

E.O. GREEN JUNIOR HIGH SCHOOL

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 School Contact Information

School Name	E.O. GREEN JUNIOR HIGH SCHOOL
Street	3739 South C Street
City, State, Zip	Oxnard, CA 93033
Phone Number	(805) 986-8750
Principal	Irma Melgoza-Vasquez
Email Address	imelgoza@hueneme.org
School Website	http://green.hueneme.org
County-District-School (CDS) Code	56-72462-6055040

2022-23 District Contact Information

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

2022-23 School Overview

E.O. Green Junior High School was established in 1960 in the city of Oxnard, California. Approximately 1070 students are enrolled in grades sixth through eighth. Approximately 22.9% (338) of those students are English language learners and approximately 77.5% (963) are socioeconomically disadvantaged and participate in our free and reduced lunch program.

E.O. Green's mission is to create a student-centered learning environment that will promote lifelong learning, positive self-concepts, and collaborative relationships while preparing students for productive and successful college/career-readiness and citizenship in our society. Our school is dedicated to our motto, "Everyone at E.O. Green is treated with dignity and respect." We strive to provide a safe, supportive environment for students, staff and community members, and promote a positive partnership between home, school and community. We believe strongly in the Hueneme Elementary School District Mission and Vision, and focus on "inspiring and empowering all students to thrive every day".

Our excellent teaching and support staff is committed to providing a positive climate for learning in which all students can reach their full potential in academics, attitudes, athletics, and the arts. We strive to facilitate successful student transitions from the self-contained classroom of our district's elementary schools to our departmentalized instructional program. We incorporate technology into student learning, and are always in pursuit of excellence in our implementation of the California Common Core State Standards. Student achievement data is collected and analyzed to determine areas of student success and areas for instructional improvement. Academically at-risk students are identified early and provided with targeted, differentiated interventions. Our goal is to provide a school community in which every child is provided with the skills and tools needed to succeed in high school, and ultimately, for college and career-readiness.

About this School

2021-22 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	330
Grade 7	346
Grade 8	390
Total Enrollment	1,066

2021-22 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	51.4
Male	48.6
American Indian or Alaska Native	0.5
Asian	0.8
Black or African American	1.0
Filipino	1.8
Hispanic or Latino	84.7
Native Hawaiian or Pacific Islander	0.4
Two or More Races	1.9
White	8.9
English Learners	22.1
Foster Youth	0.0
Homeless	6.5
Migrant	0.8
Socioeconomically Disadvantaged	78.1
Students with Disabilities	11.3



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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	59.70	88.28	321.20	95.16	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.90	1.46	0.90	0.29	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.90	4.42	3.10	0.94	12115.80	4.41
Unknown	3.90	5.81	12.10	3.59	18854.30	6.86
Total Teaching Positions	67.60	100.00	337.60	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	47.10	86.83	347.70	94.24	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	1.84	2.00	0.54	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	1.84	4.00	1.08	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	1.84	3.70	1.02	11953.10	4.28
Unknown	4.10	7.65	11.40	3.11	15831.90	5.67
Total Teaching Positions	54.20	100.00	369.00	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.90	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.90	1.00

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.90	0.00
Local Assignment Options	1.90	1.00
Total Out-of-Field Teachers	2.90	1.00

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.80	3.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.30	2.70

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected

September 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	6-8 Houghton Mifflin Harcourt, California Collections, 2017	Yes	0
Mathematics	6-8 McGraw-Hill, California Math Courses 1-3, 2015	Yes	0

Science	6-8 Activate Learning, IQWST California Integrated Edition, 2018	Yes	0
History-Social Science	6-8 Teaches Curriculum Institute (TCI), History Alive!, 2017	Yes	0
Foreign Language	7-8 Holt, Ven conmigo, 2003	Yes	0

School Facility Conditions and Planned Improvements

E.O. Green is one of two junior high schools in the Hueneme Elementary School District. Green promotes a safe, clean environment for students, staff, volunteers, and others. Our custodial team takes pride in maintaining clean and attractive facilities. The district administers a scheduled maintenance program to ensure that all classrooms are well maintained and to provide a pleasant learning environment. Together, school and district personnel work to ensure that the facility is clean, safe, and functional as determined by an interim evaluation instrument developed by the State of California Office of Public School Construction.

Safety of students and staff is a primary concern. Adult supervision is provided in the classrooms and outside areas before and after school, and during nutrition, lunch and passing times. Restrooms are supervised throughout the day. School administrators supervise entrance and exit points of the campus, along with campus assistants. In order to limit unauthorized access to our campus, gates are locked each morning when instruction begins, including the new security gate that directs all traffic during the school day through the school office. All visitors are required to sign in at the office and must wear a visitor identification badge. Teachers, classified staff and after school staff/coaches are on duty daily to supervise after-school tutorials, enrichment classes, and recreational activities.

