JULIEN HATHAWAY ELEMENTARY SCHOOL
School Accountability Report Card
Reported Using Data from the 2016-17 School Year
Published During 2017-18

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	JULIEN HATHAWAY ELEMENTARY SCHOOL
Street	405 East Dollie Street
City, State, Zip	Oxnard, CA 93033
Phone Number	(805) 488-2217
Principal	Felicitas Perez
E-mail Address	fperez@hueneme.org
Web Site	http://www.huensd.k12.ca.us/Domain/162
CDS Code	56-72462-6055081

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

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

Hathaway is a neighborhood school that has been part of the Hueneme Elementary School District since 1962. Our diverse student population consists of approximately 583 students in kindergarten through fifth grade. We qualify for school wide Title I funding through the Consolidated Application. We currently serve English Learners, Gifted and Talented, Migrant, Emergency Immigrant, and Special Education students.

Our school mission is to provide a quality education by ensuring that each student is known and appreciated as an individual. Within a safe and orderly environment, students will be encouraged to strive for high levels of academic achievement and become productive members of our culturally diverse community.

To achieve our school mission and to meet accountability targets, we have implemented the following goals:

- Every child will be a proficient and independent reader by the end of third grade.
- English Learners will be equipped with the English language skills needed for academic success through daily English Language Development.
- Every child will meet mathematics and language arts grade-level standards.
- Integrate technology to enhance standards-based instruction.
- Provide early intervention for students who have not mastered grade-level standards which include in-class modifications, after-school academic programs and summer school.
- Provide sustained professional development and coaching focused on teaching and learning and core academic subjects. Training is aligned with the state curriculum frameworks and district-adopted standards.
- Provide parents with information and feedback on their child's academic progress and activities and encourage parents to become involved in the school's activities.

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

Grade Level	Number of Students
Kindergarten	83
Grade 1	97
Grade 2	94
Grade 3	93
Grade 4	100
Grade 5	116
Total Enrollment	583

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0
Asian	0.2
Filipino	5
Hispanic or Latino	92.6
Native Hawaiian or Pacific Islander	0
White	0.7
Two or More Races	0.7
Socioeconomically Disadvantaged	95.2
English Learners	67.8
Students with Disabilities	7.5
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	30	29	26	364
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	8

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: September 2017

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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 McGraw-Hill School Education, Reading Wonders, 2017 6-8 Holt, Language Arts, 2003	Yes	0
Mathematics	K-5 enVisionMATH Common Core, 2015, Pearson Education, Inc. 6-8 McGraw-Hill, California Math Courses 1-3, 2015	Yes	0
Science	K-5 Houghton Mifflin, Science, 2007 6-8 McDougal Littell, Focus on Earth Science; Focus on Life Science; Focus on Physical Science; 2007	Yes	0
History-Social Science	K-5 Houghton Mifflin, History Social Science, 2007 6-8 McDougal Littell, World History: Ancient Civilizations; Medieval & Early Modern Times; Creating America: Beginnings through World War I, 2006	Yes	0
Visual and Performing Arts	Pearson Scott Foresman, Scott Foresman Art, California Edition, 2004 Pearson Scott Foresman, Silver Burdett Making Music, California Edition, 2008	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Julien G. Hathaway School was opened in 1962 as the ninth school in the Hueneme Elementary School District. It was one of the district's first schools to be modernized in the late 1990s during which many upgrades were made, including networked computers in all rooms and offices, a state-of-the-art computer lab, and attractive and comfortable classroom interiors. There are 34 classrooms at Hathaway, including 11 portable buildings that were needed due to class size reduction guidelines and a growing student population.

Our day and two night custodians clean classrooms on a daily basis. Routine maintenance is also done daily. The condition of our restrooms, floors, walls, roof, plumbing and electrical systems is consistently maintained and upgraded as needed. Litter and graffiti are dealt with immediately with the help of students, the custodians, and the groundskeeper. Together, school and district personnel work to ensure that the facility is maintained in a manner that ensures it is clean, safe and functional as determined pursuant to an interim evaluation instrument developed by the State of California Office of Public School Construction.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

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

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 08/21/2017				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	21	19	30	28	48	48
Mathematics (grades 3-8 and 11)	13	14	19	20	36	37

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	311	307	98.71	18.89
Male	156	154	98.72	12.99
Female	155	153	98.71	24.84
Black or African American	--	--	--	--
Filipino	18	18	100	55.56
Hispanic or Latino	288	285	98.96	16.84
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	295	291	98.64	17.18
English Learners	260	256	98.46	17.97
Students with Disabilities	40	40	100	7.5
Students Receiving Migrant Education Services	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	311	311	100	14.47
Male	156	156	100	12.18
Female	155	155	100	16.77
Black or African American	--	--	--	--
Filipino	18	18	100	33.33
Hispanic or Latino	288	288	100	13.54
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	295	295	100	12.88
English Learners	260	260	100	12.69
Students with Disabilities	40	40	100	7.5
Students Receiving Migrant Education Services	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.
-Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
-Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	26	13	42	40	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.
-Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
-Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	27.6	24.1	7.8

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Contacts: Felicitas Perez, Principal —or— Gabriela Silva, PTA President
Phone Number: (805) 488-2217 ext. 1899

At Hathaway School, we work under the philosophy that the parent is the child's first teacher. Therefore, opportunities for parental involvement are varied and ongoing. Parents are encouraged to be in the classroom assisting the teacher and the students during daily lessons. Parent helpers assist with teacher preparation and in the library. The PTA invites parents to become involved through fundraising efforts, enrichment activities for the students and family/community/school evening events.

Parents at Hathaway are also involved as school leaders. We have an active School Site Council and English Language Advisory Committee with strong parental representation. Parents are curricular leaders at home by supporting their children's academic development and being involved in home/school connection programs.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.7	0.6	2.6	2.0	1.6	3.4	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Date of Last Review/Update: March 2, 2017
Date Last Discussed with Staff: March 27, 2017

The Hueneme Board of Education has directed that schools be prepared for any actual or anticipated disaster. Hathaway School has a Comprehensive School Site Safety Plan (available in the school office) which meets district and state requirements. Monitored and reviewed annually by the School Safety Committee comprised of administrators, teachers, parents and students, the plan outlines rules and procedures governing safety issues at the school. The safety plan includes disaster procedures, procedures for safe entry and exit of students, procedures for serious disciplinary problems, a sexual harassment policy, child abuse reporting procedures, school dress codes, and school discipline policies. Safety procedures and elements of the Comprehensive School Safety Plan are reviewed with school staff at the start of each school year.

Other factors promoting school safety include regular fire and earthquake drills, campus supervision, many CPR-certified staff members, and a well-planned communication system. Classrooms are equipped with first aid kits and fire extinguishers. We strive to maintain a safe and orderly school campus that supports a strong academic climate.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2004-2005	2004-2005
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	10
Percent of Schools Currently in Program Improvement	N/A	100

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21		5		25		4		21	1	3	
1	20	3	1		22		3		24		3	
2	21		5		25		4		24		4	
3	20	6			27		4	1	29		3	1
4	25		3		28		4		29		3	
5	23	1	5		25	1	3		26	1	4	
Other	20	1										

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

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.75	N/A
Psychologist	0.5	N/A
Social Worker	0	N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	0	N/A
Other	2	N/A

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

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

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$9,611	$2,073	$7,539	$90,979
District	N/A	N/A	$7,069	$87,355
Percent Difference: School Site and District	N/A	N/A	6.6	4.1
State	N/A	N/A	$6,574	$78,363
Percent Difference: School Site and State	N/A	N/A	14.7	16.1

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

Types of Services Funded (Fiscal Year 2016-17)

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

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

Teacher and Administrative Salaries (Fiscal Year 2015-16)

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

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

Professional Development (Most Recent Three Years)

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

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

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

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

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