

FRED L. WILLIAMS ELEMENTARY SCHOOL
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	FRED L. WILLIAMS ELEMENTARY SCHOOL
Street	4300 Anchorage Street
City, State, Zip	Oxnard, CA 93033
Phone Number	(805) 488-3541
Principal	Maria S. Granado
Email Address	mgranado@hueneme.org
Website	http://williams.hueneme.org/
County-District-School (CDS) Code	56-72462-6055057

Entity	Contact Information
District Name	HUENEME ELEMENTARY SCHOOL DISTRICT
Phone Number	(805) 488-3588
Superintendent	Dr. Christine Walker
Email Address	cwalker@hueneme.org
Website	www.hueneme.org

School Description and Mission Statement (School Year 2019-20)

School Profile: Fred L. Williams Elementary School is a neighborhood school that has been a part of the Hueneme Elementary School District since September 11, 1967. We recently celebrated our 50th Anniversary. As of December 2019, our diverse student population is composed of approximately 640 students. We qualify for Title I funding through the Consolidated Application with a socio-economically disadvantaged (SED) percentage of 87.3% (based on 2018-19 CDE Data Quest information). Based on the number of students who qualified to participate in our free and reduced lunch program, we qualify under Provision 2 which allows for 100% free and reduced lunch eligibility. Our student demographics include the following for the 2018-19 school year: 84% Hispanic or Latino, 8% Filipino, 1% African American, 2% White and 5% Mixed Race. We have approximately 53% English Learners, and 14% who were Reclassified as Fluent English Proficient. We are less than 1% Migrant & Title III Eligible Immigrants, about 9% Special Ed and approximately 4% Gifted and Talented. Our teachers are all highly qualified and we are fortunate to have two additional support teachers. Our English Language Learner Support Teacher serves our English learner students and teachers. Our Academic Intervention Teacher supports struggling readers in the primary grades (her main focus is 1st grade). We also have a full-time counselor to support students with their social-emotional and academic needs. Our school nurse is shared with other schools but we have a Health Clerk who supports students daily for 3.5 hours during our peak hours around mid-day. Our administrators include the school principal and assistant principal, who takes on a lot of the disciplinary and behavior management which allows the school principal to spend 50% of the time in classrooms.

All of our Hueneme School District schools embrace the vision of "Inspiring and empowering all students to thrive every day." The mission statement for our Williams wildcats is "We Intend to be Lifelong Learners Inspiring Achieving and Modeling Success." (WILLIAMS) Our motto for success is "Expect the Best! Achieve Success!" Prior to the launch of the school year, our collaborative leadership team met to discuss our focus on school connectedness, parent engagement and school culture. Based on the results of the California Health Kids Survey, improving school connectedness was a high area of need for our school. In order to improve in the area of school connectedness and as part of our focus to further support students with their social-emotional well being, we divided our efforts into student school connectedness, parent engagement and school culture. Student school connectedness is being addressed through Student Council, our Second Step social-emotional curriculum across the grade levels, Circle of Friends social skills group, school assemblies focused on connecting with school and each other, and additional opportunities such as our student video bulletin which allows for students to have their voices heard. We have created more opportunities for our parents to become involved through our Cafecito con las Directoras meetings, parent surveys, successful PTA membership campaign, an increase in the opportunities for parents to become involved in school events and improved public relations with our school community. Finally, we've created opportunities to work on improving our school culture as we collaborate with our staff groups, parent groups and student groups.

We have reflected, discussed and planned program goals to address our academic needs as well. Reading continues to be an area of need for our students. Our CAASPP results and updated CA Dashboard data have been shared with our stakeholders. In order to improve in the area of reading, an AR committee was formed to overhaul our Accelerated Reader (AR) program. The Transitional Kindergarten (TK) program has offered an extended day schedule which has benefited students greatly. All of our extended day kindergarten classes are offering after school reading intervention classes to their struggling students. First graders are receiving support from our Academic Intervention Teacher who is working with small reading groups during the instructional day. Grade levels are being trained every year on Daily 5/CAFE reading management systems and strategies. Our after school Fountas & Pinnell reading intervention groups are supporting struggling second grade readers. During the 2019-20 school year, a half-time Reading intervention teacher was added to support struggling third grade readers during the instructional day. We are motivated to work with all of our Williams partners and look forward to new ways to supplement our reading curriculum with fresh ideas to support all readers.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	123
Grade 1	106
Grade 2	101
Grade 3	104
Grade 4	99
Grade 5	82
Total Enrollment	615

