



# Hunt Elementary School

907 R Street • Newman • 209-862-1020 • Grades K-5

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## 2015-16 School Accountability Report Card Published During the 2016-17 School Year



### Newman-Crows Landing Unified School District

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Newman, CA 95360  
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#### District Governing Board

Janice Conforti, President  
RoseLee Hurst, Clerk  
Paul Wallace  
Tim Bazar  
Vernon Snodderly

#### District Administration

Randy Fillpot  
**Superintendent**  
Dave Kline  
**Director of Human Resources**  
Kim Bettencourt  
**Director of Curriculum and  
Instruction**  
Alice Solis  
**Director of Student Services**  
Caralyn Mendonca  
**Director of Fiscal Services**  
Matt Vargas  
**Director of Maintenance and  
Operations**

### School Description

In its thirteenth year, Hunt Elementary is one of four, kindergarten through fifth grade, elementary schools in the Newman-Crows Landing Unified School District. Our enrollment consists of 338 Transitional Kindergarten through Fifth grade students. In 2013 Hunt opened enrollment for transitional kindergarten and has increased from one classroom to two for the 2016-2017 school year, this year having the highest enrollment with fifty TK students. The composition of our school includes 14 General Education classes, and 1 Resource class. The demographics of our student body consists of 88% Free/Reduced School Lunch, 88% Socioeconomic Disadvantaged, 53% English Language Learners, and 8% Students with Disabilities.

We have a Library, and a multipurpose room that is used as our main cafeteria. In addition, we have a room designated to hold our Professional Learning Communities (PLC) meetings, Individual Educational Plan (IEP's), Student Study Team (SST), training's and IEP's. We have a STEM lab that is opened to teachers and students to teach robotics and STEM standards. Every classroom has a block of library time that is dedicated to encourage a love for reading. Students get to check out books as well as get to listen to popular books read to them by our librarian. 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 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 fitness and one day a month on nutrition.

Our after-school program 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 creates a welcoming, thriving community for all students. We fully implement State Standards, to educate our students. The standards define what all students are expected to know and be able to do. Intervention and GATE programs are provided to offer support and challenge all our students.

Hunt teachers and administrators have assumed responsibility of implementing these standards while meeting the differentiated needs of all our 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 we believe that it is best practice to be life-long learners.

### Hunts Mission:

Hunt Elementary school acknowledges and embraces the many cultural and ethnic similarities and differences of its students and staff, and encourages the contributions of all constituents to one vision of educational excellence. All site personnel nurture and cultivate citizenship, responsibility, independence, and believe that the school should be a catalyst for school/community based activities and the driving force behind unity of parents, student and staff to achieve the common goal of academic success. The goal is to provide Positive Relationships in school, both academically and socially, for all students, teachers, parents, and administrators at Hunt Elementary.

As we move forward this year we will focus on the following areas: Literacy across all content areas, technology integration, math improvement, facilities that are safe and welcoming, positive relationships with and between parents, students, teachers and administration

## 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 <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/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	80
Grade 1	48
Grade 2	46
Grade 3	56
Grade 4	55
Grade 5	52
<b>Total Enrollment</b>	<b>337</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	84.3
Native Hawaiian or Pacific Islander	0
White	13.4
Two or More Races	1.5
Socioeconomically Disadvantaged	78.3
English Learners	56.7
Students with Disabilities	7.7
Foster Youth	0.6

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Hunt Elementary School	14-15	15-16	16-17
<b>With Full Credential</b>	19	13	15
<b>Without Full Credential</b>	0	2	2
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Newman-Crows Landing Unified School District	14-15	15-16	16-17
<b>With Full Credential</b>	♦	♦	135
<b>Without Full Credential</b>	♦	♦	14
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Hunt Elementary School	14-15	15-16	16-17
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

\* "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

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	92.9	7.1
Districtwide		
<b>All Schools</b>	98.9	1.1
<b>High-Poverty Schools</b>	98.9	1.1
<b>Low-Poverty Schools</b>	100.0	0.0

\* 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 (School Year 2016-17)

