

Oxnard Union High School District Hueneme High School

Grades 9 through 12
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2018-19 School Accountability Report Card *Published January 2020*

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Principal's Message

It is my pleasure as Principal to welcome you to Hueneme High School. Hueneme's teachers, counselors, staff, and administrators are dedicated to your child's success as they pursue their college and career goals.

I am proud to inform you that HHS embraces the mission of "High Expectations and Powerful Futures for Every Student." Hueneme teachers have dedicated themselves to revamping their curriculum through inquiry and engagement to better prepare students for 21st century demands. All our core curriculum is aligned through standards based common assessments, and teachers refine their curriculum through scheduled data chats. As we have increased rigor in our curriculum, we have also increased support. Teachers have scheduled corrective teaching dates through the year, where student have additional opportunities to demonstrate the skills that they have learned in class, as well as improve their grade.

This year, Hueneme became a full-fledged 21st century high school. Every student has a personal chromebook with a school based Google platform. Our teachers completed specialized training in classroom inquiry and engagement to maximize the learning potential of every classroom. The success of the Modernization Measure A Bond will also ensure that all classrooms have the ability to produce world class learning for every student. Exciting changes are happening to Hueneme, and your vote for Measure A was essential in this change. We thank you for your constant support.

Hueneme continues to offer high quality and engaging academies and pathways such as our Youth Educational Services Academy (YES), Academy of Engineering Design (AOED), Naval Junior Reserve Officer Training Corps (NJROTC), Video Production, and Digital Broadcasting. Students have many opportunities to experience a rigorous college class through our Advanced Placement (AP) program, while also preparing for college readiness through our high achieving AVID program (Advancement Via Individual Determination). Students can also continue our competitive legacy through our Athletics program, which participates in the Citrus Coast League.

The academic and social success of your child is of high importance to all of us at Hueneme. I invite you to contact your child's teachers regularly via phone, email, or conference to discuss his/her progress in each class. If at any time you have concerns with your child's attendance, feel free to reach out to our attendance advisors for help. I also strongly encourage you to consistently check our online grade book StudentVue. There is a link to it on our website. If you have any issues accessing the system, feel free to contact the school for assistance.

We are proud to serve our students and their families. Please do not hesitate to reach out with us with your needs. Once a Viking, always a Viking.

Mission Statement

The mission of Hueneme High School is to provide students with the opportunity for personal growth and leadership experience that enables mastery of academics, 21st Century technical skills, and development of personal and social values that lead to lifelong learning and success.

ESLR (Expected Schoolwide Learning Results)

Self-Directed Learners

Responsible Individuals

Effective Communicators

Prepared For and Informed About Their Post-Secondary Options

School Vision

Working Together to Prepare Individuals for Lifelong Success

School Description

Hueneme High School is located in the southern region of Oxnard and serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2018-19 school year, 2186 students were enrolled, including 13.7% in special education, 12.9% qualifying for English Language Learner support, and 85.3% qualifying for free or reduced price lunch.

Student Enrollment by Student Group / Grade Level 2018-19			
Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African-Amer.	1.60%	Grade 9	679
Amer. Indian or Alaska Native	0.00%	Grade 10	581
Asian	0.50%	Grade 11	435
Filipino	2.20%	Grade 12	491
Hisp. or Latino	92.00%	Ungraded	0
Native Hawaiian or Pacific Islander	0.40%		
White	2.20%		
Two or More Races	1.10%		
Students with Disabilities	13.70%		
Socioeconomically Disadvantaged	85.30%		
English Learners	12.90%		
Foster Youth	0.30%		
Homeless	1.00%		
Total Enrollment			2,186

Student Achievement

Physical Fitness

In the spring of each year, Hueneme High School is required by the state to administer a physical fitness test to all students in grade nine. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart reported in this document reports only the percentage in each category,

not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2018-19			
Grade Level Tested	Percentage of Students Meeting Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
Ninth	28.0	22.1	18.2

