

Oxnard Union High School District Hueneme High School



Grades 9 through 12
Adrian Ayala, Principal
Adrian.Ayala@ouhsd.k12.ca.us

500 Bard Road
Oxnard, CA 93033
PH: (805) 385-2667 FAX: (805) 385-2817
www.huenemehigh.us
CDS #: 56725465632849

2016-17 School Accountability Report Card *Published January 2018*

Oxnard Union High School District
309 South K Street
Oxnard, CA 93030-5212
(805) 385-2500

Website Address

www.ouhsd.k12.ca.us

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Principal's Message

It is my pleasure as Principal to welcome you to Hueneme High School. Hueneme's faculty, support staff, and I are extremely excited and looking forward to working together with you.

Please take notice of information on our website regarding our new programs and policies being implemented this school year. I am proud to inform you that HHS embraces the commitment that every student will be college or career ready upon graduation. HHS offers 21st Century instructional programs including the Youth Educational Services Academy (YES) and Academy of Engineering Design (AOED); Advanced Placement (AP) coursework; student leadership with the Naval Junior Reserve Officer Training Corps. (NJROTC); college readiness and success with AVID; pathway programs in computer networking, video productions and digital broadcasting; participation in interscholastic athletics for boys and girls; and an activity rich ASB. HHS is entering its third year following a highly successful site study visit by the Accrediting Commission for Schools through the Western Association of Schools and Colleges (WASC) Accreditation Process during the 2014-2015 school year. Accreditation is a dual-purpose process to ensure that schools (1) must be worthy of the trust placed in them to provide high-quality learning opportunities and (2) clearly demonstrate continual self-improvement. An accredited school is focused on a mission and goals for students; is student-oriented and examines student performance continuously; accepts objective evaluation from a team of outside peer professionals trained by WASC; maintains a qualified faculty within an effectively organized school; collaboratively assesses the quality of its educational programs on a regular basis; and plans for the future. The academic and social success of your child is of high importance to all of us at the school, and I invite you to do the following:

- I. Meet with all of your child's teachers to discuss his/her progress in each class. I also strongly encourage you to ask each teacher the following questions.
 - a. Does my child complete 100% of the work in your class in a respectful manner?
 - b. Does my child complete and turn in on time 100% of her/his homework assignments and projects?
 - c. Does my child study/prepare adequately for all of the tests/quizzes in your class?
 - d. Does my child arrive at your class on time?
- II. Meet with your child's counselor at least once each semester and review your child's 4-year plan and any possible career paths in which your child may be interested.
- III. Encourage your child to participate in at least one sport. We encourage all of our students to be multi-sport athletes. As you know the more your child exercises, the healthier your child will be.
- IV. Encourage your child to join one of the many clubs that we have at Hueneme High.
- V. We encourage our Viking parents and students to go online to access the OUHSD MyVue programs to keep up with current grades, attendance, assignments, school information, and to communicate with staff through available email addresses whenever necessary.

Attendance at school is a vital factor closely related to student success. I ask that parents work closely with our Attendance Advisor in monitoring student attendance. I ask that they see their students attend school daily, on time and are prepared to learn every day. I encourage all parents to get involved throughout the school year by joining our parent groups and taking an active role in your child's school experience.

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 Profile

Hueneme High School is located in the southern region of Oxnard and serves students in grades 9 through 12 following a traditional calendar. At the beginning of the 2016-17 school year, 2181 students were enrolled, including 13.3% in special education, 17.3% qualifying for English Language Learner support, and 88.4% qualifying for free or reduced price lunch.

Student Enrollment by Ethnicity / Grade Level 2016-17			
Ethnic Group	%	Grade Level	#
African-Amer.	1.30%	Grade 9	537
Amer. Indian or Alaskan Native	0.20%	Grade 10	616
Asian	0.50%	Grade 11	526
Filipino	2.20%	Grade 12	502
Hisp. or Latino	91.10%	Ungraded	0
Pacific Islander	0.40%		
Caucasian	2.90%		
Multi-Racial	1.50%		
Students with Disabilities	13.30%		
Socioeconomically Disadvantaged	88.40%		
English Learners	17.30%		
Foster Youth	0.40%		
Total Enrollment			2,181

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 2016-17			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Ninth	23.0	22.4	21.1

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.