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 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Reading Medallions/2010 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	Reflection/Harcourt: California Series/2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

### 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: 9/12/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			#2 Mech/HVAC - Main Wing Girls Restroom - Noisy Light ballast
<b>Interior:</b> Interior Surfaces			X	#4 CR-6 - Dirty air vents and light lends cover; CR-25 Dirty Window sills; Main Wing Boys Restroom - Ceiling Stains
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			#5 CR-22 - Dusty A/C vents
<b>Electrical:</b> Electrical		X		#7 Kitchen/Multi-Use - Missing Electrical cover
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			#9 CR-4 Dirty Sink and Faucet #10 CR-4 Blocked fire exits #7 Gym Girls Restrooms - Restroom floor dirty, paper on ceiling
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			#13 - CR10- Possible roof leak / 3 stained tiles
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	Exemplary	Good	Fair	Poor
		X		

## 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	31	27	34	41	44	48
Math	16	22	20	24	34	36

\* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	43	28	57	46	39	46	60	56	54

\* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	14.8	22.2	14.8

\* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	68	68	100.0	57.4
Male	34	34	100.0	64.7
Female	34	34	100.0	50.0
Hispanic or Latino	51	51	100.0	51.0
White	12	12	100.0	75.0
Socioeconomically Disadvantaged	42	42	100.0	54.8
English Learners	23	23	100.0	26.1

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	<b>3</b>	58	57	98.3	14.0
	<b>4</b>	55	55	100.0	25.4
	<b>5</b>	53	53	100.0	43.4
<b>Male</b>	<b>3</b>	27	27	100.0	7.4
	<b>4</b>	30	30	100.0	20.0
	<b>5</b>	30	30	100.0	43.3
<b>Female</b>	<b>3</b>	31	30	96.8	20.0
	<b>4</b>	25	25	100.0	32.0
	<b>5</b>	23	23	100.0	43.5
<b>Black or African American</b>	<b>3</b>	--	--	--	--
<b>Hispanic or Latino</b>	<b>3</b>	44	43	97.7	7.0
	<b>4</b>	52	52	100.0	25.0
	<b>5</b>	46	46	100.0	43.5
<b>White</b>	<b>3</b>	13	13	100.0	38.5
	<b>4</b>	--	--	--	--
	<b>5</b>	--	--	--	--
<b>Two or More Races</b>	<b>5</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	<b>3</b>	45	44	97.8	11.4
	<b>4</b>	46	46	100.0	26.1
	<b>5</b>	35	35	100.0	40.0
<b>English Learners</b>	<b>3</b>	32	31	96.9	6.5
	<b>4</b>	38	38	100.0	23.7
	<b>5</b>	25	25	100.0	16.0
<b>Students with Disabilities</b>	<b>3</b>	--	--	--	--
	<b>4</b>	--	--	--	--
	<b>5</b>	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	<b>3</b>	--	--	--	--
	<b>4</b>	--	--	--	--
	<b>5</b>	--	--	--	--
<b>Foster Youth</b>	<b>3</b>	--	--	--	--
	<b>4</b>	--	--	--	--
	<b>5</b>	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 2015-16 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	<b>3</b>	58	57	98.3	24.6
	<b>4</b>	55	55	100.0	21.8
	<b>5</b>	53	53	100.0	18.9
<b>Male</b>	<b>3</b>	27	27	100.0	25.9
	<b>4</b>	30	30	100.0	20.0
	<b>5</b>	30	30	100.0	20.0
<b>Female</b>	<b>3</b>	31	30	96.8	23.3
	<b>4</b>	25	25	100.0	24.0
	<b>5</b>	23	23	100.0	17.4
<b>Black or African American</b>	<b>3</b>	--	--	--	--
<b>Hispanic or Latino</b>	<b>3</b>	44	43	97.7	18.6
	<b>4</b>	52	52	100.0	23.1
	<b>5</b>	46	46	100.0	17.4
<b>White</b>	<b>3</b>	13	13	100.0	46.1
	<b>4</b>	--	--	--	--
	<b>5</b>	--	--	--	--
<b>Two or More Races</b>	<b>5</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	<b>3</b>	45	44	97.8	22.7
	<b>4</b>	46	46	100.0	21.7
	<b>5</b>	35	35	100.0	20.0
<b>English Learners</b>	<b>3</b>	32	31	96.9	16.1
	<b>4</b>	38	38	100.0	23.7
	<b>5</b>	25	25	100.0	8.0
<b>Students with Disabilities</b>	<b>3</b>	--	--	--	--
	<b>4</b>	--	--	--	--
	<b>5</b>	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	<b>3</b>	--	--	--	--
	<b>4</b>	--	--	--	--
	<b>5</b>	--	--	--	--
<b>Foster Youth</b>	<b>3</b>	--	--	--	--
	<b>4</b>	--	--	--	--
	<b>5</b>	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 Parental Involvement State Priority (Priority 3):

