

R. O. Hardin Elementary School

881 Line St. • Hollister, CA 95023 • (831) 636-4440 • Grades K-5

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2014-15 School Accountability Report Card Published During the 2015-16 School Year

Hollister School District

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School Description

R.O. Hardin Elementary School is located in the city of Hollister. Built in 1948, it is the oldest school site within the district. During the 2014/15 academic year there were approximately 600 students enrolled in kindergarten through fifth grade at R.O. Hardin, with an additional 50 preschoolers enrolled in the State and Migrant Preschool a programs located on our campus. We also share our campus with Hollister Prep School, one of two Navigator Charter Schools. Approximately 180 students were enrolled in Hollister Prep in grades kindergarten through second grade. Over 50% of these students come from within the R.O. Hardin attendance area.

Our work at R.O. Hardin is guided by the four critical questions at the heart of every Professional Learning Community. We collaborate regularly to have a better understanding of each grade level's essential standards, to create assessments and analyze data, and to plan how we will differentiate for each child. We incorporate up-to-date technology into our classrooms and computer labs and strive to meet and teach each child at his or her level. All teachers are committed to the highest quality and most effective standards based instruction using District State-Adopted Standards-Based curriculum.

Collaboration among all segments of our school community is essential to the success and safety of our students. We have adopted the Olweus Bullying Prevention Program, participate with local law enforcement to bring Gang Resistance Education and Training (G.R.E.A.T) to our fourth and fifth graders and invite and welcome parents to participate in our Parent Teacher Organization (PTO), English Learners' Advisory Committee (ELAC) and School Site Council (SSC). We are fortunate to have formed partnerships with the Community Foundation, Hollister Youth Alliance and Navigator Schools. The Hollister Youth Alliance provides after-school homework help, recreation, enrichment and mentoring to 120 R.O. Hardin students in first through fifth grades.

Our mission at R.O. Hardin is to work together to create a safe school environment where all students are able to achieve at high levels.

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 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 at (831) 636-4440 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	69
Grade 1	73
Grade 2	84
Grade 3	88
Grade 4	94
Grade 5	83
Total Enrollment	491

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Filipino	0.2
Hispanic or Latino	95.1
White	3.5
Two or More Races	0.2
Socioeconomically Disadvantaged	85.3
English Learners	68.2
Students with Disabilities	12.6
Foster Youth	2

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			
R. O. Hardin Elementary School	13-14	14-15	15-16
With Full Credential	25	21	20
Without Full Credential	0	2	2
Teaching Outside Subject Area of Competence	0	0	0
Hollister School District	13-14	14-15	15-16
With Full Credential	♦	♦	252
Without Full Credential	♦	♦	17
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
R. O. Hardin Elementary School	13-14	14-15	15-16
Teachers of English Learners	0	23	0
Total Teacher Misassignments	0	2	0
Vacant Teacher Positions	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

2014-15 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
This School	90.9	9.1
Districtwide		
All Schools	93.0	7.0
High-Poverty Schools	92.6	7.4
Low-Poverty Schools	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 2015-16)

Textbooks and Instructional Materials Year and month in which data were collected:	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	K-5: Houghton Mifflin Reading, Medallion Edition, Copr. 2003, 2010 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	K-5: My Math, McGraw-Hill, Copr. 2013 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	K-5: MacMillan McGraw-Hill, California Science, Copr. 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	K-5: History-Social Science, California, Houghton Mifflin, Copr. 2007 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)

The school was built in 1948 and has 43 classrooms. Our team of two custodians and district maintenance crew ensures classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is administered by Hollister School District to ensure that all classrooms and facilities are maintained. School Facility Conditions Results of Inspection and Evaluation Data reported are determined in good repair as documented in a completed Interim Evaluation Instrument, including the school site inspection date, the Interim Evaluation Instrument completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal. On November 4, 2014, the voters of the Hollister School District passed Measure M, a \$28.5 million Facilities Bond that will address the most critical renovation and modernization needs at the District's elementary and middle schools. Measure M will upgrade fire alarm and security systems, improve access to classroom technology, and provide better school access to people with disabilities, among other improvements. For a complete list of projects go to http://www.hesd.org/departments/facilities/measure_m.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: January 4, 2016				
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			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials		X		
Structural: Structural Damage, Roofs	X			
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], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	16	32	44
Math	12	23	33

