

Date of Last Review/Update: April 18, 2017

Richard Bard Elementary School strives to maintain a safe, healthful, nurturing and orderly school campus that encourages positive attitudes in students and staff. A joint effort between students and staff helps keep the campus clean and litter-free.

Bard's Safe School Plan for 2017-2018 was reviewed and updated. Key elements of the plan include C.H.A.M.P.S. (Conversation, Help, Activity, Movement, Participation, Successful Students) Positive Behavior Support System, Character Education Program, monthly fire, earthquake and evacuation drills, and emergency and supply kits that are provided for each classroom. A yearly lock down drill is conducted with the local police department to simulate an active shooter event. Staff has been trained by the Oxnard Police Department in practices that help ensure the safety of students and staff in the event of an active shooter situation.

## 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.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
<b>Program Improvement Status</b>	In PI	In PI
<b>First Year of Program Improvement</b>	2010-2011	2004-2005
<b>Year in Program Improvement*</b>	Year 4	Year 3
<b>Number of Schools Currently in Program Improvement</b>	N/A	10
<b>Percent of Schools Currently in Program Improvement</b>	N/A	100

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>K</b>	30	1	2	1	32	1	2	1	32		4	1
<b>1</b>	29		4		26		4		20	3	3	
<b>2</b>	25		4		27		3		26		3	
<b>3</b>	28		4		29		4	1	23		5	
<b>4</b>	23	1	4		29		4		27	2	1	1
<b>5</b>	25	1	3		26		4		30		2	2
<b>6</b>	26		2									
<b>Other</b>					12	2			9	1		

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



**Academic Counselors and Other Support Staff (School Year 2016-17)**

<b>Title</b>	<b>Number of FTE Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
<b>Academic Counselor</b>	0	0
<b>Counselor (Social/Behavioral or Career Development)</b>	1	N/A
<b>Library Media Teacher (Librarian)</b>	0	N/A
<b>Library Media Services Staff (Paraprofessional)</b>	0.75	N/A
<b>Psychologist</b>	0.5	N/A
<b>Social Worker</b>	0	N/A
<b>Nurse</b>	0.25	N/A
<b>Speech/Language/Hearing Specialist</b>	1	N/A
<b>Resource Specialist</b>	0	N/A
<b>Other</b>	2	N/A

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

\*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.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

<b>Level</b>	<b>Expenditures Per Pupil</b>			<b>Average Teacher Salary</b>
	<b>Total</b>	<b>Supplemental/ Restricted</b>	<b>Basic/ Unrestricted</b>	
<b>School Site</b>	\$9,013	\$1,659	\$7,354	\$93,863
<b>District</b>	N/A	N/A	\$7,069	\$87,355
<b>Percent Difference: School Site and District</b>	N/A	N/A	4.0	7.5
<b>State</b>	N/A	N/A	\$6,574	\$78,363
<b>Percent Difference: School Site and State</b>	N/A	N/A	11.9	19.8

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

**Types of Services Funded (Fiscal Year 2016-17)**

In the 2016-17 school year, the Hueneme Elementary School District spent an average of \$10,318 to educate each student, excluding food services:

- Title I: Funds are allocated to serve economically disadvantaged students.
- Title II: Provides funding for preparing, training and recruiting high quality teachers and principals.
- Title III: Provides funding for supplemental services for English Language Learners, their teachers and parents.
- Special Education: Provides funding to meet the unique needs of individuals with disabilities.
- After School Education & Safety (ASES): Funding is provided to implement recreation, academic, and enrichment programs after school.

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,270	\$48,678
Mid-Range Teacher Salary	\$89,125	\$78,254
Highest Teacher Salary	\$106,291	\$96,372
Average Principal Salary (Elementary)	\$124,077	\$122,364
Average Principal Salary (Middle)	\$132,692	\$125,958
Average Principal Salary (High)		\$126,758
Superintendent Salary	\$193,748	\$212,818
Percent of Budget for Teacher Salaries	40%	38%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

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

Administrators, teachers and paraprofessionals participate in professional development focused on the California Common Core State Standards in order to improve their skills in teaching and assessment of student learning. The primary focus areas are instruction of grade-level content standards, intervention strategies for students who have not mastered standards, and assessment of student progress.

The primary area of focus for the most recent three-year period was:

- English Language Arts
- English Language Development
- Writing
- Mathematics
- C.H.A.M.P.S. Program (Conversation, Help, Activity, Movement, Participation, Successful Students)

Professional development is offered during the teaching day, on three student-free staff development days, during summer institutes, after school, and on weekends. Substitute teachers are provided and/or stipends are offered for attendance.

During the school year, teachers are supported by classroom observations, staff meetings, and grade-level and content area collaboration. Professional learning agendas are based on student achievement data and teacher input. In reading/language arts and mathematics, student performance data is ongoing and evaluated using a common district assessment at the end of each trimester. A Student Progress Report aligned to the California Common Core State Standards is sent to parents at the end of each trimester.