Federal Intervention Program

The passage of the Every Student Succeeds Act (ESSA), reauthorizing the Elementary and Secondary Education Act (ESEA) in December 2015, is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2016-17, Hueneme High School qualified for Title I Targeted Assistance funding and is subject to comply with Title I program requirements.

Any school receiving Title I funds 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. Most of the new provisions under ESSA do not take effect until the 2017-18 school year making 2016-17 a transition year. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Federal Intervention Program Status 2017-18		
	HHS	OUHSD
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2008-2009
Year in Program Improvement	Year 5	Year 3
No. of Schools Currently in Program Improvement	7	
% of Schools Currently in Program Improvement	87.5%	

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

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)					
	Hueneme High School		District		California	
	15-16	16-17	15-16	16-17	15-16	16-17
English-Language Arts/Literacy (grades 3-8 and 11)	46	38	54	50	48	48
Mathematics (grades 3-8 and 11)	14	20	28	29	36	37

Note: Percentages are not calculated 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

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. 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.

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.

The number of students tested includes students that did not receive a score; 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 students with scores.

CAASPP Test Results in ELA by Student Group (2016-17)				
Student Groups	Total Enrollment	# Tested	% Tested	% Meeting or Exceeding State Standards
All Students	502	490	97.61	38.02
Male	276	267	96.74	34.48
Female	226	223	98.67	42.15
African-Amer.	--	--	--	--
Amer. Indian or Alaskan Native	--	--	--	--
Asian	--	--	--	--
Filipino	12	12	100.00	66.67
Hisp. or Latino	455	444	97.58	36.53
Pacific Islander	--	--	--	--
Caucasian	14	14	100.00	35.71
Multi-Racial	--	--	--	--
English Learners	150	142	94.67	10.14
Socioeconomically Disadvantaged	460	450	97.83	37.39
Students with Disabilities	70	66	94.29	6.25

CAASPP Test Results in Mathematics by Student Group (2016-17)				
Student Groups	Total Enrollment	# Tested	% Tested	% Meeting or Exceeding State Standards
All Students	506	497	98.22	20.29
Male	277	273	98.56	20.68
Female	229	224	97.82	19.82
African-Amer.	--	--	--	--
Amer. Indian or Alaskan Native	--	--	--	--
Asian	--	--	--	--
Filipino	12	12	100.00	58.33
Hisp. or Latino	458	451	98.47	18.10
Pacific Islander	--	--	--	--
Caucasian	14	13	92.86	38.46
Multi-Racial	--	--	--	--
English Learners	151	147	97.35	7.80
Socioeconomically Disadvantaged	463	455	98.27	18.39
Students with Disabilities	70	64	91.43	1.75

CAASPP Test Results in Science for All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	Hueneme High School		District		California	
	14-15	15-16	14-15	15-16	14-15	15-16
Science (grades 5, 8, and 10)	33	26	47	46	56	54

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 Rates, including the Dropout chart; and Graduation Rates, 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 automated telephone messages, flyers, the school website, 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
Parent Teacher Student Association (PTSA)

Committees

English Learner Advisory Council
District English Learner Advisory Council
Parent Teacher Student Association
School Site Council
Migrant Parent Council
Parent Faculty Student Organization
Band Booster

School Activities

Back to School Night
Sports Events
Student Performances
Academic Recognition

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.