Year and month of the most recent FIT report

10/04/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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 Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	25	N/A	24	N/A	47
Mathematics (grades 3-8 and 11)	N/A	12	N/A	13	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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 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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1082	1068	98.71	1.29	25.28
Female	551	543	98.55	1.45	29.47
Male	531	525	98.87	1.13	20.95
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	12	12	100.00	0.00	41.67
Filipino	20	19	95.00	5.00	42.11
Hispanic or Latino	922	912	98.92	1.08	23.46
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	21	20	95.24	4.76	50.00
White	90	88	97.78	2.22	32.95
English Learners	207	201	97.10	2.90	1.99
Foster Youth	--	--	--	--	--
Homeless	84	83	98.81	1.19	20.48
Military	59	57	96.61	3.39	42.11
Socioeconomically Disadvantaged	849	840	98.94	1.06	21.19
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	125	123	98.40	1.60	6.50

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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 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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1082	1072	99.08	0.92	11.94
Female	551	545	98.91	1.09	11.56
Male	531	527	99.25	0.75	12.33
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	12	12	100.00	0.00	25.00
Filipino	20	20	100.00	0.00	25.00
Hispanic or Latino	922	915	99.24	0.76	10.27
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	21	20	95.24	4.76	20.00
White	90	88	97.78	2.22	18.18
English Learners	207	205	99.03	0.97	0.49
Foster Youth	--	--	--	--	--
Homeless	84	84	100.00	0.00	7.14
Military	59	57	96.61	3.39	22.81
Socioeconomically Disadvantaged	849	844	99.41	0.59	9.12
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	125	123	98.40	1.60	3.25

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	13.92	NT	13.86	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	394	388	98.48	1.52	13.92
Female	210	206	98.1	1.9	13.11
Male	184	182	98.91	1.09	14.84
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	11	11	100	0	18.18
Hispanic or Latino	310	306	98.71	1.29	14.05
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	51	49	96.08	3.92	12.24
English Learners	59	57	96.61	3.39	0
Foster Youth	0	0	0	0	0
Homeless	26	26	100	0	11.54
Military	23	22	95.65	4.35	31.82
Socioeconomically Disadvantaged	305	302	99.02	0.98	12.25
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	36	35	97.22	2.78	2.86

B. Pupil Outcomes

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 area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	98%	99%	99%	99%	99%

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Strong partnerships with our parents and community are critical to the accomplishment of academic, social/emotional and behavioral excellence at E.O. Green Junior High School. Opportunities for parent involvement include:

- Parent and military volunteers for classroom presentations, Military Kids Club, sports, library, campus supervision and classroom assistance
- Parent-Teacher-Student Association (PTSA) currently transitioning cabinet positions/roles
- "Coffee with the Principal"/"Café con la Directora" (Parent Engagement Meetings)" monthly, ongoing
- Triple P Parenting Classes, Parent Academy classes, Parent Project, and Parent Education nights, Strong Workforce Program parent meetings
- School Site Council (SSC) and English Learners Advisory Committee (ELAC)
- Social Emotional Learning parent monthly meetings.
- Achieving Via Individual Determination (AVID) Program, various academic and service learning clubs (CJSF, ASB, GSA, Renaissance), and after-school sports teams that stress good sportsmanship and academic success, where parent involvement is welcome
- At-Risk Tutoring Program, Drop-in Homework Clinic, ASES after-school program and other volunteer opportunities such as Portfolio Fair and Career Days.
- Student Of the Trimester Parent/Student Meetings
- Parent Engagement Night: Academic Success at Green
- Parent Engagement Night: Student Engagement at Green (Clubs & Sports) / Fall Celebration: Student Reclassification
- Grad Nation: Preparing for Parent Conferences / Financial Aid Resources for Parents / College & Career Readiness Presentation / Transition to High School / Pandemic Stress & Impact on Students and Families
- TRIO Informational Night for Parents
- Logrando Bienestar Information Night for Parents
- WEB Where Everyone Belongs Parent Meeting
- Outdoor Camp Parent Meeting

