

Oxnard Union High School District Hueneme High School



Grades 9 through 12
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2015-16 School Accountability Report Card Published January 2017

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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 second 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.

- Does my child complete 100% of the work in your class in a respectful manner?
- Does my child complete and turn in on time 100% of her/his homework assignments and projects?
- Does my child study/prepare adequately for all of the tests/quizzes in your class?
- 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.

School Vision

Working Together to Prepare Individuals for Lifelong Success

SCHOOL MISSION

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 Profile

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 2015-16 school year, 2118 students were enrolled, including 13.1% in special education, 20.5% qualifying for English Language Learner support, and 84.5% qualifying for free or reduced price lunch.

Student Enrollment by Ethnicity / Grade Level 2015-16			
Ethnic Group	%	Grade Level	#
African-Amer.	1.20%	Grade 9	630
Amer. Indian or Alaskan Native	0.30%	Grade 10	574
Asian	0.50%	Grade 11	539
Filipino	2.20%	Grade 12	375
Hisp. or Latino	91.20%	Ungraded	0
Pacific Islander	0.30%		
Caucasian	3.10%		
Multi-Racial	1.20%		
Students with Disabilities	13.10%		
Economically Disadvantaged	84.50%		
English Learners	20.50%		
Foster Youth	0.70%		
Total Enrollment			2,118

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 disclosed 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 2015-16			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Ninth	23	23	22

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 2015-16, 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/.

Title I Program Improvement (PI) Status 2016-17		
	HHS	OIHSD
PI Status	In PI	In PI
First Year of PI	2009-2010	2008-2009
Year in PI	Year 5	Year 3
No. of Schools Currently in PI	7	
% of Schools Currently in PI	77.8%	

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

California Assessment of Student Performance and Progress

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in Science in grades five, eight and ten, and English language arts/literacy and Mathematics in grades 3 through 8 and 11 utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System.

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 grade level and 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 English Language Arts/Literacy (ELA) and Mathematics 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
English-Language Arts/Literacy (grades 3-8 and 11)	40	46	39	54	44	48
Mathematics (grades 3-8 and 11)	11	14	18	28	33	36

Note: Students in grades 3-8 and 11 are given this test. 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.

2015-16 CAASPP Assessment Results Disaggregated by Student Groups English Language Arts - Grade 11				
Student Groups	Total Enrollment	# Tested	% Tested	% Meeting or Exceeding State Standards
All Students	522	492	94.25	45.60
Male	275	264	96.00	39.69
Female	247	228	92.31	52.42
African-Amer.	--	--	--	--
Asian	--	--	--	--
Filipino	12	12	100.00	50.00
Hisp. or Latino	474	446	94.09	44.82
Pacific Islander	--	--	--	--
Caucasian	19	17	89.47	47.06
Multi-Racial	12	12	100.00	66.67
English Learners	130	114	87.69	12.39
Economically Disadvantaged	460	438	95.22	45.29
Migrant Educ.	30	29	96.67	34.48
Students with Disabilities	60	55	91.67	
Foster Youth	--	--	--	--

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)				
Student Groups	Total Enrollment	# Students with Valid Scores	% Students with Valid Scores	% Meeting or Exceeding State Standards
All Students	561	539	96.08	26.35
Male	311	300	96.46	30.67
Female	250	239	95.60	20.92
African-Amer.	--	--	--	--
Amer. Indian or Alaskan Native	--	--	--	--
Asian	--	--	--	--
Filipino	12	12	100.00	75.00
Hisp. or Latino	512	493	96.29	23.94
Pacific Islander	--	--	--	--
Caucasian	16	15	93.75	60.00
Multi-Racial	--	--	--	--
English Learners	117	107	91.45	4.67
Economically Disadvantaged	487	470	96.51	24.68
Students with Disabilities	81	75	92.59	17.33
Foster Youth	--	--	--	--

2015-16 CAASPP Assessment Results Disaggregated by Student Groups Mathematics - Grade 11				
Student Groups	Total Enrollment	# Tested	% Tested	% Meeting or Exceeding State Standards
All Students	522	494	94.64	14.08
Male	275	263	95.64	10.34
Female	247	231	93.52	18.34
African-Amer.	--	--	--	--
Asian	--	--	--	--
Filipino	12	12	100.00	50.00
Hisp. or Latino	474	448	94.51	11.71
Pacific Islander	--	--	--	--
Caucasian	19	17	89.47	29.41
Multi-Racial	12	12	100.00	41.67
English Learners	130	117	90.00	
Economically Disadvantaged	460	441	95.87	14.19
Migrant Educ.	30	29	96.67	10.71
Students with Disabilities	60	54	90.00	
Foster Youth	--	--	--	--

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.

