

Joel J. Hidahl Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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.

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.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Joel J. Hidahl Elementary School
Street	2351 E. Redwood Road
City, State, Zip	Ceres, CA. 95307
Phone Number	209 556-1650
Principal	Vaughn M. Williams
E-mail Address	vwilliams@ceres.k12.ca.us
Web Site	ceres.k12.ca.us
CDS Code	50-71043-019074

District Contact Information	
District Name	Ceres Unified School District
Phone Number	(209) 556-1501
Superintendent	Dr. Scott Siegel
E-mail Address	jbeltran@ceres.k12.ca.us
Web Site	www.ceres.k12.ca.us

School Description and Mission Statement (School Year 2017-18)

The annual School Accountability Report Card is our chance to share Joe J. Hidahl’s successes with you. I hope that as you read this report, you will gain a clear understanding of our school, its program, areas of pride and areas where we hope to improve.

Joel J. Hidahl Elementary, located in the south-west part of Ceres is one of eleven elementary schools in the Ceres Unified School District located in the Stanislaus County. We are a TK through 6th grade with a school population of 480 students.

Joel J. Hidahl is a Title 1 School-Wide School on a traditional schedule. The school staff includes: a Principal, Administrative Assistant, Twenty-one certificated teachers, resource specialist, two paraprofessionals, Library/Media Clerk, an office manager, an attendance secretary. and Itinerant music and P.E. teachers provide services 2 days per week.

Hidahl has a diverse student population made up of 76% Hispanic, 15% White, 7.% Asian, 3% Pacific Islander, 1% African American, and 1% Filipino. Fifty-three percent of our students are English Learners with the majority of those having Spanish as a primary language.

Joel J. Hidahl Elementary School, home of the “Happy Huskies”, is a school that we have started new traditions and encourage a partnership with the school and home.

The Joel J. Hidahl Mission statement is as follows: The staff and community of Hidahl Elementary are committed to providing a safe and civil environment in order to have each student reach his/her academic potential as life long learners and responsible citizens.

We have incorporated the Guidelines to Success at our school.

- H Have Respect for Self and Others
- I Integrity
- D Determination
- A Always Do Your Best
- H Honest and Responsible Citizens
- L Life-Long Learners

A different guideline is focused each month.

The school’s academic focus is based on the District Strategic Plan with the priorities being #1 English/LA and #2 Math. Our #1 priority is English/LA with the implementation of State Common Core Standards and the use of Language Development time during the day to meet the needs of our student population.

The ASES Program is available after school from 2:35-6:00 on Monday through Friday. The District (AIP) Academic Intervention Program runs Tuesday, Wednesday, and Thursday giving academic instruction in Reading, Writing, and Math and giving time for students for homework.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	79
Grade 1	75
Grade 2	70
Grade 3	71
Grade 4	61
Grade 5	64
Grade 6	61
Total Enrollment	481

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.8
Asian	4.4
Filipino	1
Hispanic or Latino	78
Native Hawaiian or Pacific Islander	1.5
White	12.5
Two or More Races	0.2
Socioeconomically Disadvantaged	92.5
English Learners	38.7
Students with Disabilities	8.7
Foster Youth	1.5

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

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	20	17	17	553
Without Full Credential	1	1	1	41
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	36

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of 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 2017-18)

Year and month in which data were collected: 2017/10

The school district held a public hearing on August 31, 2017, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information collected in October 2017 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Grades K-6 Benchmark Advance (2017)/2017	Yes	0%
Mathematics	Grades K-6 Houghton Mifflin Harcourt Go Math (2015)	Yes	0%
Science	Grades K-6 Houghton Mifflin California Science (2007)	Yes	0%
History-Social Science	Grades K-5 Pearson/Scott-Foresman Social Science series (2006) Grade 6 Pearson/Prentice Hall Ancient Civilizations (2006)	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

We moved in to the new school facility in January 2006. Construction for four additional portable classrooms were started in the summer of 2006 and occupied in January 2007. The field was seeded, moved the bike racks, and also the the kindergarten playground was completed. The 1-6 grade playground was finished in November 2008.