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

### Opportunities for Parental Involvement (School Year 2016-17)

Parents have opportunities to participate as part of the Hunts Parents Club, Hunt Elementary School Site Council, English Language Advisory Committee and as part of the District English Language Advisory Council. We encourage parents to attend school parent meetings, back to school nights, parent teacher conferences and other activities and assemblies. We also keep our website updated so that parents can use as a resource and stay informed about 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 School Climate State Priority (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 Safe School Plan is approved by the School Site Council and the School Board annually.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.0	3.1	3.4
Expulsions Rate	0.2	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	2.2	3.1	3.8
Expulsions Rate	0.3	0.2	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2010-2011
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement	4	
Percent of Schools Currently in Program Improvement	50.0	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	.25
Library Media Teacher (Librarian)	.938
Library Media Services Staff (Paraprofessional)	0
Psychologist	.29
Social Worker	0
Nurse	.5
Speech/Language/Hearing Specialist	.40
Resource Specialist	0
Other	
Average Number of Students per Staff Member	
Academic Counselor	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	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	23	23	22	1		2	3	4	2			
1	26	21	21		2		2	1	2			
2	24	27	26				3	2	2			
3	19	17	26	3	3			1	2			
4	26	19	28		3		2		2			
5	25	25	28				3	2	2			
Other	16			1								

### Professional Development provided for Teachers

In the past 3 year period teachers have been provided an average of 25 days of professional development. 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 collaborate with peers on best instructional practices and classroom management systems. We have also began a professional development plan for all teachers TK-5 on the transition to the Next Generation Science Standards. The District has also hired instructional coaches to support teachers in ELA , Math, Classroom management and deciphering student data. We will continue to provide professional development in coming years as we begin to implement the new science standards.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,863	\$42,063
Mid-Range Teacher Salary	\$69,512	\$64,823
Highest Teacher Salary	\$87,336	\$84,821
Average Principal Salary (ES)	\$97,505	\$101,849
Average Principal Salary (MS)	\$92,677	\$107,678
Average Principal Salary (HS)	\$111,438	\$115,589
Superintendent Salary	\$160,377	\$169,152
Percent of District Budget		
Teacher Salaries	38%	35%
Administrative Salaries	6%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5877.02	\$1532.86	\$4344.16	\$67,810.00
District	♦	♦	\$4344.16	\$69,078
State	♦	♦	\$5,677	\$67,348
Percent Difference: School Site/District			0.0	0.9
Percent Difference: School Site/ State			-7.4	7.6

\* Cells with ♦ do not require data.

### Types of Services Funded

As required by the Program Improvement process, Hunt Elementary School and the Newman Crows Landing Unified School District have generated a list of independent tutoring services to receive Supplemental Educational Services, that are available for under-achieving students. Families have been informed in writing of the private tutoring services that are available to assist their students. Once students have been referred to one of our independent tutoring services, their schedule of services are coordinated by the program's director. Hunt Elementary School tutoring for all students and all courses in the After School Program, (ASP).

Hunt also provides students with general and special education services, resource support to students with disabilities, academic and social intervention to all students when needed, and GATE opportunities for students that excel. We also provide an after school program and music program.



**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 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.