Level 1 = Standard not met; Level 2 = Standard nearly met; Level 3 = Standard met; Level 4 = Standard exceeded

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 – State Priority 1: Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart; and School Facilities & Maintenance, including the Campus Description and School Facility Good Repair Status charts.

Parental Involvement – State Priority 3: Covered in Parent Involvement.

Pupil Achievement – State Priority 4: Covered in California Assessment of Student Performance and Progress, including the CAASPP charts, and College Preparation & Work Readiness, including the CTE Program Participation and UC/CSU charts.

Pupil Engagement – State Priority 5: Covered in Dropouts and in Graduation Requirements, including Dropout & Graduation Rates and Completion of High School Graduation Requirements charts.

School Climate – State Priority 6: Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Other Pupil Outcomes – State Priority 8: 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.

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)								
	Hueneme High School			District			California		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
	32	33	26	53	47	46	60	56	54

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
Bond 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 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 Sunday, May 1, 2016 - Sunday, July 10, 2016. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2015-16, all restrooms were fully functional and available for student use.

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
(B)	Bldg B Room 7 - About 10 ceiling tiles need to be repaired; Bldg B Room 8 - Three wet ceiling tiles; Bldg B Room 10 - Missing two ceiling tiles; Bldg C Room 12 - Missing two urinal dividers; Bldg C Room 18 - 1/3 of the room is missing the baseboard; Bldg D Room 26, Bldg E 42-a & Bldg I Room 1 - Missing one ceiling tile; Bldg E Room 1 - Missing four ceiling tiles; Bldg E Room 2 - Missing three ceiling tiles; Bldg E Room 3 - Missing two ceiling tiles; Bldg E Room 4 - Small hole in the wall; Bldg E Room 39 - Broken window; Bldg F Girls Locker Room - Two ceiling tiles need to be replaced; Bldg H Room 8 - Needs to be painted; Bldg H Room 10 - One ceiling tile needs to be replaced; Bldg J Room 10 & Bldg M Room 50-A - Missing seven ceiling tiles; Bldg Q Room 1 - Missing over 50 ceiling tiles; Bldg R Weight Room - Missing four ceiling tiles; Bldg S Room 6 - Missing light covers and one ceiling tile; Bldg S Room 7 - Too much clutter and door doesn't close properly
(C)	Bldg H Rooms 3, 4, 13, 14, 15 & 16 - Too much clutter
(D)	Bldg B Room 5 - Missing outlet; Bldg B Room 8 - Outlet needs to be repaired; Bldg M Room 3 Restroom, Bldg P Storage Room & Bldg U-1 Room P-1 - Missing one light cover; Bldg M Room 54 - Missing an electrical outlet; Bldg O Room 2 & Bldg P Refreshment Room - Missing two light covers; Bldg O Rooms 71 & 72 - Missing all light covers
(H)	Bldg D Room 36, Bldg O Room 1 & Bldg P Room 13 - Door doesn't close properly; Bldg M Room 47 - Broken window

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

Rating Description

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

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 2016.

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			
	13-14	14-15	15-16
# of Students Suspended	HHS		
	119	121	218
# of Students Expelled	OUHSD		
	9	5	15
# of Students Suspended	California		
	832	923	1613
# of Students Expelled	California		
	54	73	89
# of Students Suspended	California		
	279383	243603	
# of Students Expelled	California		
	6611	5692	

Chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.

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 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Teaching Load Distribution Departmentalized Instruction				
Subject	2013-14			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	26.0	23	21	37
Mathematics	28.0	16	14	35
Science	27.0	16	9	33
Social Science	23.0	31	11	37
Subject	2014-15			
	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
Subject	2015-16			
	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

**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, 2014-15 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			
	HHS		
	12-13	13-14	14-15
Dropout Rate	17.5%	21.5%	13.3%
Graduation Rate	73.3%	71.9%	78.9%
	OUHSD		
	12-13	13-14	14-15
Dropout Rate	14.8%	10.9%	9.4%
Graduation Rate	77.5%	78.3%	82.1%
	California		
	12-13	13-14	14-15
Dropout Rate	11.4%	11.5%	10.7%
Graduation Rate	80.4%	81.0%	82.3%

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 for the Graduating Class of 2015			
Group	HHS	OUHSD	State
All Students	78.9%	81.79%	85.66%
African-Amer.	75.0%	100.00%	76.88%
Amer. Indian or Alaskan Native	0.0%	45.45%	74.87%
Asian	75.0%	94.79%	92.78%
Filipino	94.1%	92.51%	96.80%
Hisp. or Latino	78.0%	79.06%	84.49%
Pacific Islander	100.00%	166.67%	84.88%
Caucasian	84.2%	85.04%	87.23%
Multi-Racial	100.0%	112.20%	91.36%
English Learners	95.0%	45.55%	50.90%
Economically Disadvantaged	45.0%	78.82%	76.61%
Students with Disabilities	93.0%	53.23%	68.38%
Foster Youth	-	-	-

