

Hubbard Media Arts Academy

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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

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

DataQuest

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

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Hubbard Media Arts Academy
Street	1680 Foley Avenue
City, State, Zip	San Jose CA, 95122
Phone Number	(408) 928-7700
Principal	Jonathan Natividad
Email Address	jonathan.natividad@arUSD.org
Website	https://hubbard.arUSD.org/
County-District-School (CDS) Code	43-69369-6046270

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

School Description and Mission Statement (School Year 2019-20)

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. Media Arts will allow students to enhance the 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 the focus on experiences exploring and creating with various media arts, thus deepening their academic skills and knowledge.

Hubbard recently completed its first year as a TK-8th-grade school. We partner with different organizations to support our students. They include a new Family Resource Center, a County Special Education class, Kidango for TK, and Think Together for after school support. We have a full-time academic counselor along with counseling interns. To support our students with Social Emotional Learning, we have different tiers of support for our students with Kimochis, Sky Schools Mediation, Yoga, and breathing for grades 3-5, and mindfulness/meditation for our 6th-8th-grade students. Additionally, we partner with the City Peace Project to support our upper-grade students. Our focus as a Media Arts School has been to provide filmmaking experience to our 4th and 7th-grade students, but we continually strive to integrate media arts into student learning.

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

Grade Level	Number of Students
Kindergarten	78
Grade 1	74
Grade 2	84
Grade 3	76
Grade 4	78
Grade 5	67
Grade 6	52
Grade 7	58
Grade 8	55
Total Enrollment	622

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1
Asian	7.1
Filipino	1.8
Hispanic or Latino	88.4
Native Hawaiian or Pacific Islander	1
White	0.2
Two or More Races	0.6
Socioeconomically Disadvantaged	91.3
English Learners	43.7
Students with Disabilities	7.1
Foster Youth	0.3
Homeless	0.6

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	26	33	26	433
Without Full Credential	2	2	3	40
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	0	3

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: August 2019

The following are the most recent 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
- Learning A-Z: Science A-Z Online 2019 -Elementary/Accelerate Learning:STEMscopes 2019-Middle Schools
- Benchmark 2019- Elementary /TCI Curriculum 2018- Middle School

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 Schools	Yes	0
Mathematics	Pearson: enVision Math 2015-Elementary / CPM 2015- Middle Schools	Yes	0
Science	Learning A-Z: Science A-Z online 2019- Elementary/Accelerate Learning:STEMscopes 2019-Middle School	Yes	0
History-Social Science	Benchmark 2019- Elementary /TCI Curriculum 2018- Middle School	Yes	0
Health	Family Life - Planned Parenthood	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

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

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

Our new middle school wing is complete for 6th-8th grade grade. 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

Year and month of the most recent FIT report: December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Rm: A1-Torn Carpet at the Entrance. Rm: B1-Hole on Ceiling Title. Rm: D1-Hole on the Wall. Rm: Counselor Room-Missing Light Tubes. Rm: Counselor Room-Hole on Wall due to Missing Clock. Rm: Back Stage Room-Missing Ceiling Tiles. Rm: Cafeteria-Missing Ceiling Tiles. Rm: Custodian room-Paint Peeling on Wall. Rm: E2-Water Stains and Hole on Ceiling.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	Rm: H101-Light Fixture Need Cover. Rm: Girls Restrooms-Outlet Need Cover. Rm: Library-Lights not Working. Rm: Boys Restrooms D-wings-Replace Light Tubes. Rm: Back Stage Room-Replace Light Tubes. Rm: Kitchen-Outlet Missing Cover. Rm: Cafeteria-Replace Light Tubes. Rm: Cafeteria-Light Fixtures Need Covers. Rm: E3-Light Fixture Need Cover.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Rm: Girls Restrooms-Sink is loose from wall. Rm: Back Stage Room-Waters continuously Flowing.
Safety: Fire Safety, Hazardous Materials	Good	Rm: E2-Missing Exit Sign.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Rm: Men & Staff Restrooms-Locked Door Stuck and Jammed Unable to Open.
Overall Rating	Fair	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	37	34	41	40	50	50
Mathematics (grades 3-8 and 11)	32	25	33	33	38	39

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	380	366	96.32	3.68	33.88
Male	200	192	96.00	4.00	31.25
Female	180	174	96.67	3.33	36.78
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	35	31	88.57	11.43	54.84
Filipino	--	--	--	--	--
Hispanic or Latino	333	323	97.00	3.00	31.89
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	351	340	96.87	3.13	33.24
English Learners	258	245	94.96	5.04	27.35
Students with Disabilities	30	30	100.00	0.00	10.00
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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

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

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

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	380	376	98.95	1.05	25.27
Male	200	197	98.50	1.50	24.87
Female	180	179	99.44	0.56	25.70
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	35	35	100.00	0.00	48.57
Filipino	--	--	--	--	--
Hispanic or Latino	333	329	98.80	1.20	22.49
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	351	347	98.86	1.14	24.78
English Learners	258	255	98.84	1.16	21.57
Students with Disabilities	30	30	100.00	0.00	3.33
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	20.0	9.2	1.5
7	25.9	22.2	3.7

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.2	4.7	2.2	2.8	3.8	2.2	3.6	3.5	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 2019-20)

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 November 2019. 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.

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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	22	1	4		18	5			20	2	2	
1	21	1	3		20	2	2		25		3	
2	24		3		21	1	2		21		4	
3	23		4		23		4		25		3	
4	25		3		26		3		26		3	
5	30		3		32		2		34			2
6	23		18		21	6	12		26		10	
Other**												

*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.

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

Title	Ratio
Academic Counselors*	.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	

Title	Number of FTE* Assigned to School
Resource Specialist (non-teaching)	

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13,466.06	3,562.72	9,903.33	87,895.21
District	N/A	N/A	\$1,148.34	\$87,160.00
Percent Difference - School Site and District	N/A	N/A	158.4	0.8
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	27.5	6.1

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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.

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.

A school-wide recognition and Positive Behavior Intervention 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. Home visits are performed by teachers at their discretion.

Hubbard works with Little Heroes to provide recess/student support during the day, The City Peace Project to support our students in upper grades that need more support, EQ Schools, which supports teacher self-care, mindfulness, and connection, and Sky Schools, which provides much needed SEL support with mediation, breathing, yoga, and mindfulness.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$57,473	\$45,741
Mid-Range Teacher Salary	\$89,476	\$81,840
Highest Teacher Salary	\$106,470	\$102,065
Average Principal Salary (Elementary)	\$119,374	\$129,221
Average Principal Salary (Middle)	\$131,610	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$212,178	\$224,581
Percent of Budget for Teacher Salaries	37%	36%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

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 grade level collaboration meetings to analyze data, share best practices, and plan instruction according to students' needs.

Additionally, support is provided with district PD, outside organizations like CUE (Computer Using Educators), EQ Schools, ILC (Instructional Leadership Corps), and others.