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 on Monday, July 03, 2017 through Tuesday, July 25, 2017. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2017-18, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status			
Most Recent Inspection: Sunday, July 10, 2016			
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
(A)	Band Storage Space 13 - Wall heater under counter missing face cover
(B)	Book Storage Space 7, Classroom 10, Bld "C" Classroom 16, Bld "D" Classroom 26, Inner Work Room Between 41/42 Space 42-A, Classroom 44, Classroom 46 Inner Office Space 3, Coaches Office Adjacent Room 14 Space 15, Band Room Practice Room Space 10, Y.S.O Office Space 102,

Work Room 50-A, Storage Between 50 & 51 Space 1, Sm Gymnasium Main Area Space 1 & Bld "R" Weight Room Space 1 - Inspect/replace missing ceiling tile using materials equivalent to original construction; Bld-B Custodial Closet Space 3 - Water damaged plaster (holes in ceiling); Classroom 23 - Secure ceiling tile; Boy's RR Space 3 - Repair/seal hole in wall tile under sink; Faculty Dining Space 2 - Ceiling tile water stained; Band Storage Shelving Area Space 15 - Replace missing ceiling tile; Drama Room Space 100 - Hole in wall tile; Drama Room Office Space 1 - Secure (loose) ceiling tile and replace missing tile; Principal's Secretary Space 5 & Receptionist Counter Space 14 - Hole in ceiling tile; Hallway Space 9 - Hole in ceiling tile (adjacent to space 6); Administrative Secretary Pool Space 23 - Hole in ceiling tile (network cables exiting); Bld "M" Classroom 47-A - Replace missing ceiling tile using methods/materials equivalent to original construction; Classroom 48 - Peeling paint on ceiling, repair using materials equivalent to the original construction; Classroom 49 & Portable Classroom P-5 - Inspect/repair hole in ceiling tile using methods/materials equivalent to the original construction; Custodial Closet Space 2 - Inspect/repair walls using materials equivalent to the original construction; Classroom 63 - Inspect/repair baseboard using materials equivalent to the original construction, peeling paint on ceiling, repair using materials equivalent to the original construction; Classroom 24, Classroom 64, Classroom 65 & Classroom 66 - Inspect/repair baseboard using materials equivalent to the original construction; Classroom 67 & Classroom 68 - Inspect/repair wall/baseboard using materials equivalent to the original construction; Classroom 69 - Inspect/repair wall/baseboard using materials equivalent to the original construction, rotted out gutter down-spout; Bld "U1" Portable Classroom P-2 - Carpet in need of re-taping along center seams, replace broken ceiling tile; Portable Classroom P-4 - Inspect/repair hole using materials equivalent to the original construction; Bld "F" Girl's Locker Area Space 1 - Inspect/replace missing or loose ceiling tile using materials equivalent to original construction; Hallway Space 12 - Inspect/area may require re-painting using materials equivalent to original construction

- (D) Video Studio Space 5, Office Adjacent to Room 14 Space 13, Towel Room Inner Storage Space 9, Career Center Room 85, Classroom 86, Classroom 88, Kitchen Cooking Area Space 22, Band Storage Shelving Area Space 15, Fieldhouse Shower/Locker Space 4 & Bld "U3" Portable Classroom P-6 - Replace damaged/missing light cover; Custodial Break Room Space 13 & Boy's RR Space 12 - Exterior overhead light door entree missing cover; Weight Training Room 84 - Wire junction box missing cover above entry door; Classroom 89 - Exterior security light missing light cover; Nurse Office Space 32 - Secure wiring hanging from ceiling; Bld "Q" Classroom P-7 - Replace damaged/missing plug cover; Portable Classroom P-4 - Secure wires exiting hole in ceiling tile
- (E) Boy's RR Space 12 - Missing/install partitions between urinals; Classroom 89 - Inspect/repair out-service sink
- (F) Library Office Space 15 & Classroom 11 - Exterior window sills chipping paint; BLD "I" Student Dining Space 1 - Door jam chipping paint, exterior wall chipping paint; Faculty Dining Space 2 - Chipping on ceiling; Bld "J" Band Room Space 101 - Gutter chipping paint; RR Outside of Band Room Space 7 - Exterior cover walkway peeling paint (outside band room); Bld "K" Admin Lobby Space 3 - Gutter peeling paint, covered walkway cracking paint; Sm Gymnasium Main Area Space 1 - Outside surface peeling paint; Portable Classroom P-5 - Entrance ramp peeling paint
- (G) Faculty Lounge Space 2, Bld "F" Girl's Locker Area Space 1 & Classroom 86 - Exterior cover walkway roof beam dry rot; Classroom 11, Classroom 31 & Classroom 43 - Rotted out gutter down-spout; Classroom 14 & Classroom 15 - Hole in exterior wall; Classroom 20 & BLD "I" Student Dining Space 1 - Rotted out gutter down-spout, re-secure exterior dryer vent; Bld "K" Admin Lobby Space 3 - Gutter peeling paint, front block wall, large crack; Bld "Q" Classroom P-7 & Classroom P-8 - Gutter and down-spout in need of repair (rusted out); Classroom P-8, Bld "U3" Portable Classroom P-6, Portable Classroom P-5, Portable Classroom P-4 & Bld "U5" Portable 73 Main Work Space - Portable side skirts (dry rot); Bld "R" Weight Room Space 1 - Inspect/repair large holes in the east exterior wall adjacent to ball-court applying materials equivalent to the original construction; Bld "U1" Portable Classroom P-2 - Repair gutter (rusted out)
- (H) Classroom 31 - Classroom entry door, crack along hinge line; Bld "F" Girl's Locker Area Space 1 - Fencing between room 75 & gym damaged (replace/repair); Classroom 91 - Exterior wooden window molding missing at entry; BLD "I" Student Dining Space 1 - Door jam chipping paint