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

CAASPP Test Results in ELA and Mathematics - All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	17-18	18-19	17-18	18-19	17-18	18-19
English-Language Arts/Literacy (grades 3-8 and 11)	32.0	38.0	47.0	50.0	50.0	48.0
Mathematics (grades 3-8 and 11)	19.0	15.0	29.0	29.0	38.0	37.0

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 (2018-19)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Meeting or Exceeding State Standards
All Students	406	378	93.10	6.90	38.30
Male	209	190	90.91	9.09	32.28
Female	197	188	95.43	4.57	44.39
Black or African-Amer.	--	--	--	--	--
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hisp. or Latino	373	348	93.30	6.70	36.99
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
English Learners	101	88	87.13	12.87	11.63
Socioeconomically Disadvantaged	341	324	95.01	4.99	37.89
Students with Disabilities	50	46	92.00	8.00	6.67
Students Receiving Migrant Ed. Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

CAASPP Test Results in Mathematics by Student Group (2018-19)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Meeting or Exceeding State Standards
All Students	409	386	94.38	5.62	15.06
Male	212	198	93.40	6.60	16.16
Female	197	188	95.43	4.57	13.90
Black or African-Amer.	--	--	--	--	--
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hisp. or Latino	375	356	94.93	5.07	14.08
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
English Learners	103	92	89.32	10.68	2.17
Socioeconomically Disadvantaged	344	331	96.22	3.78	14.24
Students with Disabilities	50	47	94.00	6.00	0.00
Students Receiving Migrant Ed. Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: ELA/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						
Science (grades 5, 8, and 10)	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	17-18	18-19	17-18	18-19	17-18	18-19
	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for including in the 2018-19 SARC posting due February 1, 2020. These data will be included in the SARC 2019-20 posting due February 1, 2021.

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials and school facilities are maintained in good repair. Covered in *Teacher Assignment*, including the Teacher Credentials & Misassignments chart; *Instructional Materials*, including the Textbooks chart; and *School Facilities & Maintenance*, including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in *Parent Involvement*.

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in *California Assessment of Student Performance and Progress*, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in *Dropout &*

Graduation Rates, including the Dropout chart; and *Graduation Requirements*, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in *Discipline & Climate for Learning*, including Suspension & Expulsion chart; and *School Site Safety Plan*.

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in *Physical Fitness*, including the Physical Fitness Test chart.

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through flyers, the school website, Parent Square, Twitter, and ParentVUE. Contact the school office at (805) 385-2667 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Chaperone
Classroom Helper

Committees

English Learner Advisory Council
District English Learner Advisory Council
School Site Council
Migrant Parent Council
Band Booster
Measure A Oversight Committee

School Activities

Back to School Night
Sports Events
Student Performances
Academic Recognition
FAFSA Nights
College Application Nights

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Hueneme High School's original facilities were built in 1959; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. In the

last 12 months, the following campus repairs or improvements have been completed:

2018-19 Campus Repairs or Improvements:

- Installation of four new biology labs
- Modernization of the art room
- Installation of new furniture in six new classrooms
- Installation of new flooring in classrooms
- Upgrades to Wi-Fi and the addition of take home hotspots are available to students for their use at home
- Measure A Upgrades (in process and continuing throughout the next school year)

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Three day custodians and six evening custodians are assigned to Hueneme High School. The day custodians are responsible for:

- Classroom cleaning
- Cafeteria setup/cleanup
- Office area cleaning
- Restroom cleaning
- Trash removal

Restrooms are checked twice a day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classroom cleaning
- Common use area cleaning
- Restroom cleaning
- Trash removal

The principal or designee communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1959
Acreage	30
Square Footage	177209
	Quantity
Permanent Classrooms	77
Portable Classrooms	12
Restrooms (sets)	3
Computer Lab(s)	4
Library	1
Administration Building	1
Cafeteria	1
College & Career Center	1
Field House	1
Gymnasium	1
Music Room	1
Staff Lounge	1
Swimming Pool	1
Teacher Work Room/Mail Room	1
Weight Rooms	2

