

Hubbard Media Arts Academy

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Hubbard Media Arts Academy
Street	1680 Foley Avenue
City, State, Zip	San Jose CA, 95122
Phone Number	(408) 928-7700
Principal	Elizabeth Cord
E-mail Address	elizabeth.cord@arusd.org
Web Site	http://www.arusd.org/Domain/163
CDS Code	43-69369-6046270

District Contact Information	
District Name	Alum Rock Union Elementary School District
Phone Number	(408) 928-6800
Superintendent	Hilaria Bauer, Ph.D.
E-mail Address	hilaria.bauer@arUSD.org
Web Site	www.arUSD.org

School Description and Mission Statement (School Year 2016-17)

Hubbard is a school where every child's life is enriched. Our school strives to offer a number of opportunities for every kind of learner through experiences that happen in and outside the classroom. In the classroom, every child is taught using the most current, researched-based instructional materials with up-to-date instructional practices such as Explicit Direct Instruction, Specifically Designed Academic Instruction in English, English Language Development, Gradual Release, and Reciprocal Teaching and technology, including iReady, Accelerated Reader, Raz-Kids, Reading A-Z and StarFall.

Outside the classroom, Hubbard offers Math Masters Challenges, Spelling Bees, as well as language arts and math family nights to support learning. At Hubbard, encouraging literacy is our main goal. Every student is given an Accelerated Reader leveled reading book for his or her birthday. Along with this, reading for pleasure is encouraged and promoted through lunchtime reading and parent reading clubs.

Finally, to ensure all Hubbard students leave prepared to lead in a global society, our school employs the tenets of the Peace Builder program entwined with the goals of Positive Behavior Interventions and Supports (PBIS). Both of these programs mold our students to be leaders and to find purpose and goals in their learning and personal lives through taking on responsibilities, working cooperatively, sharing leadership, and positively impacting the world around us.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	98
Grade 1	72
Grade 2	89
Grade 3	73
Grade 4	99
Grade 5	94
Total Enrollment	525

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0
Asian	7
Filipino	2.3
Hispanic or Latino	87.4
Native Hawaiian or Pacific Islander	1.5
White	0
Two or More Races	0.2
Socioeconomically Disadvantaged	94.1
English Learners	63.4
Students with Disabilities	7.4
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	24	25	26	496
Without Full Credential	0	0	2	43
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	95.7	4.4
All Schools in District	86.3	13.7
High-Poverty Schools in District	86.3	13.7
Low-Poverty Schools in District	0.0	0.0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2017

The following are the most recent adoptions for Alum Rock Union Elementary School District:

- Benchmark Advance (ELA and ELD) 2016-Elementary/Engage NY 2016- Middle Schools
- EnVision Mathematics 2015-Elementary / CPM 2015- Middle Schools
- Scott Foresman Science 2006- Elementary/Glencoe Science 2006-Middle Schools
- Scott Foresman Social Studies 2007- Elementary /TCI Curriculum 2007- Middle School

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance (ELA and ELD) 2016- Elementary/Engage NY 2016- Middle Schools	Yes	0%
Mathematics	EnVision Mathematics 2015-Elementary / CPM 2015- Middle Schools	Yes	0%
Science	Scott Foresman Science 2006- Elementary/Glencoe Science 2006-Middle Schools	Yes	0%
History-Social Science	Scott Foresman Social Studies 2007- Elementary /TCI Curriculum 2007- Middle School	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The district makes every effort to ensure all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office and at the district office.

Hubbard School was built in 1961. School facilities were renovated according to the Field Act requirements of the State Building Code with a focus on earthquake safety. In the event that asbestos and lead containing building materials may be found, they are removed according to Environmental Protection Agency (EPA), State, and Local requirements. Deferred maintenance funds have been used to properly maintain and renovate district buildings. Needed repairs and maintenance projects are completed in a timely manner.

Whenever possible, school facilities are upgraded to support and maintain a safe, clean and secure campus. Sufficient classroom, office, library, playground, staff space, and restroom facilities are allocated to support stakeholders' needs and the instructional program. The Alum Rock School District maintenance staff, in conjunction with day and night custodians, ensure the school buildings and grounds are safe, clean, and in good repair. Rigorous daily custodial schedules ensure that classrooms, lavatories, serving kitchens, eating areas, offices, and playgrounds are clean for both student and staff use. Regular oversight by district maintenance crews ensures that grass and landscaped areas are well maintained, and that the school's building, grounds and play areas are safe for use.

Hubbard has a new administration building, built in 2009, and the old administration building was renovated into a modern school library. All the adult bathrooms and half of the student bathrooms were remodeled and conform to the Individuals with Disabilities Education Act requirements. The school cafeteria now has central air conditioning and the school public address system is updated with digital clocks and varying sound communication options to help in disasters and in reducing classroom disruptions.

Our new middle school wing is complete for 6th grade. We will be adding 7th and 8th grade classrooms in the near future. Our middle school wing has new student and teacher restrooms, which are compliant with Americans with Disabilities Act and the Individuals with Disabilities Education Act requirements.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2016				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	31	34	34	39	44	48
Mathematics	30	31	25	30	34	36

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	74	73	98.7	35.6
	4	99	98	99.0	23.5
	5	93	91	97.8	44.0
Male	3	39	38	97.4	34.2
	4	47	47	100.0	25.5
	5	48	46	95.8	39.1
Female	3	35	35	100.0	37.1
	4	52	51	98.1	21.6
	5	45	45	100.0	48.9
Black or African American	3	--	--	--	--
	4	--	--	--	--
Asian	3	--	--	--	--
	4	11	11	100.0	27.3
	5	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	64	63	98.4	31.8

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	81	80	98.8	23.8
	5	84	83	98.8	43.4
Native Hawaiian or Pacific Islander	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	66	66	100.0	30.3
	4	96	95	99.0	24.2
	5	88	86	97.7	44.2
English Learners	3	44	44	100.0	20.4
	4	51	50	98.0	8.0
	5	52	51	98.1	29.4
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	11	11	100.0	18.2
Students Receiving Migrant Education Services	4	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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 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.

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	74	74	100.0	43.2
	4	99	99	100.0	20.2
	5	93	92	98.9	33.7
Male	3	39	39	100.0	46.1
	4	47	47	100.0	27.7
	5	48	47	97.9	29.8
Female	3	35	35	100.0	40.0
	4	52	52	100.0	13.5

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	45	45	100.0	37.8
Black or African American	3	--	--	--	--
	4	--	--	--	--
Asian	3	--	--	--	--
	4	11	11	100.0	18.2
	5	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	64	64	100.0	40.6
	4	81	81	100.0	19.8
	5	84	83	98.8	31.3
Native Hawaiian or Pacific Islander	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	66	66	100.0	39.4
	4	96	96	100.0	19.8
	5	88	87	98.9	33.3
English Learners	3	44	44	100.0	34.1
	4	51	51	100.0	9.8
	5	52	51	98.1	27.4
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	11	11	100.0	9.1
Students Receiving Migrant Education Services	4	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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 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.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	59	70	65	52	47	49	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	93	92	98.9	65.2
Male	48	47	97.9	61.7
Female	45	45	100.0	68.9
Hispanic or Latino	84	83	98.8	66.3
Socioeconomically Disadvantaged	88	87	98.9	64.4
English Learners	52	51	98.1	56.9
Students with Disabilities	11	11	100.0	81.8

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	25.5	24.5	13.8

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

Hubbard values and includes all stakeholders in all facets of the educational process. To encourage parent participation, Hubbard maintains a system of two-way communication and employs a variety of ways to increase stakeholder communication. Parent and community participation is essential to student achievement. Hubbard School provides a number of parent and community involvement opportunities. All newsletters go home in English and Spanish. The school sends out regular newsletters that include school activities as well as student recognition. Along with the newsletter, the school sends out a monthly calendar of activities. This calendar highlights the activities of the given month as well as a detailed description on the back.

Parents are an instrumental part of each individual student's potential for academic success. Our school strictly enforces the district policy of 30 hours of parent volunteering. At Hubbard, we offer a variety of opportunities for parents to get involved in their children's education such as: Back-to-School Night, Open House, Parent Teacher Conferences, awards assemblies, grade level parent workshops, Cub Scouts, Girl Scouts, weekly Coffee with the Principal, English Learner Advisory Committee, Parent Teacher Association, and School Site Council meetings. Since ten of the thirty volunteer hours need to be in the classroom, Hubbard parents have additional choices to volunteer. In the classroom parents can build bi-cultural literacy through the Los Dichos program, read to students, help small student groups on projects, level books, or help teachers organize core materials. We also offer parent workshops, including Parent Institute for Quality Education (PIQE), Project Cornerstone, and English classes, in order to provide parents with resources, tools, and strategies to support their children at home and at school. Also, many teachers do home visits in order to help parents support their children at home.

For more information, please contact the principal, Elizabeth Cord, at 408-928-7700.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	0.0	0.0	2.3	3.2	3.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Hubbard School has a comprehensive school safety plan that outlines protocols, systems, and procedures in the event of any/all emergencies. The plan contains the yearly safety goals as determined by the students, staff, and parents. The school's Safety Committee developed the safety plan before it was presented to the Alum Rock Union Elementary School District Board of Trustees for annual approval. The revised plan was approved in February 2015. The safety plan and drill procedures are reviewed during the year with all staff. Safety alerts are shared with all staff as needed throughout the school year. In addition, all required drills are calendared and completed, and the results are shared with the staff. The safety plan contains a comprehensive, enforceable, and continuous behavior policy, set of rules and regulations, dress code and uniform policy, set of protocols for safety/emergency drills, tardy policy, attendance policy, referral policy, Internet policy, and nondiscriminatory policy on student rights and responsibilities.