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 patrol the campus and monitor student behavior before school, during meal times, and at dismissal.

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 2017.

Classroom Environment

Discipline & Climate for Learning

Hueneme High School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions

	14-15	15-16	16-17
	HHS		
% Students Suspended	5.7	6.8	6.7
% Students Expelled	0.2	0.7	0.3
	OUHSD		
% Students Suspended	5.2	5.8	6.3
% Students Expelled	0.4	0.5	0.2
	California		
% Students Suspended	3.8	3.7	3.6
% Students Expelled	0.1	0.1	0.1

Teaching Load

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.

Teaching Load Distribution Departmentalized Instruction				
	2014-15			
Subject	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	28.0	18	25	35
Mathematics	32.0	6	12	37
Science	31.0	10	12	34
Social Science	26.0	20	22	25
	2015-16			
Subject	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	28.7	20	23	36
Mathematics	29.5	14	13	36
Science	30.2	13	11	33
Social Science	30.3	26	20	32
	2016-17			
Subject	Avg. Class Size	Number of Classrooms		
		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

*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.

Dropouts

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 monitoring test results and performance, parent conferences, counseling structure day, Saturday tutoring classes, attendance monitoring by the CWA Coordinator, and Pathway to Graduation after school 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.

In the following Dropout & Graduation Rates table, 2015-16 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)			
	HHS		
	13-14	14-15	15-16
Dropout Rate	21.5%	13.3%	9.8%
Graduation Rate	71.9%	78.9%	84.5%
	OUHSD		
	13-14	14-15	15-16
Dropout Rate	10.9%	9.4%	8.3%
Graduation Rate	78.3%	82.1%	83.7%
	California		
	13-14	14-15	15-16
Dropout Rate	11.5%	10.7%	9.7%
Graduation Rate	81.0%	82.3%	83.8%

Graduation Requirements

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 and Condor High School (Independent Study) for those students who have been unsuccessful in a high school environment or have exhausted their opportunities to remain at Hueneme High School. The following table illustrates the percentage of students graduating from Hueneme High School who have met district graduation requirements.

Completion of High School Graduation Requirements Graduating Class of 2016			
Group	HHS	OUHSD	State
All Students	83.73%	83.59%	87.11%
African-Amer.	100.00%	96.30%	79.19%
Amer. Indian or Alaskan Native	100.00%	84.62%	80.17%
Asian	100.00%	97.56%	94.42%
Filipino	100.00%	97.96%	93.76%
Hisp. or Latino	82.09%	81.27%	84.58%
Pacific Islander	100.00%	100.00%	86.57%
Caucasian	94.12%	88.20%	90.99%
Multi-Racial	100.00%	92.86%	90.59%
English Learners	59.38%	50.27%	55.44%
Socioeconomically Disadvantaged	84.87%	85.47%	85.45%
Students with Disabilities	56.25%	69.33%	63.90%

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 2016-17 school year, Hueneme High School held staff development training devoted to:

- AVID Strategies (Cornell Notes)
- Common Core State Standards
- Data Chats
- English Language Learner Strategies
- Research Based Instructional Strategies
- Positive Behavior Intervention and Support
- Technology Training
- Engaging and Supporting all Students
- Creating and Maintaining an Effective and Friendly Classroom Environment
- Designing Interactive Learning Experiences for all Students
- Monitoring and Assessing Student Learning
- Schoolwide Safety Lockdown 1 & 2
- Student Achievement and Increasing Graduation Rates
- Department Job Alikes

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 late start 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 sessions 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 2016-17 school year, Hueneme High School's teachers attended the following events hosted by the Oxnard Union High School District:

- Next Generation Science Standards (NGSS)
- English Language Arts (ELA)
- APEX Online Curriculum
- Office 365 Portal Training
- SIRAS Training
- iLit Training

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.

Staff Development Days Three-Year Trend		
2014-15	2015-16	2016-17
0	2	3

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 13, 2017, 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 #17-25 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 2017-18 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		
2005	McDougal Littell, <i>Language Network</i>	0 %
2005	McDougal Littell, <i>The Language of Literature</i>	0 %
2007	Pearson Prentice Hall, <i>Timeless Voices, Timeless Themes</i>	0 %
2007	SRA/McGraw-Hill, <i>Reach</i>	0 %
English Language Development		
2007	National Geographic / Hampton Brown, <i>EDGE</i>	0 %
Foreign Languages		
1995	D.C. Heath, <i>Discovering French</i>	0 %
2006	D.C. Heath, <i>Spanish for Mastery</i>	0 %
2004	Holt, <i>Ven Conmigo</i>	0 %
2000	Holt, Rinehart and Winston, <i>Komm mit!</i>	0 %
2007	McDougal Littell, <i>Abriendo Puertas: Lenguaje</i>	0 %
2003	McDougal Littell, <i>Abriendo Puertas: Tomo I & II</i>	0 %
2005	McDougal Littell, <i>En Espanol</i>	0 %
History-Social Science		
1993	D.C. Heath, <i>The American Pageant: A History of the Republic</i>	0 %
2006	Glencoe/McGraw-Hill, <i>Economics: Principles and Practices</i>	0 %
2007	Glencoe/McGraw-Hill, <i>World Geography and Cultures</i>	0 %
2006	Houghton Mifflin, <i>Economics 6th Edition</i>	0 %
2001	McDougal Littell, <i>The Americans</i>	0 %
2006	Pearson Prentice Hall, <i>Economics: Principles in Action</i>	0 %
2006	Pearson Prentice Hall, <i>Magruder's American Government</i>	0 %
1999	Pearson Prentice Hall, <i>US History - America - Pathways to the Present</i>	0 %
2006	Pearson Prentice Hall, <i>World History</i>	0 %
2007	Pearson Prentice Hall, <i>World History: The Modern World</i>	0 %
Mathematics		
2001	CPM Educational Program, <i>Basic Algebra, Algebra, Algebra 1</i>	0 %
2001	CPM Educational Program, <i>Foundations for Algebra</i>	0 %
2001	Glencoe/McGraw Hill (Sopris West), <i>Algebra Concepts and Applications</i>	0 %
2002	Glencoe/McGraw-Hill, <i>Algebra 2 - Integration, Applications, Connections</i>	0 %
2005	Glencoe/McGraw-Hill, <i>Geometry: Concepts and Applications</i>	0 %
1996	Glencoe/McGraw-Hill, <i>Mathematics: Applications and Connections</i>	0 %
2001	Glencoe/McGraw-Hill, <i>Pre-Algebra</i>	0 %
1996	Holt, Rinehart and Winston, <i>Algebra II</i>	0 %
1995	Houghton Mifflin, <i>Pre-Calculus</i>	0 %
2004	Key Curriculum Press, <i>Calculus</i>	0 %
1998	Key Curriculum Press, <i>Discovering Geometry</i>	0 %
1995	McDougal Littell, <i>Algebra 2</i>	0 %
2001	Prentice Hall, <i>Precalculus</i>	0 %
2005	South Western-Thomson, <i>Business Math</i>	0 %
Science		
2007	Addison Wesley, <i>Conceptual Physics</i>	0 %
2007	AGS, <i>Biology - Cycles of Life</i>	0 %
2007	Globe Fearon, <i>Concepts and Challenges in Earth Science</i>	0 %
2007	Globe Fearon, <i>Concepts and Challenges in Physical Science</i>	0 %
2007	Holt, Rinehart and Winston, <i>Environmental Science</i>	0 %
2007	McDougal Littell, <i>World of Chemistry</i>	0 %
2007	Pearson, <i>Anatomy and Physiology</i>	0 %