Mr. Williams meets weekly with the head custodian on the condition of the grounds, buildings, and restrooms. We provide a checklist for the District Safety Committee four times a year. Twice a year we receive a site visit from the district office on the condition of the school. The last visit we received a score of 9 out of 10.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 9/13/2017				
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			Classroom 32: Had an ant infestation near the white board and teacher's desk. Library: There was excessive heavy dust at different height levels.
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			Classroom 29: The drinking fountain at the sink was not working properly.
Safety: Fire Safety, Hazardous Materials	X			Classroom 13: Had Clorox wipes under the sink. Classroom 17: Had Clorox wipes under the sink and can of air freshner within reach of students. Classroom 24: Had Clorox wipes under the sink. Classroom 4: There was excessive clutter on the walls and may pose a potential fire hazard to the fire department. Classroom 7: Had Clorox wipes under the sink.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Classroom 6: The window seal on the outside was missing.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 9/13/2017				
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. 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 English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	37	35	39	38	48	48
Mathematics (grades 3-8 and 11)	29	29	20	21	36	37

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.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	254	246	96.85	34.55
Male	129	123	95.35	30.08
Female	125	123	98.4	39.02
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	198	194	97.98	31.96
Native Hawaiian or Pacific Islander	--	--	--	--
White	31	28	90.32	46.43
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	238	231	97.06	32.9
English Learners	138	134	97.1	35.82

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Students with Disabilities	22	19	86.36	5.26
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.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	256	247	96.48	28.74
Male	129	123	95.35	27.64
Female	127	124	97.64	29.84
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	198	195	98.48	28.72
Native Hawaiian or Pacific Islander	--	--	--	--
White	33	28	84.85	25
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	240	232	96.67	28.02
English Learners	138	135	97.83	31.11
Students with Disabilities	22	19	86.36	15.79
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.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	63	38	50	47	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.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.7	17.7	38.7

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.

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)

Family Engagement is a priority at Joel J. Hidahl Elementary School. As parents become involved, their children will continue to benefit in their school achievements.

Provide parents of students with information about programs available. Effective communications between home and school is considered to be the most important in developing and maintaining parent involvement.

- The Joel J. Hidahl/Parent Handbook will be sent home with each student at the beginning of the school, and at the time of registration on new students at Hidahl.
- School communications to be sent home notifying parents of events will be in English/Spanish
- Monthly events in school newsletter, Paw Prints, and on our School Facebook page.
- Events posted on the school website cusd.k12.ca.us
- Phone calls to parents through the use of Connect Ed.
- Back to School Night and Open House with translators available whenever possible.
- Kindergarten Orientation
- Communications to parents that encourage and promote parent involvement, school success, and effective parenting ideas.

Provide opportunities for regular meetings and activities for parents to formulate suggestions, decisions, and participate in education of their children.

- a. Parent/Teacher conferences at least once a year, with translation as needed for Parents of Spanish speaking students.
- b. Five School Site Council SSC.ELAC meetings a year
- c. Joel J. Hidahl PTA meetings
- d. Access to staff, opportunities to volunteer and participate in their children’s classroom/activities
- e. Parent recognition at the end of the year
- f. Student Recognition for attendance, honor roll, improvement
- g. Student Study Team meetings will be held regularly with parents of referred students asked to attend.
- h. A Hidahl School compact which involves the school, student, and family will be presented to each student/family.
- i. Annual Title I Meeting held at the beginning of each year which parents are invited to give input.
- j. A description and explanation of the school’s curriculum, forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet are made available to parents in the following manner: Parent/teacher conferences held at least once a year, progress/student report cards, CST testing results and explanation of results are mailed home annually to students in 2nd through 6th grades.