Facilities Inspection

The district's maintenance department inspects Hueneme High School on an annual basis in accordance with Education Code §17592.72(c)(1). Hueneme High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place between Monday, July 01, 2019 and Sunday, June 27, 2019. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2018-19, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status Most Recent Inspection: Monday, July 01, 2019			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✓		
B. Interior		✓	
C. Cleanliness	✓		
D. Electrical	✓		
E. Restrooms / Fountains	✓		
F. Safety	✓		
G. Structural	✓		
H. External	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(B)	Faculty Lounge Space 2; Classrooms 90, 91, 49, 53, 56, 69; ROTC Portable Classroom 3; Portable Classroom P-5 - Inspect/replace damaged ceiling tile Classroom 4; Custodial Close Space 2; Gym Equipment Room Storage Space 2 - Inspect/repair walls Classrooms 6, 8, 10, 24, 41, 42; Restroom Space 1; Inner Workroom between 41 & 42 Space 42-A; Inner Workroom between 43 & 44 Space 2; Classroom 46 Inner Office Space 3; Bldg "F" Girls Locker Area Space 1; Coaches Office Adjacent Room 14 Space 15; Band Storage Shelving Area Space 15; Band Storage Space 13; YSO Office Space 102; Hallway Space 2; Drama Room Storage Space 4; Workroom 50-A; Storage between 50 & 51 Space 1; Sm. Gymnasium Main Area Space 1; Bldg "R" Weight Room Space 1; Fieldhouse Office Space 2; Portable Classroom P-5 Storage 1; Bldg "U4" Classroom 75 - Inspect/replace missing ceiling tile Classrooms 18, 21, 23, 24, 33, 46, 54, 59, 60, 63, 67, 68, 69 - Inspect/repair baseboard Rear Locker Room Inner Storage Space 3; Weight Training Inner Office 8; Band Storage Room - Inspection/may require repainting Custodial Close Space 5; Inner Office Space 5; Portable Classroom P-4 - Inspect/repair hole in wall Drama Room Office Space 1; Drama Room Storage Space 4 - Inspection/resecure ceiling tile Classroom 52; Classroom P-8 - Inspect/replace missing floor tile Fieldhouse Outside Boy's RR - Replace broken air vent cover Fieldhouse Storage Space 6 - Inspection/repair cabinet and cabinet door
(C)	Classroom 89; Student Store Space 2; ASB Storage Space 4; ASB Office Space 5; Gym Equipment Storage Spaces 10 & 12; Sm. Gymnasium Storage Space 2; Fieldhouse Mechanic Room Space 7 - Needs housekeeping
(D)	Office Adjacent to Room 14 Space 13; Main Coaches Office Space 14; Bldg "H" ASB Room 83; Career Center Room 85; Classrooms 86, 88, 89; Classroom 88 Inner Office Space 17; Classroom 89 Inner Storage Space 15; Office Space 19; ROTC Classrooms 71 & 72; Gym Lobby Area Space 6 - Replace damaged/missing light cover Classroom 55, 58, 59, 62; Bldg "Q" Classroom P-7 - Replace damaged/missing plug outlet
(H)	Media Room Space 11; Office Space 5; Classrooms 11, 12, 32, 54, 62, 66; Assistant Principal Space 10; Assistant Principal Space 11; Fieldhouse Shower/Locker Space 4; Fieldhouse Mechanics Room Space 7 - Adjust door alignment (door will not close properly) Girls Locker Room RR Space 11 - Inspection/repair window (broken frame) Fieldhouse Outside Boy's Restroom - Replace missing door handle

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
	✓		

Rating Description

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or result from minor wear and tear, and/or are in the process of being mitigated.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. The principal, associate principals, campus supervisors, and the school resource officer (SRO) patrol the campus and monitor student behavior before school, during meal times, and at

dismissal. To enhance two-way routine communication and facilitate an immediate response to urgent situations, the administration team carries hand-held radios while on campus.