* 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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	29	27	29	56	55	53	59	60	56

* Results are for grades 5, 8, and 10. 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	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	8.80	9.90	5.50

* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	53
All Student at the School	29
Male	32
Female	25
Hispanic or Latino	27
White	--
Socioeconomically Disadvantaged	--
English Learners	21
Students with Disabilities	29
Students Receiving Migrant Education Services	27
Foster Youth	--

* 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 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	93	91	97.8	52	29	11	9
	4	108	105	97.2	67	21	10	3
	5	91	91	100.0	63	21	15	1
Male	3		41	44.1	66	27	2	5
	4		53	49.1	75	17	8	0
	5		58	63.7	66	22	12	0
Female	3		50	53.8	40	30	18	12
	4		52	48.1	58	25	12	6
	5		33	36.3	58	18	21	3
Asian	4		0	0.0	--	--	--	--
Hispanic or Latino	3		88	94.6	52	28	11	8
	4		97	89.8	69	20	8	3
	5		88	96.7	63	22	15	1

School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
White	3		2	2.2	--	--	--	--
	4		7	6.5	--	--	--	--
	5		3	3.3	--	--	--	--
Two or More Races	3		1	1.1	--	--	--	--
Socioeconomically Disadvantaged	3		79	84.9	54	28	9	9
	4		84	77.8	73	18	7	2
	5		81	89.0	63	21	15	1
English Learners	3		55	59.1	62	29	7	2
	4		61	56.5	82	15	3	0
	5		59	64.8	64	22	14	0
Students with Disabilities	3		10	10.8	--	--	--	--
	4		16	14.8	94	6	0	0
	5		19	20.9	89	11	0	0
Students Receiving Migrant Education Services	3		21	22.6	62	29	10	0
	4		25	23.1	84	12	4	0
	5		12	13.2	58	33	8	0
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	93	91	97.8	45	32	20	3
	4	108	104	96.3	53	41	5	1
Male	3		41	44.1	54	27	17	2
	4		53	49.1	53	43	2	2
Female	3		50	53.8	38	36	22	4
	4		51	47.2	53	39	8	0
Asian	4		0	0.0	--	--	--	--
Hispanic or Latino	3		88	94.6	47	32	18	3
	4		96	88.9	54	41	4	1

School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
White	3		2	2.2	--	--	--	--
	4		7	6.5	--	--	--	--
Two or More Races	3		1	1.1	--	--	--	--
	4							
Socioeconomically Disadvantaged	3		79	84.9	47	33	16	4
	4		84	77.8	55	43	2	0
English Learners	3		55	59.1	51	35	15	0
	4		61	56.5	62	36	2	0
Students with Disabilities	3		10	10.8	--	--	--	--
	4		16	14.8	100	0	0	0
Students Receiving Migrant Education Services	3		21	22.6	52	19	29	0
	4		25	23.1	56	44	0	0
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--

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 students that did not receive a score; 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 students with 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

R.O. Hardin encourages parents to be actively involved in the education of their children at school and at home. Parents and the community are very supportive of the educational programs. Parents play an active role by participating as classroom and school volunteers, field trip chaperones, and volunteer readers. Parents with students who are English Learners are encouraged to participate in the ELAC which reviews and provides input for the instructional programs at the school site. Parents and staff are also elected to participate on the School Site Council, which makes decisions regarding the priorities and direction of the educational plan as well as expenditures to support student improvement.

R.O. Hardin is a community school in that most families are within walking distance of the campus. As a school with a high level of families living in poverty and with English as their second language, we recognize that students may have needs that affect learning that extend beyond the classroom. Our staff offers parents assistance in connecting with doctors, dentists, mental health services, counseling, other health programs, social services, legal assistance for domestic violence and other community or school based services as needed. A high priority for all staff is to build relationships with students and their families so that we may reach and serve every child by name and by need.

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

Student and staff safety is of primary concern at R.O. Hardin. We strive to provide a safe, clean environment for students, staff, and volunteers.

