Cerra Vista Elementary School
2021 School Accountability Report Card

Cerra Vista Elementary School
Dr. Colleen Myers, Principal   Tami Ortiz, Assistant Principal
2151 Cerra Vista Dr, Hollister, CA 95023 (831) 636-4470

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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).
California School Dashboard	The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2021-22 School Contact Information

School Name	Cerra Vista Elementary School
Street	2151 Cerra Vista Drive
City, State, Zip	Hollister, CA 95023
Phone Number	(831) 636-4470
Principal	Dr. Colleen Myers
Email Address	cmyers@hesd.org
School Website	cv.hesd.org
County-District-School (CDS) Code	35674706107338

2021-22 District Contact Information

District Name	Hollister School District
Phone Number	(831) 630-6300
Superintendent	Erika Sanchez
Email Address	NA
District Website Address	www.hesd.org

2021-22 School Overview

Cerra Vista School is a family-oriented community in which the students, families, staff, and community members share the commitment and vision of providing the best education possible for all students. Cerra Vista's commitment to students succeeding in the area of Academic, Behavioral, and Social-Emotional learning is strongly aligned with the School District's expectations and vision of an extraordinary learning community where our students are prepared for future success. This is evidenced in the implementation of a Multi-tiered System of Support, Capturing Kids Hearts, alignment of planning, use of time, designation of human and fiscal resources, and ongoing monitoring of student progress.

Everyone within the Cerra Vista community shares the common vision of overall success for all students. Response to Intervention principles and ongoing assessment data is used by all staff to continually adjust their instruction and to help all students meet and exceed grade-level standards. Teachers meet regularly in grade-level teams to review standards and data and align instructional lessons with essential Common Core standards. Parents are kept abreast of school events via updates on the school's website, social media, and the school's messaging system, ParentSquare. Many parents are monitoring their student's progress online by accessing the electronic grade book. State, district, and school assessment results are provided to parents to assist them in understanding their child's progress, areas of strength, and areas of weakness. The Cerra Vista website includes student links to electronic learning games and activities that students can use at school or at home.

At the core of Cerra Vista's success is a caring and dedicated professional staff. Teachers across grade levels support each other professionally and personally. Teachers and staff foster positive relationships with their students, parents, and peers. Parents and community members deepen the supportive culture by participating as often as they can. Education is highly valued by our staff and families and there is a high degree of parent satisfaction, involvement, and pride in our school. Additionally, the Parent Club is invaluable to Cerra Vista's success. Their monetary contributions provide a wide range of

2021-22 School Overview

extracurricular activities and classroom materials. This along with many volunteer hours are major contributors to Cerra Vista's success.

There is a strong commitment to excellence on the part of the entire staff. Cerra Vista boasts an outstanding teaching staff with many teacher leaders who are experts in language arts, mathematics, science, and technology. These experts are leading the way as we navigate the lingering challenges of the COVID-19 pandemic. Improvement in student achievement is directly related to all teachers working in Professional Learning Communities, implementation of Social-emotional and behavioral learning strategies, the use of assessment data, Common Core standards, standards-based materials, and research-based strategies. Cerra Vista continually works towards proficiency in these areas.

Through a partnership with the greater community, parents, staff, and students, Cerra Vista School has made productive strides toward student achievement. We are committed to doing whatever it takes to ensure students are prepared to be learners and leaders in the future.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	100
Grade 1	57
Grade 2	85
Grade 3	89
Grade 4	85
Grade 5	90
Grade 6	28
Total Enrollment	534

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.1
Male	50.9
American Indian or Alaska Native	0.6
Asian	1.5
Black or African American	1.9
Filipino	0.7
Hispanic or Latino	62.9
Native Hawaiian or Pacific Islander	1.3
Two or More Races	1.1
White	26.4
English Learners	13.9
Foster Youth	0.6
Homeless	1.1
Socioeconomically Disadvantaged	45.7
Students with Disabilities	15.7

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All students at Cerra Vista Elementary School have the necessary textbooks and curriculum materials to meet their educational needs (see current Williams report). The most recent textbook adoption in Language Arts allows for teachers to explore the depth of Common Core expectations in ELA & ELD. Math, History, and Science textbooks are all reflective of the most recent district textbook adoptions. The curriculum is analyzed on a regular basis to provide any supplemental needs the students and teachers may require.