2007	Pearson Prentice Hall, <i>Chemistry</i>	0 %
2007	Pearson Prentice Hall, <i>Earth Science</i>	0 %
2006	Pearson Prentice Hall, <i>Miller & Levine Biology</i>	0 %
2007	Pearson Prentice Hall, <i>Physical Science Concepts in Action</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 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	
	%
2016-17 Students enrolled in courses required for UC/CSU admission	96.3
2015-16 Graduates who completed all courses required for UC/CSU admission	21.3

Advanced Placement

In 2016-17, 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 2016-17		
	No. of Courses Offered*	% of Students in AP Courses
Computer Science	0	N/A
English	1	N/A
Fine and Performing Arts	0	N/A
Foreign Language	2	N/A
Mathematics	1	N/A
Science	3	N/A
Social Science	1	N/A
All Courses	8	18.7

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
- Naviance
- Workability
- Career/Partnership Academies
- Career Pathways
- Internships

Individual student assessment of work readiness skills takes place through:

- End of course exams
- Completion of course-required projects
- On-the-job observation
- Classroom observation

Work experience students are partnered with local community organizations 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) 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 academy program components include rigorous academics with a career focus, a team of teachers, and active business involvement.

During the 2016-17 school year, Hueneme High School offered the following career academy programs:

- 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 2016-17 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. 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/>.

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.

Counselors & Support Personnel (Nonteaching Professional Staff) 2016-17		
	No. of Staff	FTE
Academic Counselor	5	4.4
Campus Supervisors	5	3.8
Guidance Technicians	2	1.5
Psychologists	2	1.4
Speech & Language Specialist	2	1.4
Adaptive PE	1	0.3
Career Center Technician	1	0.8
Nurse	1	1.0
Special Program Counselor	1	1.0
Counselor-to-Student Ratio: 1:436		

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 2016-17 school year, Hueneme High School had 93 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			
	HHS		OUHSD	
	15-16	16-17	17-18	17-18
Total Teachers	84	94	93	691
Teachers with full credentials	80	93	93	683
Teachers without full credentials	4	1	0	8
Teachers teaching outside subject area of competence (with full credential)	15	11	12	121
Teacher misassignments for English learners	0	0	0	1
Total teacher misassignments	0	2	0	0
Vacant teacher positions	0	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.

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: 2015-16 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2015-16		
	OUHSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$50,266	\$50,221
Mid-Range Teacher Salary	\$90,230	\$83,072
Highest Teacher Salary	\$97,715	\$104,882
Superintendent Salary	\$206,000	\$226,121
Average Principal Salaries:		
High School	\$139,023	\$146,114
Percentage of Budget:		
Teacher Salaries	35%	34%
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 2015-16 school year, Oxnard Union High School District spent an average of \$10,510 of total general funds to educate each student (based on 2015-16 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) 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 2015-16 school year, the district received categorical, special education, and support programs funds for:

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

Expenditures Per Pupil and School Site Teacher Salaries 2015-16					
	Dollars Spent per Student				
	HHS	OUHSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
Total**	\$9,522	N/A	N/A	N/A	N/A
Restricted	\$2,604	N/A	N/A	N/A	N/A
Unrestricted	\$6,918	\$7,024	98.50	\$6,574	105.23
Average Teacher Salary	\$79,144	\$84,220	93.97	\$82,770	95.62

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 November 2017. Data to prepare the school facilities section were acquired in January 2018.