Hueneme High School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Hueneme High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in October 2019.

Classroom Environment

Discipline & Climate for Learning

Hueneme High School's discipline policies are based upon Positive Behavioral Interventions and Supports (PBIS) and a Multi-Tiered System of Supports approach to social, emotional and behavioral support. This school-wide positive behavior management plan is used as a guide to develop school rules, develop behavior management programs, promote responsibility, promote respect, and minimize classroom disruptions. disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	16-17	17-18	18-19
	School		
% Students Suspended	6.7	5.2	6.7
% Students Expelled	0.3	0.2	0.6
	District		
% Students Suspended	6.3	5.2	6.2
% Students Expelled	0.2	0.1	0.3
	State		
% Students Suspended	3.6	3.5	3.5
% Students Expelled	0.1	0.1	0.1

Class Size

The Teaching Load Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-22 students, 23-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Average Class Size and Class Size Distribution				
2016-17				
Subject	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	29.0	19	26	41
Mathematics	29.0	12	29	31
Science	29.0	11	23	32
Social Science	28.0	16	21	34
2017-18				
Subject	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	27.0	25	21	44
Mathematics	27.0	21	16	40
Science	26.0	18	21	30
Social Science	26.0	19	21	33
2018-19				
Subject	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	29.0	16	26	44
Mathematics	27.0	24	24	32
Science	29.0	12	14	39
Social Science	28.0	12	22	34

**Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary level, this information is reported by subject area rather than grade level.*

Dropout & Graduation Rates

Hueneme High School's teachers and administrative staff practice the early identification of and intervention on behalf of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include parent conferences, Edgenuity, credit recovery, monitoring test results and performance, counseling structured day, Saturday tutoring classes, attendance monitoring by the CWA Coordinator, and the Pathway to Graduation after school or Saturday program. Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

Students must accumulate 230 course credits to receive a high school diploma from Hueneme High School. Alternative methods of acquiring a diploma are available through the continuation school, community day school, adult school, Condor High School (independent study), and credit recovery for those students who have been unsuccessful in a high school environment or have exhausted their opportunities to remain at Hueneme High School.

In the following Dropout & Graduation Rates table, 2017-18 data is the most current information available, since state certification/release dates for dropout data occur too late for inclusion in this report. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Dropout & Graduation Rates (Four-Year Cohort Rate)			
	School		
	15-16	16-17	17-18
Dropout Rate	9.8%	5.5%	10.0%
Graduation Rate	84.5%	88.3%	82.2%
	District		
	15-16	16-17	17-18
Dropout Rate	8.3%	7.1%	7.1%
Graduation Rate	83.7%	85.6%	84.9%
	State		
	15-16	16-17	17-18
Dropout Rate	9.7%	9.1%	9.6%
Graduation Rate	83.8%	82.7%	83.0%

For the formula to calculate the 2017-18 and 2018-19 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Hueneme High School revolve around the California State Content Standards and Frameworks. During the 2018-19 school year, Hueneme High School held staff development training devoted to:

- AVID Strategies (Focused Note-taking)
- Data Chats
- Positive Behavioral Interventions & Supports (PBIS)
- 1:1 Technology Use (T3)
- Researched Based Instructional Strategies
- Technology Training
- Creating an Effective and Friendly Classroom
- Designing Interactive Learning Experiences for all Students
- Monitoring and Assessing Student Learning
- Schoolwide Safety Lockdown 1 & 2
- Student Achievement and Increasing Graduation Rates

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input, state assessment results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Hueneme High School supports ongoing professional growth throughout the year on weekly early release days. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2017-18, 2018-19 and 2019-20 school years, Hueneme High School's teachers had the opportunity to attend the following events hosted by the Oxnard Union High School District:

2017-18 Training:

- Next Generation Science Standards (NGSS)
- English Language Arts
- English Language Development/World Language
- Mathematics
- Social Science
- Career Technical Education

2018-19 Training:

- Next Generation Science Standards (NGSS)
- English Language Arts (ELA)
- Mathematics
- Social Science
- iLit Training

2019-20 Training:

- Multi-Tiered System of Supports (MTSS)
- iLit Reading Intervention
- SkillsUSA Training for Career Pathways
- Edge Training for ESL Students
- Curriculum Design for Dual Language Immersion
- Textbook Pilot Training for Science and ELA
- Math Leadership Network
- Digital Broadcast
- Ethnic Studies Curriculum Development
- Dual Immersion Textbook Pilot Training
- VC Innovates
- AP Spanish Committee Test Development
- Next Generation Science Standards (NGSS)
- Library Learning Day
- AVID Elective Focused Note-Taking
- Data Chats for Common Assessments, Corrective Teaching, and Engagement
- Google Platform Training
- PLC Summer Curriculum Planning, Common Syllabi, Technology Use, Student Engagement
- Positive Behavioral Interventions & Supports (PBIS)

Hueneme High School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Number of School Days Dedicated to Staff Development and Continuous Improvement		
2017-18	2018-19	2019-20
1	1	2

Instructional Materials

All textbooks used in the core curriculum at Hueneme High School are aligned to the California Content Standards and Frameworks. Standards-based instructional materials are approved by the district's Board

of Trustees. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On Wednesday, September 25, 2019, the Oxnard Union High School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #19-44 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2019-20 school year, Oxnard Union High School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English Language Arts		
2008	Bedford Fremont and Worth, <i>The Language of Composition: Reading, Writing, Rhetoric Student</i>	0 %
2005	McDougal Littell, <i>The Language of Literature</i>	0 %
2016	Pearson, <i>The Longman Reader</i>	0 %
2007	Prentice Hall, <i>Literature: An Intro to Reading and Writing</i>	0 %
2007	Prentice Hall, <i>Timeless Voices, Timeless Themes The British Tradition</i>	0 %
2003	W.W. Norton, <i>Norton Anthology - World Masterpieces Volumes 1 & 2</i>	0 %
Foreign Languages		
2011	Better Chinese Limited, <i>Discovering Chinese</i>	0 %
2008	D.C. Heath, <i>¡Dime! Pasaporte al Mundo 21</i>	0 %
2007	EMC Paradigm, <i>Que Chevere 1, 2, 3</i>	0 %
2007	McDougal Littell, <i>Abriendo Puertas: Lenguaje</i>	0 %
2003	McDougal Littell, <i>Abriendo Puertas: Tomo I & II</i>	0 %
2007	McDougal Littell, <i>Discovering French Nouveau</i>	0 %
2007	McDougal Littell, <i>En Espanol</i>	0 %
2005	McDougal Littell, <i>En Espanol 1, 2 & 3</i>	0 %
2007	Prentice Hall, <i>Abriendo paso: Gramatica</i>	0 %
2007	Prentice Hall, <i>Abriendo paso: Lectura</i>	0 %

