

Hubbard Media Arts Academy

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 2018-19)

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	Jonathan Natividad
E-mail Address	jonathan.natividad@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 2018-19)

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. Along with this, reading for pleasure is encouraged and promoted through Epic Reader.

Finally, to ensure all Hubbard students leave prepared to lead in a global society, our school employs the tenets of the Reach One Alliance program entwined with the goals of Positive Behavior Interventions and Supports (PBIS). Both of these programs mold our students to reach at least one person each day and elevate their experience with that person.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	89
Grade 1	81
Grade 2	78
Grade 3	77
Grade 4	78
Grade 5	64
Grade 6	66
Grade 7	61
Total Enrollment	594

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.0
Asian	5.9
Filipino	2.2
Hispanic or Latino	89.2
Native Hawaiian or Pacific Islander	1.0
White	0.3
Socioeconomically Disadvantaged	91.6
English Learners	46.5
Students with Disabilities	7.1
Foster Youth	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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	26	26	33	
Without Full Credential	2	2	2	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	1	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 2018-19)

Year and month in which data were collected: August 2018

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

- Benchmark Advance/Adelante (ELA and ELD) 2016-Elementary/Study Sync 2017- Middle Schools
- EnVision Mathematics 2015-Elementary / CPM 2015- Middle Schools
- Scott Foresman Science 2006- Elementary/Glencoe Science 2009-Middle Schools
- Scott Foresman Social Studies 2006- Elementary /TCI Curriculum 2018- 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/Adelante (ELA and ELD) 2016- Elementary/Study Sync 2017- Middle Schools	Yes	0
Mathematics	EnVision Mathematics 2015-Elementary / CPM 2015- Middle Schools	Yes	0
Science	Scott Foresman Science 2008- Elementary/Glencoe Science 2007-Middle Schools	Yes	0
History-Social Science	Scott Foresman Social Studies 2006- Elementary /TCI Curriculum 2018- Middle School	Yes	0
Health	Family Life - Planned Parenthood		

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)

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

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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: December 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Rm. A5: Drain slow. Rm. A6: Drain slow.
Interior: Interior Surfaces	Good	Men's Restroom: Hole on wall. Rm. A1: Ripped carpet. Rm. C1A: Holes on wall.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Rm. H100: Dirty spots on carpet. Rm.C1A: dirty spots on carpet.
Electrical: Electrical	Good	Rm. Electrical room: electrical panel boxes in front. Rm. H104: outlet plate cracked. Rm. H101: outlet plate missing. Rm. H2: A/C Wall Plate missing cover. Rm. H1: Lamp not working. Rm.A7: comp. outlet loose. Rm. A8: Comp. outlet missing cover. Rm.B1: Comp. outlet plate missing. Rm. B3:Comp. outlet plate missing. Rm. B5: Comp. outlet plate missing.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Rm. C3: toilet water running. Rm. C3: flapper not working. Rm. H107:Low air pressure on water fountain. Rm. H101: water fountain leaking. Rm. H3: faucet loose. Rm. H2: Ceiling loose tiles. Rm.A7: Water fountain low pressure. Rm. Boys' restroom: Faucet not working. Rm.Boys' restroom. Rm. Boy's Restroom: Missing soap dispenser. Rm. Men's Staff restroom: Toilet leaking urinal still running. Rm. B3: Fountain not working.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Rm.H-107: Holes on wall ext. Rm. H101: ceiling tiles loose. Rm. H100: Ceiling Loose Tiles. Rm-H3: water stain ceiling tiles. Rm.-B5: ceiling tile hole.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Rm. H102: Door hit lower on bottom.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2018	
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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	35.0	37.0	40.0	41.0	48.0	50.0
Mathematics (grades 3-8 and 11)	33.0	32.0	33.0	33.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	343	337	98.25	36.72
Male	181	179	98.90	33.33
Female	162	158	97.53	40.51
Black or African American	--	--	--	--
Asian	30	30	100.00	53.33
Filipino	--	--	--	--
Hispanic or Latino	298	292	97.99	34.14
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	317	311	98.11	36.57
English Learners	250	244	97.60	34.16
Students with Disabilities	27	27	100.00	11.11

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	342	338	98.83	32.25
Male	180	180	100	35.56
Female	162	158	97.53	28.48
Black or African American	--	--	--	--
Asian	30	30	100	53.33
Filipino	--	--	--	--
Hispanic or Latino	297	293	98.65	29.01
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	316	312	98.73	32.05
English Learners	249	245	98.39	29.8
Students with Disabilities	27	27	100	3.7

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

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

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

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

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	11.3	4.8	
7	19.0	15.5	32.8

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

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 strives toward 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, monthly 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, Jonathan Natividad, at 408-928-7700.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.0	0.2	4.7	3.1	2.8	3.8	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	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	1	4		22	1	4		18	5		
1	21		3		21	1	3		20	2	2	
2	22		4		24		3		21	1	2	
3	18	4			23		4		23		4	
4	33			3	25		3		26		3	
5	31		3		30		3		32		2	
6					23		18		21	6	12	

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

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

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist (non-teaching)	.5	N/A
Other	0	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,548.42	\$2,178.02	\$3,370.40	\$76,518
District	N/A	N/A	\$1,148.34	\$81,305
Percent Difference: School Site and District	N/A	N/A	1.0	
State	N/A	N/A	\$7,125	\$80,910
Percent Difference: School Site and State	N/A	N/A	-0.7	

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 2017-18)

O.S. Hubbard 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 provides the following categorical funded services and activities to help 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 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$55,262	\$50,084
Mid-Range Teacher Salary	\$86,034	\$80,256
Highest Teacher Salary	\$102,376	\$100,154
Average Principal Salary (Elementary)	\$119,374	\$125,899
Average Principal Salary (Middle)	\$131,610	\$130,255
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$212,178	\$222,447
Percent of Budget for Teacher Salaries	38.0	37.0
Percent of Budget for Administrative Salaries	6.0	5.0

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.