SARC 2014-15

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2015-16

O. S. Hubbard Elementary

Address:	1745 June Ave. San Jose, CA 95122-2213
Principal:	Elizabeth Cord, Principal
Phone:	(408) 928-7700
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Web Site:	
CDS Code:	43693696046270

Alum Rock Union Elementary

Superintendent:	Hilaria Bauer
Phone:	(408) 928-6800
Email:	hilaria.bauer@arusd.org
Web Site:	www.arusd.org

SchoolCity

I   DATA AND ACCESS

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 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 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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

II   ABOUT THIS SCHOOL

District Contact Information
Most Recent Year

District Name:	Alum Rock Union Elementary
Phone Number:	(408) 928-6800
Superintendent:	Hilaria Bauer
E-mail Address:	hilaria.bauer@arusd.org
Web Site:	www.arusd.org

School Contact Information
Most Recent Year

School Name:	O. S. Hubbard Elementary
Street:	1745 June Ave.
City, State, Zip:	San Jose, CA 95122-2213
Phone Number:	(408) 928-7700
Principal:	Elizabeth Cord, Principal
E-mail Address:	elizabeth.cord@arusd.org
Web Site:	
County-District-School (CDS) Code:	43693696046270

School Description and Mission Statement – Most Recent Year

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 Compass Learning, Accelerated Reader, Raz-Kids, Reading A-Z and StarFall.

Outside the classroom, our school 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 2014-15)

Grade Level	Number of Students
Kindergarten	63
Grade 1	84
Grade 2	74
Grade 3	97
Grade 4	95
Grade 5	93
Grade 6	0
Total Enrollment	506

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	1%
American Indian or Alaska Native	0%
Asian	6.7%
Filipino	2.8%
Hispanic or Latino	86.8%
Native Hawaiian/Pacific Islander	2.4%
White	0.4%
Two or More Races	0%
Socioeconomically Disadvantaged	94.1%
English Learners	62.5%
Students with Disabilities	6.1%
Foster Youth	0%

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 2013-14	School 2014-15	School 2015-16	District 2015-16
With Full Credential	26	24	25	568
Without Full Credential	0	0	0	14
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	92%	8%
All Schools in District	94.37%	5.63%
High-Poverty Schools in District	94.37%	5.63%
Low-Poverty Schools in District	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 – Most Recent Year

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: January 2016

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	2008	Yes	0%
Mathematics	2008	Yes	0%
Science	2006	Yes	0%
History-Social Science	2007	Yes	0%
Foreign Language	N/A	N/A	0%
Health	N/A	N/A	0%
Visual and Performing Arts	N/A	N/A	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	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.

O.S. Hubbard has a new administration building, 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.

School Facility Good Repair Status – Most Recent Year

Using the most recent 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

Month and year in which data were collected: January 2016

System Inspected	Repair Needed and Action Taken or Planned			
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓	-	-	
Interior: Interior Surfaces	✓	-	-	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	✓	-	-	
Electrical: Electrical	✓	-	-	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	✓	-	-	
Safety: Fire Safety, Hazardous Materials	✓	-	-	
Structural: Structural Damage, Roofs	✓	-	-	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	✓	-	-	

Overall Facility Rate – Most Recent Year

Month and year in which data were collected: January 2016

	Exemplary	Good	Fair	Poor
Overall Rating	-	✓	-	-

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], Science California Standards Tests); and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress Results for All Students – (School Year 2014–15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts/ Literacy (grades 3-8 and 11)	31%	33%	44%
Mathematics (grades 3-8 and 11)	30%	23%	33%

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 Assessment Results – English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014–15)
ELA - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	96	95	99%	37%	39%	18%	6%
Male	96	47	49%	38%	36%	19%	6%
Female	96	48	50%	35%	42%	17%	6%
Black or African American	96	3	3.1%	–	–	–	–
American Indian or Alaska Native							
Asian	96	9	9.4%	–	–	–	–
Filipino	96	1	1%	–	–	–	–
Hispanic or Latino	96	79	82.3%	37%	39%	18%	6%
Native Hawaiian or Pacific Islander	96	3	3.1%	–	–	–	–
White							
Two or More Races							
Socioeconomically Disadvantaged	96	91	94.8%	36%	40%	19%	5%
English Learners	96	70	72.9%	39%	33%	21%	7%
Students with Disabilities	96	8	8.3%	–	–	–	–
Students Receiving Migrant Education Services	96	2	2.1%	–	–	–	–
Foster Youth	–	–	–	–	–	–	–