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 2015-16 school year, Hueneme High School held staff development training devoted to:

- AVID Strategies (Cornell Notes)
- Common Core
- Data Chats
- English Language Learner Strategies
- Research Based Instructional Strategies
- Positive Behavior Intervention and Support
- Technology
- 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 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 2015-16 school year, Hueneme High School's teachers attended the following events hosted by the Oxnard Union High School District:

- SHMOOP
- Job Alike Professional Learning Communities
- ELA/ELD Frameworks
- Next Generation Science Standards
- Blackboard Connect
- SOAR Review with APEX
- CPM Integrated Math 2/2H 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		
2013-14	2014-15	2015-16
0	0	0

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 07, 2016, 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 #16-30 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 SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2016-17 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	National Geographic / Hampton Brown, <i>EDGE</i>	0 %
2007	Pearson Prentice Hall, <i>Timeless Voices, Timeless Themes</i>	0 %
2007	SRA/McGraw-Hill, <i>Reach</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 CSU website at www.calstate.edu/admission/.

Courses for UC/CSU Admission	
	%
2015-16 Students enrolled in courses required for UC/CSU admission	94.4
2014-15 Graduates who completed all courses required for UC/CSU admission	19.7

Advanced Placement

In 2015-16, 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.

Advanced Placement Courses Offered & Student Participation 2015-16		
	No. of Courses Offered	% of Students in AP Courses
Computer Science	0	N/A
English	5	N/A
Fine and Performing Arts	0	N/A
Foreign Language	6	N/A
Mathematics	2	N/A
Science	4	N/A
Social Science	3	N/A
All Courses	20	0.7

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

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 2015-16 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 2015-16 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) 2015-16		
	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: 1:424

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 2015-16 school year, Hueneme High School had 85 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2015-16		
	Taught by NCLB-Compliant Teachers	Taught by non- NCLB- Compliant Teachers
Hueneme High School	97.0 %	3.0 %
District Totals		
All Schools	96.0 %	4.0 %
High-Poverty	95.0 %	5.0 %
Low-Poverty	99.0 %	1.0 %

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.

Teacher Credentials & Assignments				
	HHS			OUHSD
	14-15	15-16	16-17	16-17
Total Teachers	81	84	94	690
Teachers with full credentials	80	80	93	679
Teachers without full credentials	1	4	1	11
Teachers teaching outside subject area of competence (with full credential)	0	15	11	84
Teacher misassignments for English learners	0	0	0	0
Total teacher misassignments	0	0	2	5
Vacant teacher positions	1	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: 2014-15 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2014-15		
	OUHSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$46,978	\$46,184
Mid-Range Teacher Salary	\$84,327	\$75,179
Highest Teacher Salary	\$91,322	\$96,169
Superintendent Salary	\$203,392	\$217,637
Average Principal Salaries:		
High School	\$135,387	\$137,939
Percentage of Budget:		
Teacher Salaries	36%	35%
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 2014-15 school year, Oxnard Union High School District spent an average of \$9,662 of total general funds to educate each student (based on 2014-15 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 2014-15 school year, the district received categorical, special education, and support programs funds for:

- Adult Education
- Agricultural Career Technical Education Incentive
- California Career Pathways Trust
- California Clean Energy Jobs Act
- CA Partnership Academies: Green & Clean Academies
- Department of Rehabilitation
- Education Protection Account
- Governor's CTE Initiative: CA Partnership Academies
- Linked Learning Pilot Program
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Ongoing and Major Maintenance Account
- Other Federal Funds
- Partnership Academies Program
- Safe & Supportive Schools Programmatic Intervention
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Title I
- Title II
- Title III
- Vocational Programs

Expense of Education Per Pupil 2014-15					
	Dollars Spent per Student				
	HHS	OUHSD	% Diff. School & Dist.	State Avg.,	% Diff. School & State
				Dist. Same Size & Type	
ADA*	1845	N/A	N/A	N/A	N/A
Total**	\$8,034	N/A	N/A	N/A	N/A
Restr.†	\$1,935	N/A	N/A	N/A	N/A
Unrestr.††	\$6,098	\$5,882	103.68	\$5,677	107.42
Avg. Teacher Salary	\$76,061	\$78,948	96.34	\$77,824	97.73

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

* Average Daily Attendance

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, enrollment, and staffing.

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 2016. Data to prepare the school facilities section were acquired in December 2016.