2004	Prentice Hall, <i>Momentos de los literaturas hispanicas</i>	0 %
2003	Prentice Hall, <i>Sendas Literarias 1 & 2</i>	0 %
2015	Vista Higher Learning, <i>D'accord (French)</i>	0 %
2008	Vista Higher Learning, <i>Imaginez: le francais sans frontieres (IB)</i>	0 %
Health		
2007	Pearson Prentice Hall, <i>Health</i>	0 %
History-Social Science		
2007	Cengage Learning, <i>American Pageant, AP Edition</i>	0 %
2007	Glencoe/McGraw-Hill, <i>World Geography and Cultures</i>	0 %
2008	Houghton Mifflin Harcourt, <i>Psychology - Principles in Practice</i>	0 %
2010	Houghton Mifflin Harcourt, <i>Sociology: The Study of Relationships</i>	0 %
2007	McDougal Littell, <i>Creating America: A History of the United States</i>	0 %
2007	McDougal Littell, <i>The Americans Reconstruction to the 21st Century</i>	0 %
2006	McGraw Hill, <i>Economics: Principles, Problems and Policies</i>	0 %
2006	Pearson Prentice Hall, <i>Economics: Principles in Action</i>	0 %
2006	Pearson Prentice Hall, <i>Magruder's American Government</i>	0 %
2007	Pearson Prentice Hall, <i>The Western Heritage Since 1300 (AP European History)</i>	0 %
2007	Pearson Prentice Hall, <i>World History: The Modern World</i>	0 %
2011	Prentice Hall, <i>The Cultural Landscape: An Introduction to Human Geography</i>	0 %
2007	Prentice Hall-Longman, <i>American Government Continuity & Change (AP Course)</i>	0 %
1999	Steck-Vaughn, <i>America's Story</i>	0 %
2007	Wadsworth, <i>AP Psychology</i>	0 %
2010	Worth Publishers, <i>Myers Psychology Second Edition for AP</i>	0 %
Mathematics		
2005	Cengage Learning, <i>Business Mathematics</i>	0 %
2007	Cengage Learning, <i>College Algebra: Concepts & Models</i>	0 %
2014	CPM Educational Program, <i>Core Connections, Course 3</i>	0 %
2013	CPM Educational Program, <i>Core Connections, Integrated 1</i>	0 %
2015	CPM Educational Program, <i>Core Connections, Integrated 2</i>	0 %
2016	CPM Educational Program, <i>Core Connections, Integrated 3</i>	0 %
2006	Glencoe/McGraw-Hill, <i>Mathematics with Business Applications</i>	0 %
1998	Globe Fearon, <i>Practical Mathematics for Consumers</i>	0 %
2006	Houghton Mifflin, <i>PreCalculus with Limits, A Graphing Approach</i>	0 %
2017	Houghton Mifflin Harcourt, <i>Big Ideas Math, Course 1</i>	0 %
2017	Houghton Mifflin Harcourt, <i>Big Ideas Math, Course 2</i>	0 %
2017	Houghton Mifflin Harcourt, <i>Big Ideas, Integrated Math 1, 2 & 3</i>	0 %
2011	Kendall Hunt, <i>Calculus: Concepts & Applications</i>	0 %
2007	Prentice Hall, <i>Elementary Statistics</i>	0 %
2007	W. H. Freeman, <i>The Practice of Statistics</i>	0 %
Science		
2007	Addison Wesley, <i>Biology: Concepts & Connections</i>	0 %
2007	AGS, <i>Biology - Cycles of Life</i>	0 %
2014	Cengage Learning, <i>Chemistry (Zumdahl)</i>	0 %
2012	Cengage Learning, <i>Living in the Environment</i>	0 %
2007	College Board, <i>Biology: Principles of Life, AP</i>	0 %

Edition		
2007	Current Publishing, <i>Life on an Ocean Planet</i>	0 %
2007	Globe Fearon, <i>Concepts & Challenges in Life Science</i>	0 %
2002	Globe Fearon, <i>Concepts and Challenges in Earth Science</i>	0 %
2007	Houghton Mifflin, <i>World of Chemistry</i>	0 %
2008	Houghton Mifflin Harcourt, <i>Environmental Science</i>	0 %
2006	Houghton Mifflin Harcourt, <i>General Chemistry</i>	0 %
2007	It's About Time, <i>Active Chemistry: A Project Based Inquiry Approach</i>	0 %
2007	It's About Time, <i>Active Physics: A Project Based Inquiry Approach</i>	0 %
2006	J. Wiley & Son, <i>Fundamentals of Physics</i>	0 %
2007	Pearson Prentice Hall, <i>Conceptual Physics</i>	0 %
2007	Pearson Prentice Hall, <i>Essentials of Human Anatomy & Physiology</i>	0 %
2007	Prentice Hall, <i>Biology</i>	0 %
2007	Prentice Hall, <i>Chemistry</i>	0 %
2004	Prentice Hall, <i>Introductory Oceanography</i>	0 %
	Science Laboratory Equipment	0 %