Year and month in which the data were collected	August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Education (2017): Benchmark Advance (TK-5) Houghton Mifflin Harcourt (2017) - California Collections (6-8)	Yes	0
Mathematics	Great Minds (2019): Eureka Math (K-8)	Yes	0
Science	MacMillan McGraw Hill (2008) California Science (K-3) McGraw Hill (2019) California Inspire Science, Integrated Science (4-8)	Yes	0
History-Social Science	Houghton Mifflin (2007) History Social Science (K-5) National Geographic/Cengage (2018) World History/Ancient Civilizations, World History/Medieval and Early Modern Times, American Stories/beginnings to World War I (6-8)	Yes	0
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Cerra Vista Elementary provides a safe, clean environment for students, staff, and volunteers. School facilities were opened in 1988. A team of three full-time custodians 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 well maintained. 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 has upgraded the fire alarm and security systems, improved access to classroom technology, and provided 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.

Year and month of the most recent FIT report	10/6/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior:	X			

School Facility Conditions and Planned Improvements

Interior Surfaces				
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		Cockroaches,Ants,Crickets.
Electrical	X			Stove
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 Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	302	NT	NT	NT	NT
Female	142	NT	NT	NT	NT
Male	160	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	196	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	11	NT	NT	NT	NT
White	83	NT	NT	NT	NT
English Learners	58	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	126	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	66	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	302	NT	NT	NT	NT
Female	142	NT	NT	NT	NT
Male	160	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	196	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	11	NT	NT	NT	NT
White	83	NT	NT	NT	NT
English Learners	58	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	126	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	66	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	297	282	94.95%	5%	38%
Female	140	135	96%	4%	39%
Male	157	147	94%	6%	37%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--

Student Groups					
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	200	180	90.00%	10.00%	29%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	87	77	89%	11%	51%
English Learners	56	44	79%	21%	21%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	124	117	94%	6%	44%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	64	50	78%	22%	18%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	297	288	97%	3%	44%
Female	140	136	97%	3%	39%
Male	157	152	97%	3%	49%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	200	185	93%	7%	35%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	87	78	90%	10%	60%
English Learners	56	46	82%	18%	28%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	124	118	95%	5%	46%
Students Receiving Migrant Education Services	--	--	--	--	--

Students with Disabilities	64	55	86%	14%	16%

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	95	NT	NT	NT	NT
Female	46	NT	NT	NT	NT
Male	49	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	57	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	33	NT	NT	NT	NT
English Learners	17	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	43	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	28	NT	NT	NT	NT

B. Pupil Outcomes	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 area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Cerra Vista's parents and community members are very supportive of the educational programs at Cerra Vista School. Parents play an active role by participating in various school programs and activities, including classroom volunteer (when in person), Parents Club, fundraising events, field trips, parent conferences, English Learner Advisory Committee (ELAC), and the School Site Council (SSC). Parents who wish to participate in Cerra Vista Elementary's leadership teams, school committees, school activities, or become a volunteer may contact the office at (831) 636-4470 or email, Dr. Myers, at cmyers@hesd.org.

Cerra Vista is very proud of the number of parents and community members who commit to supporting our students on multiple levels. Classroom parent volunteers are an integral part of our students' behavioral, social-emotional, and academic success during in-person learning. Strategies such as Guided Reading, Art, STEAM lab, and peer pals are enhanced as a result of our parent volunteers. During distance learning, parents continued to support Cerra Vista by participating in Parents Club activities as well as engaging with our social media platforms. Parent activities fund incentive award programs and help pay for materials for resources such as STEAM labs. Regardless of in-person or distance learning, parents faithfully participate in SSC and/or ELAC, two critical school oversight groups. School Site Council (SSC) informs, develops, and approves our School Plan. And the English Language Advisory Council (ELAC) reviews English Learner achievement data and learns ways in which they can help support English Learners' progress toward meeting essential grade-level standards.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	579	564	46	8.2
Female	282	273	26	9.5
Male	297	291	20	6.9
American Indian or Alaska Native	3	3	0	0.0
Asian	10	10	0	0.0
Black or African American	10	10	0	0.0
Filipino	4	4	0	0.0
Hispanic or Latino	365	354	33	9.3
Native Hawaiian or Pacific Islander	7	7	1	14.3
Two or More Races	9	9	0	0.0
White	150	146	7	4.8
English Learners	90	89	7	7.9
Foster Youth	7	6	2	33.3
Homeless	6	6	0	0.0
Socioeconomically Disadvantaged	275	268	32	11.9
Students Receiving Migrant Education Services	18	18	3	16.7
Students with Disabilities	98	98	15	15.3

