Hunt Elementary School

907 R Street • Newman • 209-862-1020 • Grades K-5
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Newman-Crows Landing Unified School District
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School Description

Hunt Elementary is located in Newman, California, on the west side of Stanislaus County in Northern California. In its sixteenth year, Hunt Elementary is one of four, kindergarten through fifth grade, elementary schools in the Newman-Crows Landing Unified School District. The student enrollment at Hunt Elementary consists of 297 Transitional Kindergarten through Fifth grade students. In 2013 Hunt opened enrollment for transitional kindergarten students. The composition of our school includes fourteen General Education classes, one Resource class and one Intervention class. The demographics of our student body consists of 80.5% Socioeconomic Disadvantaged, 43.1% English Language Learners, and 9.4% Students with Disabilities.

The campus at Hunt Elementary maintains a central office area, a library, and a multipurpose room which is used as our main cafeteria. In addition, we have a room designated to hold our Professional Learning Communities (PLC's) meetings, Individual Educational Plan (IEP's), Student Study Team (SST), and training. Hunt Elementary has an Intervention classroom which houses the school-wide Intervention program. The intervention program services every student in grades K-5. The interventions available to students are based on student need. Hunt Elementary maintains a STEAM lab on site, which is available as a flexible learning space for students and teachers for STEAM activities. Technology is integrated across the curriculum at Hunt Elementary, as every student from TK through grade 5 has access to a technological device. Every classroom has a block of library time that is dedicated to encourage a love for reading. Our library is also open to students before school, recess, lunch and after-school so that students are given the opportunity to read and take Accelerated Reading (AR) tests. Along with classroom P.E. time, students at Hunt get one day of P.E. time by our district P.E. team that focuses on physical fitness and nutrition.

The after-school program at Hunt Elementary offers a safe environment for students to continue their learning while enriching them with music, art, athletics, computer literacy, homework support and academics. Hunt believes in nurturing and developing well-rounded learners.

Along with rigorous instructional programs, Hunt Elementary creates a welcoming, thriving community for all students. We fully implement the Common Core State Standards, to educate our students. The standards define what all students are expected to learn at each grade level. Intervention and GATE programs are provided to offer supports as well as enrichment to students while technology is integrated into the instruction at all levels. Hunt Elementary has a PBIS program that offers social emotional supports as well as a counselor on-site three days a week to provide counseling services and assistance with behavioral interventions. Hunt maintains a character trait program which reinforces the core values that students need to become successful global learners of the 21st century.

Hunt teachers, staff and administration uphold a collective efficacy as they work together to ensure that the California State Standards are implemented, differentiating instruction to meet the diverse needs of all learners. We continue to work collaboratively to implement the standards by creating and implementing skill-specific lessons, and using cutting-edge materials and assessments to monitor student progress. Our staff focuses on ensuring that a climate of professional learning is maintained, as well as climate which upholds the belief that all students can learn. With high expectations, along with best instructional practices, students at Hunt Elementary are ensured a learning experience that is rich is rich in relationships yet full of rigor and relevance.

Hunt Elementary School maintains a vision that all students will graduate college and career ready, and that all students are prepared to be responsible global citizens and leaders. Through this vision, Hunt Elementary acknowledges and embraces the many cultural and ethnic similarities and differences of its students and staff, and encourages the contributions of all constituents towards a common goal of educational excellence. All site personnel nurture and cultivate core values such as kindness, responsibility, integrity, compassion and respect, while promoting a joy of lifelong learning. At Hunt Elementary, students, staff, families and community unite to achieve the common goal of academic success. Through rigor, relevance and relationships, the education at Hunt Elementary provides a learning experience which empowers and inspires all students to become successful lifelong learners.

About the SARC

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	65
Grade 1	49
Grade 2	39
Grade 3	37
Grade 4	47
Grade 5	60
Total Enrollment	297

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.3
Asian	1
Filipino	0.3
Hispanic or Latino	80.5
White	15.2
Two or More Races	1.7
Socioeconomically Disadvantaged	80.5
English Learners	43.1
Students with Disabilities	9.4
Foster Youth	0.3
Homeless	1.7

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 for Hunt Elementary	17-18	18-19	19-20
With Full Credential	13	12	14
Without Full Credential	3	5	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Newman-Crows	17-18	18-19	19-20
With Full Credential	♦	♦	14
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Hunt Elementary School

Indicator	17-18	18-19	19-20
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.

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

Hunt Elementary School has district-adopted textbooks and materials in English Language Arts, Math, Social Studies and Science.

Textbooks and Instructional Materials

Year and month in which data were collected: August 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Universe 2017
	The textbooks listed are from most recent adoption: Yes
	Percent of students lacking their own assigned textbook: 0
Mathematics	Engage NY Math/August 2014
	The textbooks listed are from most recent adoption: Yes
	Percent of students lacking their own assigned textbook: 0
Science	K-2: Foss Science/2007
	3-5: Houghton Mifflin California Science/2007
	The textbooks listed are from most recent adoption: Yes
	Percent of students lacking their own assigned textbook: 0
History-Social Science	Social Studies: Harcourt School Publishers: Studies Weekly, Reflections/2019
	The textbooks listed are from most recent adoption: Yes
	Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Hunt Elementary School provides a safe, clean environment for students, staff and volunteers. A plant manager and night custodian ensure that classrooms, restrooms and campus grounds are kept clean and safe.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 9/06/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	#2 Mechanical/ HVAC: Dirty, plugged exhaust vent. Dirty floor drain webs
Interior: Interior Surfaces	Fair	#4 Spider webs/ live spiders #4 Dead flies on sills #4 Stained ceiling tiles
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	#8 Leaking vacuum breakers in ADA stall #9 First faucet no water, plugged spray head #9 Faucet aerator plugged/ faucet loose
Safety: Fire Safety, Hazardous Materials	Good	#11 Lysol wipes
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Good**	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	31	28	41	40	50	50
Math	26	29	25	25	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 Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	20.7	17.2	13.8

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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	145	145	100.00	28.28
Male	64	64	100.00	26.56
Female	81	81	100.00	29.63
Black or African American	--	--	--	--
Hispanic or Latino	120	120	100.00	28.33
White	21	21	100.00	33.33
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	123	123	100.00	26.02
English Learners	86	86	100.00	24.42
Students with Disabilities	20	20	100.00	5.00
Students Receiving Migrant Education Services	--	--	--	--
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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	144	144	100.00	29.17
Male	64	64	100.00	34.38
Female	80	80	100.00	25.00
Black or African American	--	--	--	--
Hispanic or Latino	119	119	100.00	29.41
White	21	21	100.00	33.33
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	122	122	100.00	27.87
English Learners	85	85	100.00	28.24
Students with Disabilities	20	20	100.00	0.00
Students Receiving Migrant Education Services	--	--	--	--
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.

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)
Parents have several opportunities to participate in the education of their child at Hunt Elementary. Parents and Hunt community members are welcome and encouraged to attend the various activities and clubs that are planned throughout the year. The Hunt Parent-Teacher Committee, Hunt Elementary School Site Council, English Language Advisory Committee and the District English Language Advisory Council offer parents, community and stakeholders options for involvement.   We encourage parents to attend school parent meetings, back to school nights, parent-teacher conferences and other activities and assemblies. Hunt Elementary hosts Family Nights once every trimester, during which students and families take part in a myriad of learning activities. Dinner is also included for families during the parent nights. Hunt Elementary maintains an updated website which parents can access to keep informed on academic and social events. We use multiple methods of communication that include but not limited to, school messengers, flyers, ClassDojo digital platform for communication, school calendars, up-to-date-websites, as well as a digital component for classroom management system such as ClassDojo and face to face meetings.

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.

School Safety Plan

Hunt Elementary has a Safe School Plan which is reviewed and developed by a special committee comprised of administration, certificated staff, classified staff, and parents. The committee meets as necessary to review the appropriateness of the plan. The Hunt School Safety Plan was last reviewed on January 22, 2020.   Several stakeholders have reviewed the plan, including the School Site Safety Team, faculty and the English Language Advisory Committee members.   The Safe School Plan is approved by the School Site Council and the School Board annually.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.0	2.8	1.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	6.1	5.4	6.6
Expulsions Rate	0.2	0.1	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

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

Title	Ratio
Academic Counselor*	297.0

*   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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	1.0

*   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.

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	21	2	2		22	1	2		22	1	2	
1	21		1		18	2			25		2	
2	24		2		21	1	1		20	2		
3	26		2		28		2		19	2		
4	29		2		29		2		24		2	
5	28		2		29		2		20	2		1
Other**	21		1		10	1						

*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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement		99	95

Teachers have been provided opportunities for professional development throughout the year. The focus has been on preparing teachers for implementation of California Standards in Math, English Language Arts, Science and English Language Development. We have also focused on integration of technology as a resource in the classroom to teachers and students. Teachers were also given release time throughout the school year to align curriculum and instruction to the state standards, prepare lessons and to collaborate with peers on best instructional practices. The District has a technology coach available to support both student and teachers with technology. In addition, instructional coaches are available to support teachers in ELA , English Language Development, and Math. Professional developments on a myriad of topics have supported teachers in creating a learning experience which is both relevant and rigorous for students. Throughout the year, there are Effective Teacher workshop classes available which offer a new theme each month. Themes vary from classroom management to reading instruction and using student data to drive instruction.   We will continue to provide professional development in coming years as we continue to implement the new science standards.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$50,593	$46,208
Mid-Range Teacher Salary	$76,681	$72,218
Highest Teacher Salary	$95,724	$92,742
Average Principal Salary (ES)	$103,791	$134,864
Average Principal Salary (MS)	$111,713	$118,220
Average Principal Salary (HS)	$126,617	$127,356
Superintendent Salary	$198,456	$186,823

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34%	33%
Administrative Salaries	5%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$7497.44	$1,491.38	$6,006.06	$83,507.31
District	N/A	N/A	$11,069.00	$74,701.00
State	N/A	N/A	$7,506.64	$72,949.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-59.3	11.1
School Site/ State	-22.2	13.5

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

Hunt Elementary School provides students the opportunity to attend the Afterschool Program(ASP). Students in ASP are provided support with homework and academics. Music is also offered to all students as part of ASP.

Hunt provides students with general and special education services, resource support to students with disabilities, academic and social intervention to all students when needed, as well as GATE opportunities for students that excel.

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.