College Preparation & Work Readiness

College Preparation Courses

Students are encouraged to take required courses if they plan on attending a four-year college or university. The adjacent table illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admission requirements please visit the UC website at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses, and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements, please visit the California State University Website at <http://www.calstate.edu/admission/>.

Courses for UC/CSU Admission	
	%
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	97.7
2017-18 Graduates who Completed all Courses Required for UC/CSU Admission	37.8

Advanced Placement

In 2018-19, Hueneme High School offered advanced placement courses for those students seeking to qualify for college credit. Sophomores, juniors, and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

Number of Advanced Placement Courses Offered 2018-19		
	No. of Courses Offered*	% of Students in AP Courses
Computer Science	0	N/A
English	3	N/A
Fine and Performing Arts	0	N/A
Foreign Language	6	N/A
Mathematics	3	N/A
Science	1	N/A
Social Science	8	N/A
All Courses	21	19.8

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

* Where there are student course enrollments of at least one student.

Workforce Preparation

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. During their freshman year, students meet with the counselor to discuss their four-year academic plan and are introduced to Hueneme High School's technical and career education programs; the counselor meets at least once a year with each student to follow-up on their progress in meeting graduation requirements and career objectives. All career and technical education (CTE) courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. Hueneme High School offers the following programs that promote leadership, develop job-related skills, provide on-the-job experience, and increase interest in school:

- Work Experience
- Career Education Center (CEC) Programs
- Workability
- Career/Partnership Academies
- Naviance
- Internships

Individual student assessment of work readiness skills takes place through 1) End of course exams; 2) Completion of course-required projects; 3) On-the-job observation; and 4) Classroom observation.

Work experience students are partnered with local employers that provide on-the-job training and mentoring for students 16 years of age or older. Work experience students receive guidance and supervision designed to ensure maximum educational benefit from part-time job

placement. For more information, students should contact the counselor.

Career Education Center (CEC) Programs are offered in partnership with the County Office of Education. A variety of career technical education courses are available to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education.

Workability provides work experience opportunities outside the school day that meet the students' interests and aptitudes while providing real-world job experience prior to graduation. The program is available to all students with disabilities who have an Individualized Education Plan.

Hueneme High School's career/partnership program components include rigorous academics with a career focus, a team of teachers, and active business involvement. During the 2018-19 school year, Hueneme High School offered the following career academy programs:

- CERT Program Pathway (Year 1)
- Engineering and Design Careers Academy
- NJROTC
- Youth & Education Services Academy

Students enrolled in the career/partnership academies are enrolled in core classes where instructional content is more closely related to the student's chosen field of study. Core curriculum teachers and partnership academy teachers collaborate regularly to ensure three-year terms and coursework are in alignment with state standards and students' needs.

During the 2018-19 school year, Hueneme High School offered the following career technical education programs as elective courses:

- Desktop Publishing
- Consumer Economics
- Child Development & Guidance
- CISCO Academy
- Computer Operations/Networking
- Digital Broadcasting
- Engineering
- General Office Occupations
- Information Technology
- CEC Auto Paint, Auto Service Air, Computer B/Sft, Dental/Radiology, Emergency First Response, Floral Design, Fashion/Retail, Graphic Design, Medical/Office Assistant, Nursing 1
- Video Production & Technology
- Youth Education Services

Hueneme High School receives funds from the Carl D. Perkins Vocational and Technical Education Act (Perkins). This grant enables Hueneme High School to provide its students with the academic and technical skills needed to succeed in a knowledge- and skills-based economy and helps provide programs that prepare students for both

postsecondary education and the careers of their choice. CTE table in this report shows the total number of students participating in the district's CTE courses and regional occupational programs and program completion rates. For more information on career technical programs, CEC, workability, partnership academies, and work experience, contact the counselor or visit the state's career technical website at <http://www.cde.ca.gov/ci/ct/>.