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The Safety Plan for R.O. Hardin Elementary School is updated each year and safety and emergency procedures are reviewed with the certificated and classified staff at least monthly. The Safety Plan is also shared with the School Site Council. Safety information is provided by an independent consultant to the principal and relayed to the staff on a monthly basis. Fire and earthquake drills are conducted monthly; intruder alerts are conducted at least twice during the school year. Copies of the safety plan are shared by law with the district office, local officials, law enforcement, and are available for review. All visitors to the campus are required to sign in and out at the office and display a visitors badge at all times. Supervision is provided for students throughout the school day; the responsibility is shared between administrators, teachers, yard duty supervisors, and other members of the school staff. The campus is enclosed by fencing on three sides. During school hours parents are expected to use the office entrance. The parents are actively supportive and helpful in the safety aspects of the school.

R.O. Hardin also has a behavioral expectations matrix that describes appropriate behavior in all areas of the school with resulting positive and negative consequences. The matrix is reviewed regularly with the students and staff.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	5.40	3.14	2.89
Expulsions Rate	0.34	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	4.49	4.88	4.61
Expulsions Rate	0.10	0.12	0.15
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	9	
Percent of Schools Currently in Program Improvement	81.8	

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	27	22	23	1		1	4	3	3	1		
1	32	27	27				4	2	2			
2	30	25	27				3	3	3			
3	25	29	28	1			4	3	3			
4	28	30	29	1				3	3	3		
5	29	30	21			1	3	3	3			
6	28	29		1				3		3		
Other		14	12		3	1		1				

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist	
Other	1
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.

Professional Development provided for Teachers

In the most recent 3 years, the district has dedicated a total of 12 days to staff development. Four district-wide Professional Development days are provided for teachers on non-student days. The District focus is on training all teachers in the use of Thinking Maps and Path to Proficiency for English Learners. This decision was based on the data that showed an increasing achievement gap for English Learners. Staff development is also now focused on the Common Core State Standards and the technology needed to implement CCSS and the CAASPP. Teachers have also all received training in, and implement, Professional Learning Communities (PLCs) and Response to Intervention (RTI). Staff members build teaching skills and share strategies through participation at workshops, at staff meetings and in their Professional Learning Communities. Future district-wide Professional Development will focus on more writing development, Next Generation Science Standards and training for the new English Language Arts/English Language Development curriculum when adopted.

New teachers receive Beginning Teacher Support and Assessment (BTSA)/Induction services, sponsored by the district. The Peer Assistance Review (PAR) Program provides new teachers and volunteer and assigned veteran teachers with personal support and guidance.

PLC grade level teams collaborate two to three hours a week (with the addition of our Physical Education Teacher, who takes groups of students, allowing the classroom teachers time to collaborate). All training and curriculum development are aligned to the Common Core Standards and appropriate instructional strategies.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,267	\$43,091
Mid-Range Teacher Salary	\$63,419	\$70,247
Highest Teacher Salary	\$88,451	\$89,152
Average Principal Salary (ES)	\$93,645	\$112,492
Average Principal Salary (MS)	\$97,435	\$116,021
Average Principal Salary (HS)		\$117,511
Superintendent Salary	\$177,250	\$192,072
Percent of District Budget		
Teacher Salaries	39%	41%
Administrative Salaries	6%	6%

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

Types of Services Funded

In addition to state funding, Hollister School District receives federal categorical funding. In 2014/15 the district received funding from the following programs: Title I - Education for the Disadvantaged, Title II – Teacher and Principal Training and Recruiting, and Title III - English Language Acquisition and Academic Achievement. Using general fund money in combination with categorical funding, the district provided every K – 5 elementary site (also the K - 6 and K - 8 sites) with a Resource Teacher, an Intervention Teacher and a Physical Education Teacher. The Resource Teacher coordinates resources, and provides services to students, in each site's Response to Intervention program. The Intervention Teacher plans with teachers and provides small group intervention instruction. The P.E. Teacher provides instruction to grade level groups of students, allowing the teachers more time to collaborate about instruction and/or provide intervention instruction.

Students who qualify also participate in after school intervention classes, provided through the Supplemental Education Services, Title I. Students who qualify through Migrant Education receive additional intervention services.

Site-based Title I funds are used to provide instructional assistants and supplemental materials for the intervention program. It also supports contracted services for technology: Lexia, Jiji and Scholastic Reading Counts and Scholastic FASTTMATH.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,886	\$1,405	\$3,481	\$79,511
District	♦	♦	\$7,066	\$70,820
State	♦	♦	\$5,348	\$72,993
Percent Difference: School Site/District			-50.7	12.3
Percent Difference: School Site/ State			-34.9	8.9

* Cells with ♦ do not require data.

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, the county, and the state. 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.