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

ELA - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	93	92	98.9%	52%	27%	15%	5%
Male	93	43	46.2%	58%	28%	12%	2%
Female	93	49	52.7%	47%	27%	18%	8%
Black or African American							
American Indian or Alaska Native							
Asian	93	6	6.5%	–	–	–	–
Filipino	93	1	1.1%	–	–	–	–
Hispanic or Latino	93	83	89.2%	53%	27%	14%	6%
Native Hawaiian or Pacific Islander	93	2	2.2%	–	–	–	–
White							
Two or More Races							
Socioeconomically Disadvantaged	93	88	94.6%	52%	26%	16%	6%
English Learners	93	52	55.9%	63%	33%	2%	2%
Students with Disabilities	93	13	14%	62%	31%	8%	0%
Students Receiving Migrant Education Services							
Foster Youth	–	–	–	–	–	–	–

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NOTE: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
   Level 2 = Standard nearly met
   Level 3 = Standard met
   Level 4 = Standard exceeded

ELA - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	94	93	98.9%	32%	19%	35%	13%
Male	94	49	52.1%	39%	14%	39%	8%
Female	94	44	46.8%	25%	25%	32%	18%
Black or African American							
American Indian or Alaska Native							
Asian	94	3	3.2%	–	–	–	–
Filipino	94	4	4.3%	–	–	–	–
Hispanic or Latino	94	80	85.1%	34%	19%	36%	11%
Native Hawaiian or Pacific Islander	94	4	4.3%	–	–	–	–
White	94	2	2.1%	–	–	–	–
Two or More Races							
Socioeconomically Disadvantaged	94	86	91.5%	35%	20%	35%	10%
English Learners	94	34	36.2%	65%	24%	12%	0%
Students with Disabilities	94	5	5.3%	–	–	–	–
Students Receiving Migrant Education Services	94	1	1.1%	–	–	–	–
Foster Youth	–	–	–	–	–	–	–

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NOTE: The number of students tested includes students that did not receive a score; 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 students with scores.

*Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

ELA - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students							
Male							
Female							
Black or African American							
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino							
Native Hawaiian or Pacific Islander							
White							
Two or More Races							
Socioeconomically Disadvantaged							
English Learners							
Students with Disabilities							
Students Receiving Migrant Education Services							
Foster Youth							

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

CAASPP Assessment Results –Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014–15)
Mathematics - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	96	95	99%	35%	35%	26%	4%
Male	96	47	49%	36%	30%	30%	4%
Female	96	48	50%	33%	40%	23%	4%
Black or African American	96	3	3.1%	–	–	–	–
American Indian or Alaska Native							
Asian	96	9	9.4%	–	–	–	–
Filipino	96	1	1%	–	–	–	–
Hispanic or Latino	96	79	82.3%	35%	35%	24%	5%
Native Hawaiian or Pacific Islander	96	3	3.1%	–	–	–	–
White							
Two or More Races							
Socioeconomically Disadvantaged	96	91	94.8%	34%	36%	25%	4%
English Learners	96	70	72.9%	27%	39%	29%	6%
Students with Disabilities	96	8	8.3%	–	–	–	–
Students Receiving Migrant Education Services	96	2	2.1%	–	–	–	–
Foster Youth	–	–	–	–	–	–	–

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Mathematics - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	93	93	100%	35%	42%	20%	2%
Male	93	43	46.2%	40%	30%	26%	5%
Female	93	50	53.8%	32%	52%	16%	0%
Black or African American							
American Indian or Alaska Native							
Asian	93	6	6.5%	–	–	–	–
Filipino	93	1	1.1%	–	–	–	–
Hispanic or Latino	93	84	90.3%	36%	42%	20%	2%
Native Hawaiian or Pacific Islander	93	2	2.2%	–	–	–	–
White							
Two or More Races							
Socioeconomically Disadvantaged	93	89	95.7%	35%	42%	21%	2%
English Learners	93	53	57%	45%	42%	13%	0%
Students with Disabilities	93	13	14%	38%	54%	0%	8%
Students Receiving Migrant Education Services							
Foster Youth	–	–	–	–	–	–	–

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NOTE: The number of students tested includes students that did not receive a score; 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 students with scores.

*Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Mathematics - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	94	94	100%	28%	36%	18%	18%
Male	94	50	53.2%	28%	36%	22%	14%
Female	94	44	46.8%	27%	36%	14%	23%
Black or African American							
American Indian or Alaska Native							
Asian	94	3	3.2%	--	--	--	--
Filipino	94	4	4.3%	--	--	--	--
Hispanic or Latino	94	81	86.2%	30%	33%	19%	19%
Native Hawaiian or Pacific Islander	94	4	4.3%	--	--	--	--
White	94	2	2.1%	--	--	--	--
Two or More Races							
Socioeconomically Disadvantaged	94	87	92.6%	30%	36%	17%	17%
English Learners	94	35	37.2%	49%	43%	9%	0%
Students with Disabilities	94	5	5.3%	--	--	--	--
Students Receiving Migrant Education Services	94	1	1.1%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students							
Male							
Female							
Black or African American							
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino							
Native Hawaiian or Pacific Islander							
White							
Two or More Races							
Socioeconomically Disadvantaged							
English Learners							
Students with Disabilities							
Students Receiving Migrant Education Services							
Foster Youth							

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
　Level 2 = Standard nearly met
　Level 3 = Standard met
　Level 4 = Standard exceeded

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	83%	59%	70%	50%	52%	47%	59%	60%	56%

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced	Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	47%	Native Hawaiian or Pacific Islander	–
All Students at the School	70%	White	–
Male	75%	Two or More Races	
Female	65%	Socioeconomically Disadvantaged	67%
Black or African American		English Learners	30%
American Indian or Alaska Native		Students with Disabilities	
Asian	–	Students Receiving Migrant Education Services	–
Filipino	–	Foster Youth	–
Hispanic or Latino	70%		

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 OUTCOME

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	12.8%	21.3%	8.5%
7			
9			

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 - Most Recent Year

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 classrooms activities as well 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 O.S. 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, Boys Scouts, Girl Scouts, soccer Coaching, 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, OS Hubbard parents have additional choices to volunteer. In the classroom parents can read to students, help small student groups on projects, level books, or help teachers organize core materials. We also offer parent workshops in order to provide them with strategies to better work with their children at home. 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 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0	0	0	3.41	2.28	3.22	5.07	4.36	3.8
Expulsions	0	0	0	0.01	0	0	0.13	0.1	0.09

School Safety Plan – Most Recent Year

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 O.S. 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 automatically 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 escorts 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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate - English-Language Arts	Yes	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes	Yes
Met Percent Proficient - English-Language Arts	N/A	N/A	N/A
Met Percent Proficient - Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

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 NA values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19	3			21		4		21		3	
1	19	3			20	4			21		4	
2	19	2	1		21		4		21	1	2	
3	18	4			21	1	4		22		5	
4	26		2		31		2	1	32		3	
5	33		1	1	26		3		31		3	
6												
Other	14	1										

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2014-15)

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	1	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non - teaching)	1	N/A
Other		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 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	$9,441	$2,426	$7,015	$76,758
District	N/A	N/A	$6,466	$70,088
Percent Difference – School Site and District	N/A	N/A	8.49%	9.52%
State	N/A	N/A	$5,348	$72,993
Percent Difference – School Site and State	N/A	N/A	31.17%	5.16%

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

Types of Services Funded (Fiscal Year 2014-15)

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 curriculum Language! is used for student scoring below basic on the California Smarter Balanced Assessment (SBAC). The Language! 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 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 on a regular basis.

A school-wide recognition and reward system 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 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$47,266	$43,091
Mid-Range Teacher Salary	$73,584	$70,247
Highest Teacher Salary	$85,887	$89,152
Average Principal Salary (Elementary)	$108,978	$112,492
Average Principal Salary (Middle)	$114,421	$116,021
Average Principal Salary (High)		$117,511
Superintendent Salary	$204,900	$192,072
Percent of Budget for Teacher Salaries	43%	41%
Percent of Budget for Administrative Salaries	6%	6%

NOTE: 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

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Continuous professional development is a common practice for all Hubbard Staff. Teachers receive extensive training in the Constructing Meaning language support program. Also, teachers received training in the Lucy Calkins Writers Workshop strategy, and 5th grade teachers received training in the Constructing Meaning (CM) program. As a school community, we are continuously seeking 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.

Professional Development - Most Recent Three Years