At Hubbard, we strive to find and use the best practices, strategies and approaches to bring about optimal learning opportunities within a safe and caring school environment. All staff members play an important function in security at the beginning and ending of school, and annual training is provided in health and safety, emergency procedures, Run, Hide, Defend protocol, first aid, and communication. A school-wide behavior system is in place with positive rewards. In addition, the staff works together to provide students with a safe learning environment.

All visitors are required to check in at the office. We are a closed campus, except during arrival and dismissal of students. Fire drills and disaster procedures are specifically outlined and regularly updated and practiced through the guidance of the Safety Committee which includes certificated staff, classified staff, and parents. Safety programs include drug awareness, personal safety, and personal growth. To ensure a safe environment, Hubbard provides extra yard duty supervisors to maintain a welcoming and orderly campus environment. The school grounds and playground are safe because they are well supervised by staff, including certificated personnel, before, during, and after school. At school dismissal, certificated staff walk their students to the dismissal area and remain with their class until all students are picked up. For those students who are not picked up, the certificated staff member on duty escort the students to the school office. Students are never left unsupervised or unmonitored.

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2004-2005
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	8
Percent of Schools Currently in Program Improvement	N/A	38.1

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21		4		21		3		23		4	
1	20	4			21		4		22		3	
2	21		4		21	1	2		22		4	
3	21	1	4		22		5		19	4		
4	31		2	1	32		3		32		3	
5	26		3		31		3		32		3	

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist	0.2	N/A
Social Worker		N/A
Nurse	.5	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	1	N/A
Other	1	N/A

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,441	\$2,426	\$7,015	
District	N/A	N/A	\$6,466	\$70,088
Percent Difference: School Site and District	N/A	N/A	8.5	
State	N/A	N/A	\$5,348	\$72,993
Percent Difference: School Site and State	N/A	N/A	31.2	

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

Types of Services Funded (Fiscal Year 2015-16)

O.S. Hubbard Elementary provides the following regular program services to enable underperforming students to meet state standards:

During the day intervention programs using the alternative curricula Language Live! or Read Well are used for student scoring below basic on the California Smarter Balanced Assessment (SBAC). The Language Live! curriculum takes the place of the regular curriculum for students needing additional reading support. Additionally, math intervention is provided during the day in conjunction with the regular math core instruction.

Staff development is provided in differentiated instructional strategies and practices in the area of reading and math. Along with that, strategies in integrated and designated English Language Development instruction are a major focus.

O.S. Hubbard Elementary provides the following categorical funded services and activities to enable underperforming students meet standards:

Classroom teachers meet to analyze and assess student data to determine if English language learners (ELL) are meeting their annual yearly progress goals (based on length of time in the district's language program).

The iReady software will be used to motivate and promote grade level practice for all students based on their individualized academic needs in mathematics, language arts and English Language Development.

Accelerated Reader (AR) online literacy instruction program is part of the reading program to motivate all students to read grade-level text at their individual, optimal reading level, on a regular basis.

A school-wide recognition and reward system (Eagle awards) recognizes student achievement, effort, and attitude.

Before/after school intervention classes are offered to at-risk students scoring below proficiency levels in language arts and mathematics.

Lunchtime reading is part of the intervention for students reading below grade-level. These students read at their instructional level using the RAZ-Kids computer program. The students read a book a day and take the comprehension quiz that accompanies each book. An adult supervisor ensures that each student listens to the book that is being read to him or her. After this, they read the book themselves, and then take the quiz—in that order. If the student does not pass the quiz, the process is repeated. The student is expected to refer back to the book when taking the quiz. We practice comprehension, not memory.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,684	\$44,573
Mid-Range Teacher Salary	\$75,792	\$72,868
Highest Teacher Salary	\$88,464	\$92,972
Average Principal Salary (Elementary)	\$106,896	\$116,229
Average Principal Salary (Middle)	\$112,241	\$119,596
Average Principal Salary (High)		\$121,883
Superintendent Salary	\$185,000	\$201,784
Percent of Budget for Teacher Salaries	41%	39%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

Continuous professional development is a common practice for all Hubbard Staff. Teachers receive extensive training in the Constructing Meaning language support program. As a school community, we continuously seek professional development that will better prepare us meet the needs of our students. All teachers regularly engage in grade level and Small Learning Community (SLC) collaboration meetings to analyze data, share best practices, and plan instruction according to students' needs.