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

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)

E.O. Green Junior High School was established in 1960 in the city of Oxnard, California. Approximately 1,313 grade 6 through 8 students are enrolled. Approximately 17.8% of those students are English language learners and approximately 86% participate in the 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 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 New California 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.

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

Grade Level	Number of Students
Grade 6	377
Grade 7	474
Grade 8	426
Total Enrollment	1,277

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.2
Asian	0.6
Filipino	1.8
Hispanic or Latino	86.6
Native Hawaiian or Pacific Islander	0.3
White	7
Two or More Races	2.3
Socioeconomically Disadvantaged	83.2
English Learners	16.8
Students with Disabilities	12.4
Foster Youth	0.3
Homeless	0.3

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	52	56	55	360
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	4	5	5	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 2018

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 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 enVision MATH Common Core, 2015, Pearson Education, Inc. 6-8 McGraw-Hill, California Math Courses 1-3, 2015	Yes	0
Science	K-5 Houghton Mifflin, History Social 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, Science, 2007 6-8 Teaches Curriculum Institute (TCI), History Alive!, 2017	Yes	0
Foreign Language	7-8 Holt, Ven conmigo, 2003	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)

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. 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.

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: 08/30/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
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)	26	28	28	29	50	50
Mathematics (grades 3-8 and 11)	15	14	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	1254	1239	98.80	1.20	28.09
Male	634	629	99.21	0.79	25.28
Female	620	610	98.39	1.61	30.98
Black or African American	12	12	100.00	0.00	16.67
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	20	20	100.00	0.00	50.00
Hispanic or Latino	1095	1081	98.72	1.28	25.25
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	86	85	98.84	1.16	47.06

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	29	29	100.00	0.00	62.07
Socioeconomically Disadvantaged	1047	1037	99.04	0.96	24.30
English Learners	560	556	99.29	0.71	13.13
Students with Disabilities	154	152	98.70	1.30	3.29
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	1254	1240	98.88	1.12	14.11
Male	634	629	99.21	0.79	16.69
Female	620	611	98.55	1.45	11.46
Black or African American	12	12	100.00	0.00	8.33
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	20	20	100.00	0.00	35.00
Hispanic or Latino	1095	1082	98.81	1.19	11.83
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	86	85	98.84	1.16	31.76
Two or More Races	29	29	100.00	0.00	31.03
Socioeconomically Disadvantaged	1047	1037	99.04	0.96	11.09
English Learners	560	556	99.29	0.71	2.70
Students with Disabilities	154	152	98.70	1.30	1.32
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
7	21.4	20.0	18.7

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)

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

- Parent and military volunteers for playground games, Military Kids Club, sports, library, campus supervision and classroom assistance
- Active Parent-Teacher-Student Association (PTSA), "Coffee with the Principal/Cafe con la directora" monthly, ongoing Triple P Parenting Classes, Parent Academy classes, and Parent Education nights
- School Site Council (SSC) and English Learners Advisory Committee (ELAC)
- 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

Please contact our counselors, Dr. Diane Gomez or Mrs. Alma Alvarez-Rice, at 805-986-8750, if you are interested in parental involvement opportunities. Our PTSA President, Mrs. Bobbie Zavala, accepts messages at this number as well.

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	9.3	4.6	3.9	3.4	1.6	1.7	3.6	3.5	3.5
Expulsions	0.2	0.0	0.1	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Date of Last Review/Update: October 15, 2019
Date Last Discussed with Staff: October 21, 2019

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, 2019. 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	28	6	20	5	31	2	15	12	28	4	24	6
Mathematics	28	2	28	4	30	1	23	11	30		30	4
Science	32	1	8	16	32	1	7	18	31	1	18	11
Social Science	30	2	12	8	31	3	10	14	28	3	21	7

*Number of classes indicates how many classrooms 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.

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

Title	Ratio
Academic Counselors*	638.5

*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)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.4
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	$9,696	$1,795	$7,901	$110,243
District	N/A	N/A	$8,797	$92,783.00
Percent Difference - School Site and District	N/A	N/A	-10.7	17.2
State	N/A	N/A	$7,506.64	$82,663.00
Percent Difference - School Site and State	N/A	N/A	5.1	28.6

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
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 New California State Standards in order to improve their skills in teaching and assessment of student learning. The primary focus areas are the instruction of grade-level content standards, intervention strategies for students who have not mastered standards, Designated ELD, Integrated ELD, and assessment of student progress to drive instruction. Additional support has been provided by site experts in these areas as well as well. Topics were chosen by analyzing data at the school and district level, in order to better provide for the needs of students and to support staff

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

- English Language Arts
- English Language Development
- Writing
- Mathematics
- Piloted Materials
- C.H.A.M.P.S. Program (Conversation, Help, Activity, Movement, Participation, Successful Students)
- Socio-emotional (e.g. Restorative Practices)

Counselors have been trained in a myriad of topics, including Restorative Justice and Suicide Prevention Training, among others.

Professional development is offered during the teaching day, on three student-free staff development days, during summer institutes, after school, and on weekends. Our school additionally has several early release days this year, to maximize training in ELD and other topics as needed. Substitute teachers are provided as needed. Conference attendance is also encouraged, and mentoring is available for teachers new to the profession.

During the school year, teachers are supported by classroom observations, staff meetings, and grade-level/content area collaboration, one-on-one and mentoring opportunities are available. 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 Common Core California State Standards is distributed to parents on a trimesterly basis, with progress report updates at mid-trimester.