

Grace Hudson Elementary

251 Jefferson Ln. • Ukiah, CA 95482 • 707-472-5460 • Grades K-5

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http://www.edline.net/pages/Grace_Hudson_Elementary_School

2016-17 School Accountability Report Card Published During the 2017-18 School Year



Ukiah Unified School District

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(707) 472-5000
www.uusd.net

District Governing Board

Megan Van Sant
Anne Molgaard
Gail Monpere
Beatriz "Bea" Arkin
Carolyn Barrett
Zoey Fernandez
Tyler Nelson

District Administration

Debra Kubin
Superintendent

School Description

Grace Hudson Elementary School houses the Ukiah Unified School District's Dual Language Immersion Program (Spanish/English) that serves students in grades K-5. Grace Hudson Elementary School has a certificated staff of 27 comprised of: 18 classroom teachers, 1.0 FTE Student Success Coordinator, 1.0 School Counselor, 2.0 FTE Reading/Intervention teachers, a 1.0 FTE special education resource teacher, a 1.0 FTE Physical Education teacher, a .4 FTE speech/language therapist consultant, a .20 FTE school psychologist, and a .20 FTE District Nurse. Grace Hudson Elementary School has an additional staff of 31 classified employees including: a classified after school program coordinator, one parent/community liaison, four PE paraprofessionals, two bilingual resource paraprofessionals, two bilingual kindergarten paraprofessionals, one SPED Para professional, one half time SPED paraprofessional, three part time ASES paraprofessionals, two secretaries, one health assistant, two full time custodians and one half time custodian, two crossing guards, a library technician, four lunch time supervisors, and two food service workers. Staff members of Grace Hudson Elementary School have a strong commitment to excellence in teaching and promoting bilingualism, bi-literacy, and biculturalism through the use of the CA Common Core standards, as well as the commitment to self, others and the environment.

School Vision and Mission

Mission: Grace Hudson Elementary School provides highly qualified teachers, rigorous bilingual, biliterate, and technology driven curriculum while fostering cross cultural appreciation and promoting family involvement through Spanish Dual Language Immersion .

Vision

All students moving on from Grace Hudson Elementary School will be bilingual, biliterate, and multicultural and leave with:

A mind able to solve problems and think critically
Eyes that see multiple points of view
A smile that displays a love of learning
A heart filled with empathy and ready to help ourselves and others.
Hands ready to work hard and protect the environment
A foot forward, ready to succeed in the world

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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	95
Grade 1	72
Grade 2	65
Grade 3	81
Grade 4	74
Grade 5	71
Total Enrollment	458

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.4
Asian	0
Filipino	0
Hispanic or Latino	78.2
Native Hawaiian or Pacific Islander	0
White	19.4
Two or More Races	1.7
Socioeconomically Disadvantaged	71.8
English Learners	59.8
Students with Disabilities	7
Foster Youth	0.2

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			
Grace Hudson Elementary	15-16	16-17	17-18
With Full Credential	23	23	22
Without Full Credential	0	2	0
Teaching Outside Subject Area of Competence	0	0	0
Ukiah Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	311
Without Full Credential	♦	♦	26
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Grace Hudson Elementary	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	1

* "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 2017-18)

Instructional materials meet EC Sections 60040-60045 as well as the SBE guidelines.

Textbooks and Instructional Materials Year and month in which data were collected: December 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	California Excursions, Houghton Mifflin Harcourt School Publishers, Adopted 5/10/11 Literature, McDougal Littell, Adopted 4/10/12 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0
Mathematics	Bridges in Mathematics, 2nd Edition (The Math Learning Center), Adopted 4/14/16 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0
Science	California Science (MacMillan/McGraw -Hill), Adopted 8/12/08 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0
History-Social Science	History-Social Science for California, Pearson Scott Foresman, Adopted 8/07/07 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

General

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 survey instrument developed by the State of California Office of Public School Construction.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School Buildings

This school has 22 classrooms, a multipurpose/cafeteria room, a library/media center, four small offices located in the B building, and an administration building. The main campus was built in 2003 and opened in August 2004. Additional buildings are under construction by the Ukiah Valley Cultural Arts and Recreation Group. They include a Gym and Cultural Center.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A web-based work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. The principal and the Director of Maintenance and Operations works with the custodial staff to develop cleaning schedules to ensure a clean and safe school. Custodial staff work over the summer to deep clean the classrooms.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/1/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		Replace tubes that are out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/1/2017

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				Roofs have been repaired due to design/construction flaw
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall Rating	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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	35	26	36	35	48	48
Math	24	24	23	24	36	37

* 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 Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	26	38	39	43	60	56

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

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	22.5	18.3	4.2

* 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	72	69	95.8	37.7
Male	33	32	97.0	25.0
Female	39	37	94.9	48.7
Hispanic or Latino	51	48	94.1	20.8
White	19	19	100.0	79.0
Socioeconomically Disadvantaged	47	44	93.6	13.6
English Learners	27	26	96.3	3.9