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.5
Asian	0.7
Filipino	7.6
Hispanic or Latino	84.2
White	1.5
Two or More Races	5.5
Socioeconomically Disadvantaged	87.3
English Learners	53.2
Students with Disabilities	9.1
Homeless	

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	28	28	28	360
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	7

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: September 2019

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. We have no students in this district who lack their own assigned textbooks and instructional materials. With the adoption of the California Common Core Standards, teachers are pulling in resources from several sources that include (but are not limited to) integrated unit curriculum and authentic assessments developed in collaboration with the Ventura County Office of Education (VCOE), Next Generation Science Standards (NGSS), Mystery Science, Scholastic News, non-fiction literature, designated and integrated English Language Development (ELD) materials and other on-line resources. We are continuing to implement our adopted ELA/ELD curriculum through McGrawHill (CA Wonders). We are also continuing to implement the Lucy Calkins Writer's Workshop as part of our ELA writing block.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 McGraw-Hill School Education, Reading Wonders, 2017 6-8 Houghton Mifflin Harcourt, California Collections 2017	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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	K-5 Houghton Mifflin, History Social Science, 2007 6-8 Teachers Curriculum Institute (TCI), History Alive!, 2017	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)

Williams School underwent landscaping and remodeling projects during the summer of 2019. The landscaping surrounding the office and cafeteria was addressed through the collaboration of our grounds team and our assistant principal. The focus was on improving the curb appeal and making our campus more welcoming to our community. In addition, our PTA also donated items to improve our blacktop and reading garden areas. We continue to work with our custodian team to maintain our facilities to a high standard. We have found the support of our half-time night custodian very beneficial in maintaining the upkeep of our classrooms and school campus. A custodian is available for emergency repairs and clean-up during the day and after school. Although our buildings are about 50 years old, their appearance is clean, neat and orderly. Every effort is made to remove graffiti and make repairs as they come up. Our school is inspected regularly for safety hazards and cleanliness. Together, school and district personnel work to ensure that our facilities are maintained in a manner that assures function, cleanliness and safety. Our most recent FIT report indicated only minor repairs, all of which were addressed and taken care of by our maintenance department.

Williams School is a closed campus. The safety and welfare of students is a primary focus. Parents and visitors sign in at the office and are given an identification lanyard to wear while they are visiting our campus. Gates are secured around the school perimeter during the school day to limit unauthorized access. The security of our front entrance has been addressed through the installation of a controlled entry gate that ensures that all foot traffic must filter through the front office. This security project was completed in the summer of 2019. A locked gate around the kindergarten area helps ensure a safe environment even though they are offset from the main campus. Students are supervised before school, during recess, lunch and after school by campus assistants and supported by school administrators. Great care is taken in the release of students who are picked up early. Procedures are set to only allow adults authorized in writing by the parent or guardian. Kindergarten has a daily sign-in and sign-out procedure in place. Regular fire and earthquake drills are conducted. Lock-down drills are coordinated with the Oxnard Police Department each trimester. Active shooter trainings are scheduled for staff annually as well. Our telephone systems have been upgraded to a VoIP network based system. Although each classroom has a telephone, phone calls and interruptions during instruction are limited to the windows of time near our transition times. Parents who drop off items of clothing, lunches and homework are assisted at the front office. Students are expected to check for their belongings during recess or at lunch. In order to improve safety and communication, we have equipped our grade level TK-third grade teams with school radios. Our plan is to equip our fourth and fifth grade teams by the end of 2020.

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

Year and month of the most recent FIT report: September 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Sites asked to ensure that all electrical panels are not covered by posters, construction paper, cabinets, etc.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	36	30	28	29	50	50
Mathematics (grades 3-8 and 11)	21	21	18	18	38	39

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.

