

Hubbard Media Arts Academy

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 School Contact Information

School Name	Hubbard Media Arts Academy
Street	1680 Foley Ave.
City, State, Zip	San Jose CA, 95122
Phone Number	(408) 928-7700
Principal	Dr. Puerta-Sarmiento
Email Address	sandra.sarmiento@arUSD.org
School Website	hubbard.arUSD.org
Grade Span	K-8
County-District-School (CDS) Code	43-69369-6046270

2024-25 District Contact Information

District Name	Alum Rock Union Elementary School District
Phone Number	(408) 928-6800
Superintendent	German Cerda
Email Address	german.cerda@arUSD.org
District Website	www.arUSD.org

2024-25 School Description and Mission Statement

Vision: Hubbard Media Arts Academy will provide engaging experiences for students as champions of creative and academic excellence with media arts through electronic media, film, and technology. Hubbard Media Arts Academy will allow students to enhance their skills of artistic expression, risk-taking, intellectual freedom, and social responsibility.

Mission: Hubbard Media Arts Academy provides an engaging and innovative learning environment for our diverse student body with a focus on experiences exploring and creating with various media arts, thus deepening their academic skills and knowledge.

2024-25 School Description and Mission Statement

Hubbard Media Academy is a TK-8th school in the Alum Rock Union School District. We partner with different organizations to support our students. They include a Family Resource Center, a County Special Education class, Kidango, and Think Together for after-school support. We have a full-time academic counselor, a wellness center, and a clinician. To support our students with Social Emotional Learning, we have different tiers of support for our students with Kimochis in elementary, Wellness Center, and "Sown to Grow" SEL check ins for 6th-8th grades. Our focus as a Media Arts School has been to provide a filmmaking experience to our students, but we continually strive to integrate media arts into student learning.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	61
Grade 1	40
Grade 2	44
Grade 3	48
Grade 4	47
Grade 5	45
Grade 6	65
Grade 7	50
Grade 8	53
Total Enrollment	453

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.9
Male	50.1
American Indian or Alaska Native	1.1
Asian	3.8
Black or African American	2
Filipino	2.4
Hispanic or Latino	87.6
Native Hawaiian or Pacific Islander	0.9
Two or More Races	1.5
White	0.7
English Learners	49
Foster Youth	0.7
Homeless	0.9
Socioeconomically Disadvantaged	81.9
Students with Disabilities	10.2

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)	22.80	91.44	373.60	75.81	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	4.00	10.50	2.14	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.10	4.52	41.00	8.33	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	35.70	7.26	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	31.80	6.46	18854.30	6.86
Total Teaching Positions	25.00	100.00	492.80	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)	23.00	100.00	373.70	76.67	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	18.40	3.79	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	42.40	8.70	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	25.20	5.19	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	27.50	5.66	15831.90	5.67
Total Teaching Positions	23.00	100.00	487.50	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.

2022-23 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)	20.40	89.10	340.40	71.03	231142.40	100.00
Intern Credential Holders Properly Assigned	2.00	8.72	22.70	4.75	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	58.00	12.11	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	30.90	6.46	11746.90	4.23
Unknown/Incomplete/NA	0.50	2.18	27.00	5.64	14303.80	5.15
Total Teaching Positions	22.90	100.00	479.20	100.00	277698	100

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	2022-23
Permits and Waivers	0.10	0.00	0
Misassignments	1.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.10	0.00	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.60	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.60	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The following are the textbook adoptions for Alum Rock Union Elementary School District:: Benchmark Advance/Adelante (ELA and ELD) 2016-Elementary/McGraw Hill: Study Sync 2017- Middle Schools, Pearson EnVision Mathematics 2015-Elementary / CPM 2015- Middle Schools, Foss Science 2019-Elementary/STEMscopes 2019-Middle Schools, Studies Weekly 2022- Elementary /TCI Curriculum 2018- Middle School

Year and month in which the data were collected

August 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance/Adelante (ELA and ELD) 2016-Elementary/McGraw Hill:Study Sync 2017- Middle School	Yes	0
Mathematics	Pearson: EnVision Math 2015 Elementary/ CPM 2015-Middle School	Yes	0
Science	Foss Science-Elementary/STEMscopes 2019-Middle School	Yes	0
History-Social Science	Studies Weekly 2022- Elementary /TCI Curriculum 2018-Middle School	Yes	0
Health	Family Life - Planned Parenthood	Yes	0

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

School Facility Conditions and Planned Improvements

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

School Facility Conditions and Planned Improvements

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 middle school wing is complete for 6th-8th grade grade. Our middle school wing have student and teacher restrooms, which are compliant with Americans with Disabilities Act and the Individuals with Disabilities Education Act requirements.