* 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 2016-17 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	222	219	98.65	25.57
Male	104	103	99.04	18.45
Female	118	116	98.31	31.9
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	174	173	99.43	16.76
White	43	42	97.67	59.52
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	159	159	100	12.58
English Learners	145	145	100	10.34
Students with Disabilities	20	20	100	10
Students Receiving Migrant Education Services	20	20	100	5

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 2016-17 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	222	219	98.65	24.2
Male	104	103	99.04	24.27
Female	118	116	98.31	24.14
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	174	173	99.43	18.5
White	43	42	97.67	42.86
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	159	159	100	13.84
English Learners	145	145	100	13.79
Students with Disabilities	20	20	100	25
Students Receiving Migrant Education Services	20	20	100	30

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Parents are invited and encouraged to actively involve themselves in the educational process of their children. Opportunities for parent involvement are encouraged through frequent written communiqués in both English and Spanish. Parents are encouraged to attend monthly PTO meetings, monthly ELAC meetings, School Site Council meetings, bi-monthly parent informational nights, and the District English Learner Advisory Committee meetings, and monthly Café con La Directora meetings. Parents are also encouraged to volunteer in the classroom, during special events, events sponsored by the PTO, throughout the school, and/or on field trips. Additionally, involvement and attendance at events such as Back to School Night, El Dia de Los Muertos, El Dia de Los Niños, Volunteer Celebration, Open House, Literacy Night, Technology Night, and parent education programs are also encouraged and supported. Jointly with Mendocino Community College, English as a Second Language classes and High School Equivalency Program classes are offered on the Grace Hudson Elementary School Campus for our Spanish speaking parents and other interested community members.

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

Our Safe School Plan includes the following elements: Annual Statistical Report, Child Abuse Reporting, Disaster procedures, Suspensions/Expulsions, Notification of Dangerous Pupils, Sexual Harassment Policy, Dress Code Prohibiting "Gang Related" Apparel, Student/Employee Safety to and From School, Safe/Orderly Environment, Discipline Rules and Procedures, and Crisis Plan. It is updated and reviewed annually.

Suspensions and Expulsions

School	2014-15	2015-16	2016-17
Suspensions Rate	2.13	1.85	3.65
Expulsions Rate	0	0	0
District	2014-15	2015-16	2016-17
Suspensions Rate	7.5	6.87	8.75
Expulsions Rate	0.39	0.28	0.25
State	2014-15	2015-16	2016-17
Suspensions Rate	3.79	3.65	3.65
Expulsions Rate	0.09	0.09	0.09

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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2007-2008
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	11	
Percent of Schools Currently in Program Improvement	73.3	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.0
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.75
Psychologist	0.2
Social Worker	0.0
Nurse	0.2
Speech/Language/Hearing Specialist	0.4
Resource Specialist	0.0
Other	0.0
Average Number of Students per Staff Member	
Academic Counselor	0.0

* 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+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	24	24	24				4	4	4			
1	24	24	23				4	4	3			
2	21	21	20	2	2	3	2	2	1			
3	20	20	20	3	3	4	1	1				
4	27	27	26				3	3	3			
5	22	22	25				3	3	3			

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

Professional Development provided for Teachers

Teachers participate in Professional Learning Committees (PLC's), three times per month. Our teachers who are new to the profession also participate in BTSA (Beginning Teacher support and Assessment) for their first two years of teaching as well as a District appointed mentor. We had Project Based Learning Professional Development for grade levels, Bridges math curriculum training and collaboration, as well as all third through fifth grade teachers were sent to DAILY 5 reading training. A district wide Leadership Network (LN) provided Common Core Standard awareness, and focused on and presented the strategies of ELD, Literacy, and Evidence Based Writing to staff members. A district wide Instructional Technology Leader (ITL), provided support and guidance in using technology in the classrooms.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,604	\$46,511
Mid-Range Teacher Salary	\$64,549	\$73,293
Highest Teacher Salary	\$88,440	\$92,082
Average Principal Salary (ES)	\$100,315	\$113,263
Average Principal Salary (MS)	\$107,423	\$120,172
Average Principal Salary (HS)	\$114,746	\$131,203
Superintendent Salary	\$176,945	\$213,732
Percent of District Budget		
Teacher Salaries	36%	36%
Administrative Salaries	7%	5%

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

Types of Services Funded

All students are provided the core program in the areas of Reading, English-Language Arts, Mathematics, Science, Social Studies, Health, Visual and Performing Arts and Physical Education. In addition, identified students receive support services through categorical funds.

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.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,586	\$762	\$5,824	\$73,196
District	♦	♦	\$4,698	\$66,898
State	♦	♦	\$6,574	\$74,476
Percent Difference: School Site/District			24.0	9.4
Percent Difference: School Site/ State			-11.4	-1.7

* Cells with ♦ do not require data.