Career Technical Education (CTE) Program Participation 2018-19	
Total number of students participating in CTE programs	678
Percentage of students completing CTE program and earning a high school diploma	31.9 %
Percentage of CTE courses sequenced or articulated between the school and institutions of postsecondary education	11.4 %

Professional Staff

Counseling & Support Staff

Hueneme High School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Hueneme High School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2018-19		
	No. of Staff	FTE
Academic Counselor	5	4.4
Campus Sueprvisors	6	2.9
Guidance Technicians	2	1.5
Psychologists	2	1.4
Speech & Language Specialists	2	1.4
Adaptive PE	1	0.3
Career Center Technician	1	1.0
Nurse	1	1.0
Special Program Counselor	1	1.0
Student Intervention Specialist	1	1.0
Student Resource Officer (SRO)	1	1.0
Counselor-to-Student Ratio: 1:437		

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Teacher Assignment

During the 2018-19 school year, Hueneme High School had 91 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the

number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher Credentials & Assignments				
	School			District
	17-18	18-19	19-20	19-20
Total Teachers	93	92	94	699
Teachers With Full Credentials	93	91	94	695
Teachers Without Full Credentials	0	1	0	4
Teachers Teaching Outside Subject Area of Competence (With Full Credential)	12	11	13	94
Misassignments of Teachers of English Learners	0	0	0	0
Total Teacher Misassignments*	0	0	0	94
Vacant Teacher Positions	0	0	1	5

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.

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2017-18 salary comparison data was the most recent data available at the time this report was published.)

sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Oxnard Union High School District receives state and federal categorical funding for special programs. For the 2017-18 school year, the district received categorical, special education, and support programs funds for:

- Agricultural Career Technical Education Incentive
- CA Partnership Academies: Green & Clean Academies
- California Career Pathways Trust
- California Clean Energy Jobs Act
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Department of Rehabilitation
- Education Protection Account
- Governor's CTE Initiative: CA Partnership Academies
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Ongoing and Major Maintenance Account
- Other Federal Funds
- Other Local: Locally defined
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Title I, II, III
- Tobacco-Use Prevention Education

Teacher and Administrative Salaries 2017-18		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$53,785	\$52,466
Mid-Range Teacher Salary	\$96,547	\$87,373
Highest Teacher Salary	\$104,556	\$109,803
Superintendent Salary	\$220,420	\$241,221
Average Principal Salaries:		
Elementary School	N/A	N/A
Middle School	N/A	\$142,025
High School	\$148,258	\$153,904
Percentage of Budget:		
Teacher Salaries	33%	33%
Administrative Salaries	4%	5%

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

Expenditures Per Student

For the 2017-18 school year, Oxnard Union High School District spent an average of \$11,872 of total general funds to educate each student (based on 2017-18 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental)

Expenditures Per Pupil and School Site Teacher Salaries 2017-18					
	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	\$9,945	N/A	N/A	N/A	N/A
Restricted	\$1,378	N/A	N/A	N/A	N/A
Unrestricted	\$8,567	\$8,470	101.15	\$7,507	114.13
Average Teacher Salary	\$84,796	\$90,194	94.02	\$88,538	95.77

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

SARC Data

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Hueneme High School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

Public Internet Access Location

Parents may access Hueneme High School's SARC and access the internet at any of the county's public libraries. The closest public library to Hueneme High School is Oxnard Public Library.

Address: 251 South A St., Oxnard
 Phone Number: (805) 385-7527
 WebSite: <http://www.oxnard.org>
 Number of Computers Available: 30

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Oxnard Union High School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in October 2019. Data to prepare the school facilities section were acquired in November 2019.