Year and month of the most recent FIT report

10/28/2024

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			Room D3: Needs some lights
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences				

Overall Facility Rate

Exemplary	Good	Fair	Poor
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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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	17	16	31	33	46	47
Mathematics (grades 3-8 and 11)	13	13	25	26	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	305	291	95.41	4.59	16.49
Female	141	135	95.74	4.26	14.81
Male	164	156	95.12	4.88	17.95
American Indian or Alaska Native	--	--	--	--	--
Asian	13	12	92.31	7.69	33.33
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	266	253	95.11	4.89	13.83
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	122	110	90.16	9.84	3.64
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	260	246	94.62	5.38	13.82
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	35	100.00	0.00	2.86

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	305	300	98.36	1.64	12.67
Female	141	141	100.00	0.00	10.64
Male	164	159	96.95	3.05	14.47
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100.00	0.00	23.08
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	266	262	98.50	1.50	10.31
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	122	121	99.18	0.82	2.48
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	260	255	98.08	1.92	10.20
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	35	100.00	0.00	5.71

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.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	11.30	10.42	16.26	17.64	30.29	30.73

2023-24 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	97	96	98.97	1.03	10.42
Female	44	43	97.73	2.27	13.95
Male	53	53	100.00	0.00	7.55
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	89	88	98.88	1.12	7.95
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	30	29	96.67	3.33	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	83	82	98.80	1.20	8.54
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	13	100.00	0.00	0.00

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.

2023-24 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. The administration of the PFT requires only participation results 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 5	100.0%	100.0%	100.0%	100.0%	100.0%
Grade 7	100.0%	100.0%	100.0%	100.0%	100.0%

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.

2024-25 Opportunities for Parental Involvement

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 to increase and improve our parent involvement At Hubbard each year. We offer a variety of opportunities for parents to get involved in their children's education such as Back-to-School Night, ELA/Math Night, Parent-Teacher Conferences, awards assemblies, grade level parent workshops, monthly Coffee with the Principal, English Learner Advisory Committee, and School Site Council meetings. We also offer parent workshops, Project Cornerstone, and support through our Family Resource Center in order to provide parents with resources, tools, and strategies to support their children at home and at school.

For more information, please contact the principal, Dr. Puerta-Sarmiento 408-928-7706

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	498	477	168	35.2
Female	249	238	75	31.5
Male	249	239	93	38.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	17	17	3	17.6
Black or African American	--	--	--	--
Filipino	11	11	1	9.1
Hispanic or Latino	439	421	151	35.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	241	233	77	33.0
Foster Youth	--	--	--	--
Homeless	14	12	7	58.3
Socioeconomically Disadvantaged	427	410	161	39.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	58	56	28	50.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
3.8	0.19	0.4	2.44	2.82	1.72	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.40	0.00
Female	0.00	0.00
Male	0.80	0.00
Non-Binary	0.00	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	0.46	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.41	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.47	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.45	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Our school safety goal is to create a safe and secure learning environment for all students and staff by implementing comprehensive safety protocols and procedures. Hubbard 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

2024-25 School Safety Plan

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 April 2022. 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 end 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 the arrival and dismissal of students. Fire drills and disaster procedures are specifically outlined, 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 escorts the students to the school office.

D. Other SARC Information Information Required in the SARC

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

2021-22 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	3		
1	25		2	
2	24		1	
3	24		2	
4	31		2	
5	24		2	
6	25	1	10	
Other	25		2	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	3	1	
1	21		1	
2	24		2	
3	20	1	1	
4	25		2	
5	33		1	
6	23	1	10	
Other	20	1		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	1	
1	20	2		
2	22		2	
3	24		2	
4	32		1	
5	31		1	
6	30	1	5	
Other	29		1	

2023-24 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	453

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$22,327.27	\$13,354.24	\$8,973.03	\$105,299.96
District	N/A	N/A	\$8,507.10	\$98,921
Percent Difference - School Site and District	N/A	N/A	5.3	6.2
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	-18.2	8.9

Fiscal Year 2023-24 Types of Services Funded

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 students 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 regular math core instruction.

Staff development is provided in differentiated instructional strategies and practices in the area of reading and math. Structured bi-weekly GLC with principal 1st-5th grade teachers. Along with that, strategies in integrated and designated English Language Development instruction are a major focus.

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

Fiscal Year 2023-24 Types of Services Funded

annual yearly progress goals (based on length of time in the district's language program).

A school-wide recognition and Positive Behavior Intervention System recognizes student achievement, effort, and attitude.

Hubbard works with Little Heroes to provide recess/student support during the day.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$64,177	\$58,553
Mid-Range Teacher Salary	\$99,913	\$93,924
Highest Teacher Salary	\$119,434	\$119,489
Average Principal Salary (Elementary)	\$132,028	\$149,898
Average Principal Salary (Middle)	\$152,841	\$157,111
Average Principal Salary (High)	\$0	\$151,698
Superintendent Salary	\$236,928	\$270,432
Percent of Budget for Teacher Salaries	30.5	31.93
Percent of Budget for Administrative Salaries	6.79	5.62

Professional Development

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 to meet the needs of our students. All teachers regularly engage in grade-level and grade-level collaboration meetings to analyze data, share best practices, and plan instruction according to students' needs.

Hubbard, in partnership with the Academic Services Department, staff participates in a variety of professional development series: Levered Learning, Foss Science, Envision, Nearpod, EL Toolkit for Middle School, ESGI, and Seesaw.

Hubbard has been participating with and in collaboration with the VILS Learning Experience; i-Ready progress monitoring and training; structured grade level diagnostic and data review.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement			