

Hughson Elementary School

"Encourage, Inspire and Excite!"

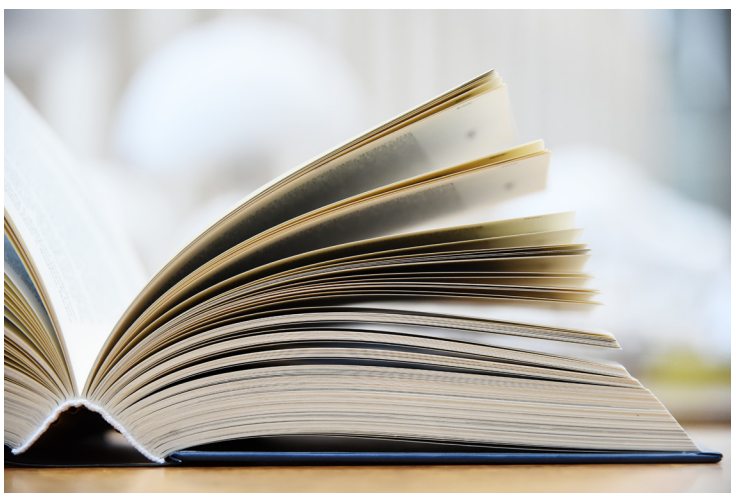
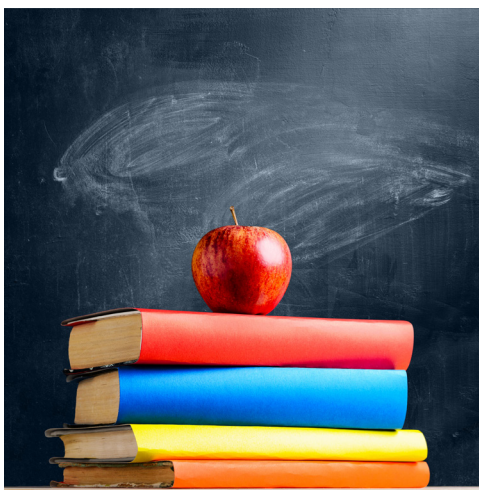
Grades TK-3
CDS Code 50-75549-6052575

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Para español, visita www.hughson.k12.ca.us

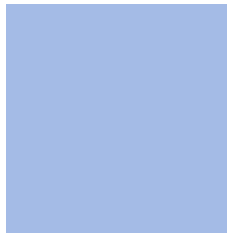
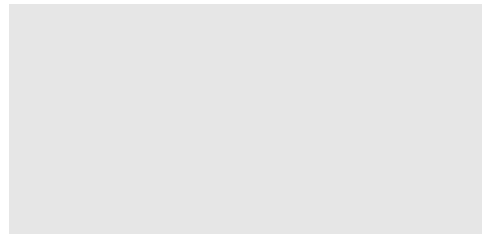
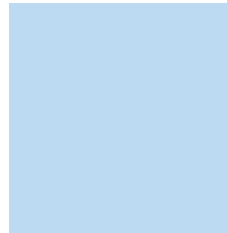
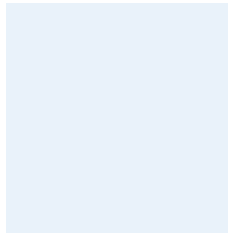
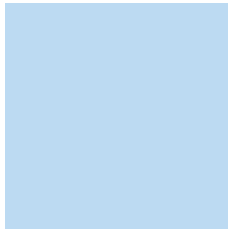
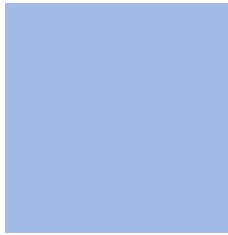
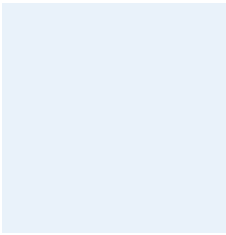


Hughson Unified School District

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Principal's Message

Hughson Elementary School (HES) is a place where students come to be successful. We pride ourselves on building relationships, setting goals, putting a plan in place to achieve said goals and celebrating our successes. We know and understand that in order for students to succeed we need to create a place where students feel safe and important. This allows them to reach levels appropriate for each individual student.

We are proud to employ amazing team members. Our office staff is courteous, professional and knowledgeable. Our teaching staff consists of dedicated professionals with varying backgrounds. Our teachers are extremely caring and knowledgeable educators who are constantly improving professionally. We also utilize a support team that includes a full-time English language development teacher and instructional paraprofessionals trained in phonics instruction.

In the spring of 2018, HES began two large modernization projects. Our first project was a new turf play yard and new irrigation to support it and our second project was to remodel 19 classrooms on our aging campus. The classroom remodel project was organized into three phases. This first phase took place over the summer, and the last two took place during the 2018-19 school year. We love and appreciate our remodeled facilities and know that they will positively affect the lives of children in our Hughson community for many years to come.

To address some of the challenges in today's fast-paced and evolving educational world, we have continued some great strategies, including our late-start schedule, which allows our teachers more opportunities to attend Professional Development (PD) sessions and participate in Professional Learning Communities (PLCs). These opportunities will have a direct positive impact on the teaching of our teachers and the learning of our students. While employing a "Growth Mindset," our teachers receive regular training on new strategies and technologies to further enhance their own knowledge, while advancing their own classroom instruction through the use of such strategies, tools, apps and devices.

In an effort to better equip, prepare and position our students to compete for tomorrow's jobs: We are dedicated to being technologically progressive and agile. Utilizing our school district's dramatically upgraded network and internet bandwidth, our school site has put a wireless device in the hands of every learner. Our goal is to have technologically equipped and trained teachers who will help our students dig deeper and redefine their learning experience.

Our Parent Teacher Club (PTC) graciously supports the school, and we provide multiple opportunities for all community stakeholders to interact with our school. For those individuals who desire to participate in the site's decision-making processes, they are invited to be a member of the School Site Council (SSC). Other opportunities for community members to interact and be involved include the District English Learner Advisory Committee (DELAC), Harvest Fest, Road to Kindergarten, Open House, Ag Day, Back-to-School Night, Jog-a-Thon, Halloween Parade, Winter Performances, Movie Nights and helping out with various fundraisers that support our school.

So, come and celebrate all that is going right with our school. We are confident that all of our students and our Hughson community will truly benefit and experience success!

School Mission Statement

The mission of Hughson Elementary School is that all students will be given access to the core curriculum and will be encouraged to reach their highest level of success.

Parental Involvement

Multiple opportunities are available for families to become involved at Hughson Elementary School, including the Parent Teacher Club (PTC), School Site Council, On the Road to Kindergarten, site committees, fundraising committees, Migrant Education, the after-school program, classroom volunteers, classroom presentations and field trip chaperones.

For more information on how to become involved at the school, please contact Christina Damas, president of the PTC, at (209) 883-4412 or by emailing HESPTC@hughsonschools.org.

School Safety

The safety of students, staff and volunteers is a primary concern at Hughson Elementary School. The school is in compliance with all laws, rules and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety Plan is reviewed in the fall and rewritten each February by the Safety Committee, which is composed of the principal, teachers, support staff, and is reviewed with staff.

The key element of the School Site Safety Plan includes the crisis-response plan. Fire, earthquake and intruder drills are conducted on a regular basis throughout the school year. To ensure student safety, teachers supervise students before and after school, while instructional aides and paraprofessionals supervise students during lunch and recesses. Any visitors to the campus are required to sign in at the school office, wear a visitor badge at all times, and check out upon leaving the campus.

The school safety plan was last reviewed and updated in October 2019.



School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

District Mission Statement

Hughson Unified School District schools are committed to providing rigorous, standards-based programs in a safe and supportive environment. All students will be prepared to be productive and socially responsible community members.

District Profile

Hughson Unified School District is located in the city of Hughson, California, which is in the heart of the San Joaquin Valley, approximately 100 miles southeast of San Francisco and 100 miles south of Sacramento. The school district has an enrollment of 2,052 in six schools: two elementary schools, one middle school, one comprehensive high school, one continuation high school and one community day school.



Governing Board

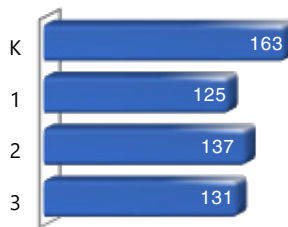
Jim Hudelson
Daniel Sexton
Cindy Cunningham-Gipp
Randy Heckman
Rande Harcrow



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.

2018-19 Enrollment by Grade

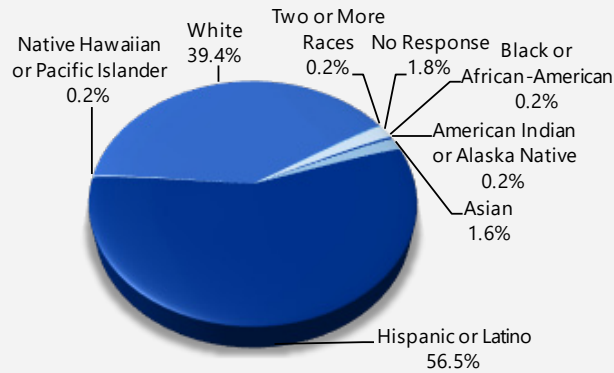


Enrollment by Student Group

The total enrollment at the school was 556 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2018-19 School Year



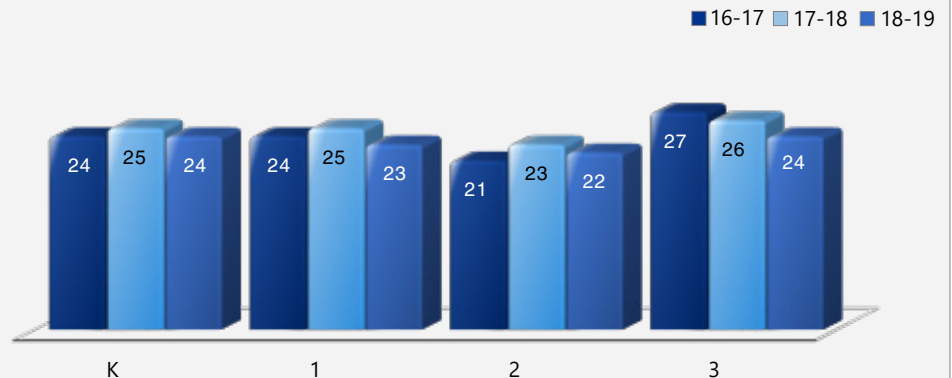
Socioeconomically disadvantaged	61.50%
English learners	31.80%
Students with disabilities	11.20%
Foster youth	0.90%
Homeless	0.40%

Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The 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.

Average Class Size

Three-Year Data



Number of Classrooms by Size

Three-Year Data

	2016-17			2017-18			2018-19		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		5		2	5			6	
1		6			5			6	
2		6			6			6	
3		5			5			6	

"We know and understand that in order for students to succeed we need to create a place where students feel safe and important."



CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The California Science Test (CAST) 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.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Hughson ES		Hughson USD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	✧	✧	✧	✧	✧	✧

CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Hughson ES		Hughson USD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	45%	52%	48%	49%	50%	51%
Mathematics	38%	44%	31%	31%	38%	40%



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspensions and Expulsions							Three-Year Data		
	Hughson ES			Hughson USD			California		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Suspension rates	1.4%	1.0%	1.9%	8.1%	4.1%	3.9%	3.6%	3.5%	3.5%
Expulsion rates	0.0%	0.0%	0.0%	0.7%	0.1%	0.3%	0.1%	0.1%	0.1%

Public 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 first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

California Assessment of Student Performance and Progress (CAASPP)

For the 2018–19 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3–8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3–8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



CAASPP by Student Group: English Language Arts and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grade 3.

The “percentage met or exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

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 Results by Student Group: English Language Arts (grade 3)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	132	128	96.97%	3.03%	51.56%
Male	61	59	96.72%	3.28%	45.76%
Female	71	69	97.18%	2.82%	56.52%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	73	71	97.26%	2.74%	40.85%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	52	50	96.15%	3.85%	68.00%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	77	74	96.10%	3.90%	36.49%
English learners	46	46	100.00%	0.00%	30.43%
Students with disabilities	22	21	95.45%	4.55%	23.81%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

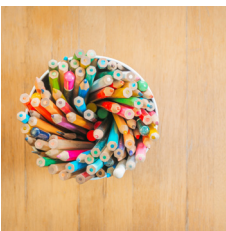




CAASPP Results by Student Group: Mathematics (grade 3)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	132	130	98.48%	1.52%	43.85%
Male	61	59	96.72%	3.28%	47.46%
Female	71	71	100.00%	0.00%	40.85%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	73	72	98.63%	1.37%	33.33%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	52	51	98.08%	1.92%	58.82%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	77	76	98.70%	1.30%	31.58%
English learners	46	46	100.00%	0.00%	28.26%
Students with disabilities	22	21	95.45%	4.55%	28.57%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2019-20 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes



Textbooks and Instructional Materials

At Hughson Unified School District, all students have equal access to state-adopted, standards-aligned textbooks and other instructional materials. Additional supplemental materials are purchased and made available to students.

In accordance with Education Code Sections 60422 and 60119, the Governing Board certified on September 10, 2019, that each pupil in the district in kindergarten through grade 12 has been provided with standards-aligned textbooks or basic instructional materials that are consistent with the content and cycles of the curriculum framework adopted by the State Board of Education.

In 2016, our district went through the adoption for English language arts (ELA) and English language development. We formed an ELA committee to sort through the materials. The top two programs were brought to the site so all staff, parents and students could view the materials. Then, a month later, our ELA committees made a choice, and they were approved by the board.

Textbooks and Instructional Materials List		2019-20 School Year
Subject	Textbook	Adopted
Reading, language, spelling	Wonders, McGraw-Hill (TK-2)	2016
Reading, language, spelling	Benchmark Advanced 3-5)	2016
Mathematics	Eureka Math	2016
Science	Science, Macmillan/McGraw-Hill (K-5)	2008
Social Studies	Pearson (K-5)	2006
Social Studies	California History and Social Science, Pearson (4-5)	2006

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject		2019-20 School Year
Hughson ES		Percentage Lacking
Reading/language arts		0%
Mathematics		0%
Science		0%
History/social science		0%
Visual and performing arts		◇
Foreign language		◇
Health		◇

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks		2019-20 School Year
Data collection date		9/19/2019

◇ Not applicable.

"We pride ourselves on building relationships, setting goals, putting a plan in place to achieve said goals and celebrating our successes."





School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status	2019-20 School Year
Items Inspected	Repair Status
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good
Cleanliness: Pest/vermin control, overall cleanliness	Good
Electrical: Electrical systems	Good
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Good
External: Windows/doors/gates/fences, playgrounds/school grounds	Good
Overall summary of facility conditions	Good
Date of the most recent school site inspection	6/28/2019
Date of the most recent completion of the inspection form	6/28/2019

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2019-20 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
External	Outside wall of preschool needs painting. Wall was painted.	7/2019



School Facilities

The district takes great efforts to ensure that all schools are clean, safe and functional. To assist in this effort, the district uses a facility inspection instrument developed by the State of California Office of Public School Construction. The results of this inspection are listed under School Facility Good Repair Status.

Age & Condition of Facilities

Originally constructed in 1950, Hughson Elementary School currently consists of 19 permanent classrooms, 14 portable classrooms, a library, multimedia room, two staff rooms, a multipurpose room and three playgrounds.

Utilizing a school bond passed in 2016, HES has undergone some rather extensive changes. Our grass play field has been redone including a brand-new designated pump system to efficiently water our new lawn. HES has converted our entire campus lighting to LED fixtures. In addition, our most dramatic transformation has been the remodel and modernization of our 19 permanent classrooms. These classrooms were completely gutted and rebuilt from the ground up. Highlights include new flooring, cabinets, whiteboards, storefront windows, technology and AC units.