Note: ELA and 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	285	282	98.95	1.05	30.00
Male	151	151	100.00	0.00	26.67
Female	134	131	97.76	2.24	33.85
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	23	23	100.00	0.00	56.52
Hispanic or Latino	236	233	98.73	1.27	26.84
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	21	21	100.00	0.00	42.86
Socioeconomically Disadvantaged	255	252	98.82	1.18	28.00
English Learners	208	205	98.56	1.44	23.15
Students with Disabilities	27	27	100.00	0.00	14.81
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth					
Homeless	--	--	--	--	--

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	286	285	99.65	0.35	21.05
Male	152	152	100.00	0.00	24.34
Female	134	133	99.25	0.75	17.29
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	23	23	100.00	0.00	43.48
Hispanic or Latino	237	236	99.58	0.42	17.37
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	21	21	100.00	0.00	42.86
Socioeconomically Disadvantaged	256	255	99.61	0.39	18.43
English Learners	209	208	99.52	0.48	13.46
Students with Disabilities	27	27	100.00	0.00	11.11
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

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

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

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

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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	15.0	10.0	15.0

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

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 school site.

Opportunities for Parental Involvement (School Year 2019-20)

We believe that parents are partners in their children's learning. We strive to communicate with and involve parents in school activities and opportunities for learning. Our School Site Council (SSC) and the English Learner Advisory Council (ELAC) provide opportunities for parents to give input into critical decisions that affect the education of their children. Parent workshops around curriculum, homework, common core, parenting skills and English language development are offered throughout the year. The committee representatives listed below can be reached at 805-488-3541 for more information:

- English Learner Advisory Council (ELAC): Alba Barralaga, parent
- PTA President : Nikki Quemuel, parent
- School Site Council (SSC) Chair: Ana Gonzalez, teacher
- GATE (Gifted and Talented Education) Program Chair: Vincent Gomez, teacher
- After School Coordinator: Sergio Moreno, ASES site coordinator
- City Corps Site Coordinator: Sahara Quintero, City Corps lead
- Student Study Team (SST) Chair: Cristy Burke, assistant principal
- Parent Education Coordinator: Laura Hernandez, counselor

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.3	0.1	0.0	3.4	1.6	1.7	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Date of Last Review/Update: January 23, 2019

Date Last Discussed with Staff: December 16, 2019

The emphasis is to provide a safe learning environment for students and staff at Williams Elementary School. To help achieve the goals of our School Safety Plan, Williams is utilizing the updated Second Step curriculum designed to teach students decision-making skills and to reinforce positive social interactions in grades kindergarten through fifth grade. The updated program is being implemented school-wide with school counselor assistance and modeling provided, as needed. This year, we continue employing our Character Counts program through which our students are guided toward the six pillars of good character which focus on the traits of trustworthiness, respect, responsibility, fairness, caring and citizenship (TRRFCC). We focus on a new trait each month coordinates with a specific color that is associated with spirit Fridays. Refresher CHAMPS courses have been offered to both certificated and classified during the 2019-20 school year. CHAMPS continues to focus on a proactive and positive approach to classroom management which also helps guide students to become better citizens.

The School Safety Plan was last reviewed, updated and/or discussed with staff on December 16, 2019. We will be finalizing updates to our School Safety Plan with input from the School Site Council (SSC), Parent Teacher Association (PTA) and school teams. Our plan will be focusing on improved internal security procedures, student drop-off/pick-up and safe ingress and egress for students before and after school. As a result of our California Healthy Kids Survey (CHKS) results, we are continuously searching for activities and programs to strengthen school connectedness and strengthening communication between home and school.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	39		1	2	25	1	4		21	1	5	
1	24		4		25		4		26		4	
2	23		5		26		4		25		4	
3	22	1	3		22	1	4		21	2	3	
4	25	1	4		30		3		25		4	
5	28		3		31		4		27		3	
Other**					8	1						

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

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	615.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	

Title	Number of FTE* Assigned to School
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	1.0

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,483	\$1,929	\$8,554	\$109,331
District	N/A	N/A	\$8,797	\$92,783.00
Percent Difference - School Site and District	N/A	N/A	-2.8	16.4
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	13.0	27.8

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

In the 2018-19 school year, the Hueneme Elementary School District spent an average of \$10,772 to educate each student, excluding food services:

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

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,260	\$45,741
Mid-Range Teacher Salary	\$84,265	\$81,840
Highest Teacher Salary	\$110,583	\$102,065
Average Principal Salary (Elementary)	\$129,087	\$129,221
Average Principal Salary (Middle)	\$138,051	\$132,874

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$213,278	\$224,581
Percent of Budget for Teacher Salaries	39%	36%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

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 the negotiated hourly rate is offered for attendance.

During the school year, teachers are supported by classroom observations, staff meetings, and grade-level/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 assessment. A Student Progress Report aligned to the California Common Core State Standards is sent to parents at the end of each trimester.