Provide parents with opportunities and information to be involved in school performances, Assemblies and other education classes/activities.

- a. “Breakfast with the Principal” once a month to share information
- b. Inform parents how best to assist their children in learning at home.
- c. Provide Adult ELD classes and Parent Institute and other classes.
- d. Parents are invited to student award/recognition and student performances
- e. Provide training, conferences, reading and educational materials to enhance the education of parents and to enable them to assist their children with their school work.

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.

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	3.1	4.4	2.2	8.6	7.7	10.1	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.1	0.2	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

A team of staff members called the KIDS Team, has received training from Randy Sprick for Safe and Civil Schools. We have identified common areas for the site and have written procedures which have been communicated to staff and taught to the students. These include drop off and pick up of students, use of restrooms, playground, cafeteria, and coming to and from the classrooms. A survey on school safety was given in the spring to staff, students, and parents. The KIDS Team meets monthly to review the safety plan, address concerns, and make modifications. The School Safety Plan was approved by the School Site Council in the spring of 2016. We did install a new playground for our 1-6 grade students. An area of focus for the year was to implement activities for the students during lunch recess including intramurals.

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2008-2009
Year in Program Improvement*	Year 4	Year 3
Number of Schools Currently in Program Improvement	N/A	17
Percent of Schools Currently in Program Improvement	N/A	77.3

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21	2	2		24		4		16	5		
1	22		3		24		3		24		2	
2	20	2	1		22		3		23		3	
3	21	1	2		20	2	1		24		3	
4	32		2		31		2		31		2	
5	32		2		31		2		32		2	
6	22	2	2		24	1	2		31		2	
Other									24		1	

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

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	2	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0.33	N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist		N/A
Other		N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,268.36	\$1,854.48	\$6,413.88	\$86,208.16
District	N/A	N/A	\$6,451.10	\$76,619
Percent Difference: School Site and District	N/A	N/A	-0.6	12.5
State	N/A	N/A	\$6,574	\$77,824
Percent Difference: School Site and State	N/A	N/A	-2.4	10.8

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

Types of Services Funded (Fiscal Year 2016-17)

Joel J. Hidahl received monies for Title I/ General Fund/LCAP. These monies were used to pay salaries for an Administrative Assistant, Library/Media Clerk, four kindergarten paraprofessionals, and two three hour paraprofessionals. We also used these monies for computers, technology, computer programs, library books,, supplies/materials, print shop, substitutes for release time for staff development, and for conferences.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,235	\$48,522
Mid-Range Teacher Salary	\$74,645	\$75,065
Highest Teacher Salary	\$100,245	\$94,688
Average Principal Salary (Elementary)	\$113,640	\$119,876
Average Principal Salary (Middle)	\$121,138	\$126,749
Average Principal Salary (High)	\$131,638	\$135,830
Superintendent Salary	\$210,122	\$232,390
Percent of Budget for Teacher Salaries	35%	37%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

The school site had 5 professional development days during the 2015-2016 school year. In the 2016-2017 school year, the school site had 5 professional development days. Lastly, in the 2017-2018 school year, the school site has planned 10 collaboration/early release days and 5 professional development days.

Staff development is a critical component to teacher and student success, and Ceres Unified School District is dedicated to a variety of professional development opportunities for staff. Every other Monday after school is dedicated to department and grade level meeting times, for teachers to collaborate, learn strategies, and develop action plans to meet identified student needs.

The district participates in BTSA, PAR, AB 466, and other county and state approved formal training programs dedicated to improving teacher quality. In addition, the district fully supports classroom teachers with a cadre of full time staff developer/coaches who can assist with the implementation of curriculum and strategies.

School sites must include a professional development plan and budget in their school site plan. Activities can include attendance at summer institutes, after school or Saturday workshops, teacher release days to attend conferences, and grade level or department release days for in depth professional development. All professional development is aligned to the district strategic plan. The goal of all professional development is to increase student achievement.