2022-23 Opportunities for Parental Involvement

Please contact our counselors, Mrs. Alma Alvarez-Rice, Mrs. Banuelos, or Mrs. Castanon at 805-986-8750, if you are interested in parental involvement opportunities.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1154	1115	238	21.3
Female	585	570	135	23.7
Male	569	545	103	18.9
American Indian or Alaska Native	6	5	3	60.0
Asian	9	9	1	11.1
Black or African American	14	12	3	25.0
Filipino	20	20	4	20.0
Hispanic or Latino	977	945	200	21.2
Native Hawaiian or Pacific Islander	4	4	2	50.0
Two or More Races	24	22	2	9.1
White	100	98	23	23.5
English Learners	285	273	59	21.6
Foster Youth	3	2	0	0.0
Homeless	89	87	17	19.5
Socioeconomically Disadvantaged	908	879	198	22.5
Students Receiving Migrant Education Services	10	10	0	0.0
Students with Disabilities	140	136	34	25.0

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.09	0.77	2.45
Expulsions	0.15	0.02	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	3.47	0.00	1.65	0.20	3.17
Expulsions	0.00	0.00	0.00	0.01	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.47	0.00
Female	4.10	0.00
Male	2.81	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.89	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.00	0.00
English Learners	5.96	0.00
Foster Youth	0.00	0.00
Homeless	4.49	0.00
Socioeconomically Disadvantaged	3.85	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.00	0.00

2022-23 School Safety Plan

Date of Last Review with The Safety Committee Members/Update: October 10, 2022

Date Last Discussed with Staff, Leadership Team: October 17, 2022

The Hueneme Board of Education has directed that schools be prepared for any actual or anticipated disaster. E.O. Green Junior High School has a Comprehensive School Site Safety Plan (available in the school office) which meets district and state requirements. This plan is monitored and reviewed annually by the School Safety Committee and is shared with faculty at least once per year. Emergency drills are conducted with students and staff regularly: fire and earthquake drills are done on a trimester basis, and lockdown drills are done twice yearly in cooperation with Oxnard Police Department.

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 code, and school discipline policies. Safety procedures and elements of the Comprehensive School Safety Plan are reviewed by school staff at the start of each school year. Other methods of promoting school safety include campus supervision, many CPR-certified staff members, and a telephone and intercom 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, and utilize the C.H.A.M.P.S. (Conversation/Help/Activity/Movement/Participation/Successful Students) positive behavior system and a five-step discipline plan, along with behavioral interventions and restorative practices used to promote a safe campus.

Our safety plan was last reviewed and updated in October 2022. In our updated plan, we strengthened our procedures for safety during emergencies. We also provided teachers and students with information on the use of C.H.A.M.P.S. Positive Behavioral Support system, and on restorative practices.

Lockdowns Level 1 and 2:

Teachers should continue to emphasize procedures and protocols while practicing their active shooter drill actions.

If a location is impractical for a drill due to physical distancing requirements, teachers and staff will identify classroom locations where student should go and be protected in the event of an active shooter.

Fire Drills:

We will strategically and operationally conduct fire drills by providing explicit directions and procedural guidelines for students and staff to evacuate the building during the activity of the fire drill. This means sounding the alarm for all occupants to be familiar with the sound, silencing, and then beginning a slow and orderly evacuation. This will help occupants know what the fire alarm sounds like, practice their evacuation, and maintain physical distancing to adhere to safety/health expectations at all times.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	4	27	4
Mathematics	28	4	27	3
Science	29	5	13	10
Social Science	27	8	19	4

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	13	11	2
Mathematics	23	13	11	
Science	27	5	12	2
Social Science	23	10	12	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	10	26	
Mathematics	25	5	29	
Science	26	5	22	1
Social Science	23	14	18	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	355.33

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10,650.14	2,607.92	8,042.22	93,981
District	N/A	N/A	9,300.42	\$94,557
Percent Difference - School Site and District	N/A	N/A	-14.5	-0.6
State	N/A	N/A	\$6,594	\$87,271
Percent Difference - School Site and State	N/A	N/A	19.8	7.4

2021-22 Types of Services Funded

In the 2021-22 school year, the Hueneme Elementary School District spent an average of \$14,639.24 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$52,421	\$52,641
Mid-Range Teacher Salary	\$86,173	\$83,981
Highest Teacher Salary	\$113,086	\$107,522
Average Principal Salary (Elementary)	\$132,009	\$136,247
Average Principal Salary (Middle)	\$141,175	\$142,248
Average Principal Salary (High)		\$139,199
Superintendent Salary	\$224,216	\$242,166
Percent of Budget for Teacher Salaries	37%	34%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

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:

- Distance Learning
- English Language Arts / English Language Development
- Mathematics
- PBIS (Positive Behavioral Interventions and Supports)
- Social and Emotional Learning
- MTSS (Multi-Tiered System of Support)
- History/Social Science Adoption
- NGSS/Science Adoption
- Technology

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, student needs, and staff input.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3