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School Facilities

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Maintenance & Repair

Hughson Elementary School provides a safe, clean and functional environment for students and staff. Facilities are informally inspected regularly for safety and security. Recommendations for repair, replacement and upgrading are solicited from faculty, staff and administration. A computerized work-order process is in place to facilitate quick responses.

Cleaning Process & Schedule

The district governing board has adopted cleaning standards for all schools in the district. The principal works regularly with the custodial staff members to develop cleaning schedules that ensure a clean and safe school.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.



Types of Services Funded

In addition to general state funding, Hughson Unified School District receives state and federal funding for the following categorical, special education and support programs:

- Lottery
- General Fund
- Title I
- Title II
- Title III
- Title IV
- Tobacco-Use Prevention Education (TUPE)
- Individuals with Disabilities Education Act (IDEA)
- Carl Perkins Ag Incentive Grant
- After School Education and Safety (ASES) Program



Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2018-19 School Year	
	Ratio
Academic counselors	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.5
Library media teacher (librarian)	1.0
Library media services staff (paraprofessional)	0.0
Psychologist	0.5
Social worker	0.0
Nurse	0.2
Speech/language/hearing specialist	1.6
Resource specialist (nonteaching)	1.0

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information		Three-Year Data		
	Hughson USD	Hughson ES		
Teachers	19-20	17-18	18-19	19-20
With a full credential	101	31	31	33
Without a full credential	0	0	0	0
Teaching outside subject area of competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions		Three-Year Data		
	Hughson ES			
Teachers	17-18	18-19	19-20	
Teacher misassignments of English learners	0	0	0	
Total teacher misassignments	0	0	0	
Vacant teacher positions	0	0	0	

Professional Development

Hughson Unified School District (HUSD) and HES are committed to helping our teachers continue their education to develop professionally. HUSD provides days of professional development, one occurring prior to school starting. HUSD and HES have Late Start Wednesdays in which teachers participate in Professional Learning Communities (PLCs), collaboration, and various forms of staff development and trainings. Teachers and paraprofessionals attend trainings and workshops throughout the year and are provided access to conferences as needed. With math being an area of focus this year, teaching staff are receiving half-days of professional development, on campus, several times throughout the school year.

Staff meetings are utilized for the purpose of staff development and release time and planning days are provided twice a year for each teacher and their grade level. These release days (one fall and one spring) are provided for collaborating on specific instructional or curricular issues. Topics include benchmarks, Standardized Testing and Reporting (STAR), Common Core State Standards, instructional norms, strategies for teaching English learners, PLCs, technology, and new curriculum. Throughout the year, teachers meet in their PLCs to discuss student data and effective teaching strategies.

The Beginning Teacher Support and Assessment (BTSA) support program for first- and second-year teachers provides specific professional development to meet their needs. This state-funded program is based on the California Standards for the Teaching Profession and a highly structured and effective program.

Professional Development Days		Three-Year Data		
	2017-18	2018-19	2019-20	
Number of school days dedicated to staff development and continuous improvement	4	4	4	

✧ Not applicable.



Financial Data

The financial data displayed in this SARC is from the 2017-18 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.



District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data		2017-18 Fiscal Year
	Hughson USD	Similar Sized District
Beginning teacher salary	\$46,142	\$46,208
Midrange teacher salary	\$70,535	\$72,218
Highest teacher salary	\$99,016	\$92,742
Average elementary school principal salary	\$134,828	\$134,864
Average middle school principal salary	\$138,290	\$118,220
Average high school principal salary	\$144,779	\$127,356
Superintendent salary	\$219,510	\$186,823
Teacher salaries: percentage of budget	36%	33%
Administrative salaries: percentage of budget	8%	6%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2017-18 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Hughson ES	\$6,136	\$79,420
Hughson USD	\$8,694	\$80,539
California	\$7,507	\$72,949
School and district: percentage difference	-29.4%	-1.4%
School and California: percentage difference	-18.3%	+8.9%

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2017-18 Fiscal Year	
Total expenditures per pupil	\$8,330
Expenditures per pupil from restricted sources	\$2,193
Expenditures per pupil from unrestricted sources	\$6,136
Annual average teacher salary	\$79,420



Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Hughson Elementary School

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2019.

School Accountability Report Card

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