

# Victor F. Hodge Elementary School

700 West Eleventh St. • Azusa, CA 91702 • 626-815-4800 • Grades K-5

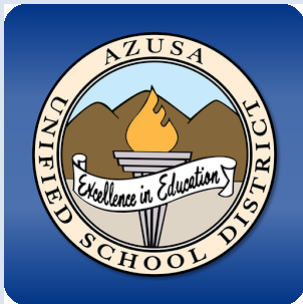
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<https://hes-ausd-ca.schoolloop.com/>



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



### **Azusa Unified School District**

546 South Citrus Ave.  
Azusa, CA 91702  
(626) 967-6211  
[www.azusa.org](http://www.azusa.org)

### **District Governing Board**

Helen Jaramillo  
Xilonin Cruz-Gonzalez  
Paul Naccachian  
Jeri Bibles-Vogel  
Yolanda Rodriguez-Pena

### **District Administration**

Linda Kaminski  
**Superintendent**  
Ramiro Rubalcaba  
**Assistant Superintendent, Human  
Resources**  
Marc Bommarito  
**Assistant Superintendent, Business  
Services**  
Arturo Ortega  
**Assistant Superintendent,  
Educational Services**

### **School Description**

Hodge Elementary School is part of the Azusa Unified School District located in the city of Azusa. Currently, 2017-2018 school year, 600 students are enrolled in Transitional Kindergarten through the Fifth grade. Hodge Elementary School is a California Distinguished School and also received the 2012 Title I Academic Achievement Award. In addition, Hodge Elementary School's Professional Development School received a Golden Bell Award from the California School Boards Association.

Hodge Elementary School is committed to act on our shared belief that all students can learn! In collaboration with faculty, staff, students, and parents, our community shares a commitment to increase learning for all. Teachers mediate student learning to ensure that all students are progressing academically and socially. Community works together to provide a caring, safe, respectful, and productive learning environment for all students. Hodge sustains a school-wide focus on California Common Core Standards-based education, while affording multiple opportunities for students to develop the critical thinking, creativity, communication, and collaboration skills necessary to sustain life-long learning in the 21st Century.

At Hodge, our vision is to ensure that all students learn and progress. We are a community of learners committed to inquiry and collaboration, dedicated towards ensuring all students leave the fifth grade at levels of proficient or above.

## 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	110
Grade 1	109
Grade 2	104
Grade 3	105
Grade 4	97
Grade 5	97
<b>Total Enrollment</b>	<b>622</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.4
American Indian or Alaska Native	0
Asian	0.5
Filipino	2.1
Hispanic or Latino	89.1
Native Hawaiian or Pacific Islander	0
White	5.5
Two or More Races	0.5
Socioeconomically Disadvantaged	67.4
English Learners	28.3
Students with Disabilities	10.8
Foster Youth	0.5

## 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			
Victor F. Hodge Elementary School	15-16	16-17	17-18
<b>With Full Credential</b>	29	29	27
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Azusa Unified School District	15-16	16-17	17-18
<b>With Full Credential</b>	♦	♦	465
<b>Without Full Credential</b>	♦	♦	7
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Victor F. Hodge Elementary	15-16	16-17	17-18
<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.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

Textbooks and Instructional Materials Year and month in which data were collected: January 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill - Wonders (2017) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0
Mathematics	Everyday Math 4 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0
Science	Houghton Mifflin - California Science (2007) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0
History-Social Science	Scott Foresman - History-Social Studies for California (2006) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Hodge Elementary School provides a safe, clean environment for students, staff, and volunteers. Built in 1964, with modernization made in 2005, the school sits on 9.25 acres. Facilities span 391,325 square feet and include a multipurpose room, library, cafeteria, 22 permanent classrooms, five portable classrooms, playground, and one computer lab. The facility strongly supports teaching and learning through its ample classroom and playground space, and a staff resource room.

A scheduled maintenance program is administered by Azusa Unified School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

During the day and in the evenings, two custodians ensure classrooms, restrooms, and campus grounds are kept clean and safe. Azusa Unified School District administers a scheduled maintenance program to ensure that classrooms and facilities are maintained to a degree of adequacy that provides a suitable learning environment.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11-3-2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: 11-3-2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	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

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	51	49	38	40	56	54

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.

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	37	40	34	35	48	48
Math	33	42	21	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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	17	18.1	40.4

\* 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	98	96	98.0	49.0
Male	51	49	96.1	46.9
Female	47	47	100.0	51.1
Hispanic or Latino	90	88	97.8	47.7
Socioeconomically Disadvantaged	83	82	98.8	45.1
English Learners	21	20	95.2	25.0

\* 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	291	289	99.31	39.79
Male	151	151	100	40.4
Female	140	138	98.57	39.13
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	259	257	99.23	38.52
White	15	15	100	46.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	198	196	98.99	34.18
English Learners	111	110	99.1	26.36
Students with Disabilities	30	30	100	13.33
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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	291	290	99.66	42.07
Male	151	151	100	42.38
Female	140	139	99.29	41.73
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	259	258	99.61	40.31
White	15	15	100	60
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	198	197	99.49	36.55
English Learners	111	111	100	35.14
Students with Disabilities	30	30	100	16.67
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 and community members are very supportive of the educational program at Hodge Elementary School. Parents and the community participate in the Parent Teacher Association, Families in Schools Series, Hodge Parent Workshops, Principal’s Update Meetings, School Site Council, English Language Advisory Committee, Family Fun Nights, health and wellness activities (e.g. Zumba), and multiple forms of volunteering in the classroom. Due to the efforts of our PTA and community at large, Hodge Elementary School enjoys many partnerships in the community and receives a number of generous donations. These partnerships include Azusa Pacific University, and generous community support for the school’s annual STEM Career Week.

#### 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

The safety of students and staff is Hodge Elementary School’s primary concern. The school’s disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Annually, our school practices a complete earthquake drill, which includes an entire school evacuation. A storage bin located at the school contains food, water, and other supplies for use during a disaster. All visitors must sign in at the front office, wear identification tags while on the school grounds and sign out upon departure. Teachers and administration are on duty during recess, and before and after school, and noon aides are on duty during lunch to ensure the safety of all our students. Teachers, staff, and administrators are trained and practice lock-down procedures that can secure the entire campus in an emergency.

A Comprehensive School Safety Plan was developed by the Safe School Committee in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Key elements of the Comprehensive School Safety Plan include the following: monthly facility safety inspections; child abuse reporting procedures; teacher notification of dangerous pupils procedures; disaster response procedures; procedures for safe entering to, and exiting from, school; sexual harassment policy; suspension and expulsion policies; dress code; and discipline policies. The Safe School Committee evaluates the plan annually and updates the plan as needed.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	1.8	1.1	1.8
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	1.3	1.2	2.5
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		8
Percent of Schools Currently in Program Improvement		53.3

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.38
Psychologist	0.5
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	1.0
Resource Specialist	1.0
Other	.38
Average Number of Students per Staff Member	
Academic Counselor	

\* 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	22	22		1	1	5	4	4			
1	22	24	26	1			3	4	4			
2	22	23	26	1			4	4	3			
3	20	22	23	3	1	1	3	5	5			
4	34	33	32					1	1	3	2	2
5	34	33	32					1	2	3	2	1
Other	21	6			1		1					

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

### Professional Development provided for Teachers

The district annually holds professional development days where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. The primary areas of focus for professional learning in the last three years have been in the area of supporting teachers as it relates to the adoption of new math, and ELA/ELD curriculum, as well as professional learning on the new mathematics and ELA/ELD Frameworks. Student achievement data continues to be the determining factor in the selection of professional learning topics. Professional learning is developed and facilitated by district staff, Teachers on Special Assignment, and outside consultants and coaches who specialize in English Language Development pedagogy, as well as consultants and coaches who specialize in mathematics pedagogy. Professional learning is structured in job-embedded workshops and professional learning communities which include collaborative lesson planning, lesson study, classroom observations and coaching support, and student work/data analysis. Professional learning for all teachers includes strategies and pedagogy to support all learners access rigorous, grade-level curriculum. All professional learning includes a special emphasis supporting the development of English learners' development of academic language and literacy through instructional strategies that included Sheltered Instruction Observation Protocol (SIOP). In the 2015-2016, 2016-2017, and 2017-2018, there were three district-wide professional learning days each year. Elementary teachers received 2 additional days in 2015-2016. In 2016-2017, each elementary grade level teacher received 2 days of ELA professional learning on new curriculum and instructional support; 6 days of mathematics curricular professional learning and instructional support. In 2017-2018, elementary teachers received 4 additional ELA professional learning days in support of the new ELA/ELD curriculum. Elementary and secondary ELA program 4 and 5 teachers received an additional 4 days of professional learning in support of new curriculum.

In addition to the aforementioned, district and site learning has focused on developing Professional Learning Communities (PLC) focused on a cycle of continuous improvement. In accordance with this initiative, teachers work in grade levels and study data and student work along with curriculum frameworks, standards, district and state assessments, and state approved adoptions to establish learning goals, plan lessons and develop common formative assessments. Teachers meet regularly each week and also for extended learning opportunities each trimester.

The district initiative to develop Positive Behavior Interventions and Supports (PBIS) provides multiple training opportunities throughout the year for the PBIS team. At Hodge, staff engage in extended learning related to PBIS and the Multi-tiered Systems for Support (MTSS) provided for our students to support both their academic and social, emotional, and behavioral development. On-going workshops designed to identify/assess student needs related to social, emotional, and behavioral development are part of the professional growth plan at Hodge.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,880	\$46,511
Mid-Range Teacher Salary	\$70,760	\$73,293
Highest Teacher Salary	\$92,211	\$92,082
Average Principal Salary (ES)	\$110,960	\$113,263
Average Principal Salary (MS)	\$122,546	\$120,172
Average Principal Salary (HS)	\$132,421	\$131,203
Superintendent Salary	\$212,940	\$213,732
Percent of District Budget		
Teacher Salaries	36%	36%
Administrative Salaries	6%	5%

\* 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/).

### Types of Services Funded

In addition to general state funding, Azusa Unified School District receives state and federal funding for the following categorical, special education, and support programs: • Gifted and Talented Pupils • Special Education • Home-to-School Transportation • School Improvement Program • Instructional Materials • Staff Development • Tenth Grade Counseling • Class Size Reduction • Peer Assistance and Review • Drug/Alcohol/Tobacco Education • ESSA • Educational Technology Assistance Grants • ROC/P and • Vocational and Applied Technology Education Act.

### 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	\$5,197	\$396	\$4,801	96,196
District	♦	♦	\$5,238	\$79,903
State	♦	♦	\$6,574	\$74,476
Percent Difference: School Site/District			-8.3	20.4
Percent Difference: School Site/ State			-27.0	29.2

\* Cells with ♦ do not require data.