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.30	0.00	4.81	0.05	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.80	3.37	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

Facilities

The safety of students and staff is a primary concern at Cerra Vista Elementary. The school is in compliance with all laws, rules, and regulations, including those pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. During in-person learning fire drills are conducted monthly, earthquake drills are conducted every other month, and lockdown drills are conducted at least twice a year. Safety information is provided by a private consultant and is included in staff meetings every month. The Safety Plan for Cerra Vista Elementary School is updated each spring. A summary is distributed to all staff members at the beginning of each school year. Copies of the safety plan are shared by law with the district office, local officials, law enforcement, and are available for review on our website. Each year, a safety inspection is conducted by the custodian, administrator, and district maintenance staff. An independent safety consultant inspects the campus each winter. The most recent Comnperhansice School Safety Plan (CSSP) was approved and signed by the School Site Council in December 2021.

Student Preservation

When allowed, visitors that come onto campus are required to sign in at the office and display a visitor's badge at all times. Supervision is provided for students throughout the school day by school staff and/or yard supervisors. Our school-wide behavior policy and matrix include our Capturing Kids Hearts program which fosters essential elements such as respect, positive choices, equity, and consistent consequences.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	107		6	1
1	26		4	
2	25		4	
3	29		3	
4	22	1	4	
5	28	1	2	1
6				

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		8	
1	24		8	
2	26		8	
3	25		8	
4	22	2	6	
5	22	2	8	
6				

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		31	
1	19	27		
2	20	21	17	
3	27	2	27	
4	26	2	27	
5	21	11	27	
6	28		7	
Other	4	14		

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.5
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$6,599.11	$499.80	$6,099.30	$78,966.00
District	N/A	N/A	$5,998.38	
Percent Difference - School Site and District	N/A	N/A	1.7	3.2
State			$8,444	$85,863
Percent Difference - School Site and State	N/A	N/A	-32.2	-8.4

2020-21 Types of Services Funded

In addition to state funding, Hollister School District receives federal categorical funding. In 2019/20 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 an Intervention Teacher and a Physical Education Teacher. The Intervention Teacher plans with teachers and provides small group intervention instruction. The P.E. Teacher provides the required minutes of 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 support the Response to Intervention program. Decisions about the expenditure of these funds are made with the School Site Council, based on achievement data for the school.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		$52,060
Mid-Range Teacher Salary		$84,043
Highest Teacher Salary		$107,043
Average Principal Salary (Elementary)		$133,582
Average Principal Salary (Middle)		$138,803
Average Principal Salary (High)		$133,845
Superintendent Salary		$240,628
Percent of Budget for Teacher Salaries	34%	35%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

The district is committed to providing high-quality staff development to all teachers to support effective instruction using cutting-edge, high-quality resources and strategies so that all HSD students have an equitable education. District-wide Professional Development days are provided for teachers on non-student days and during release time. The focus is to provide all teachers with training in the adopted core curriculum and identify district-wide instructional resources, strategies, and interventions. These include Eureka math, Benchmark Advance and CA Collections ELA, CA inSpire science, Orton-Gillingham and Footsteps 2 Brilliance for early literacy, Accelerated Reader and myOn for intermediate reading, Sanford Harmony for social-emotional learning, and Capturing Kids Hearts and PBIS for school culture and safety. There is a specific focus on closing the achievement gap for English Learners and mitigating learning loss for students at risk. District-wide Professional Development ensures all teachers receive initial training in the identified core curriculum, including new hires or teachers new to a grade level. On-going professional learning is provided intentionally over time with a consistent focus on identified core curriculum and districtwide strategies outlined in the Hollister School District Local Control and Accountability Plan (LCAP). All professional development is sequenced in the following progressions and offered to teachers, administrators, and support staff as appropriate to their role in serving students:
Level 1: Initial Trainings
Level 2: Follow Up Professional Learning to Deepen Practice
Level 3: Site-Based Capacity Building for Systemic Schoolwide Improvement

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	

Hollister School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Hollister School District
Phone Number	(831) 630-6300
Superintendent	Erika Sanchez
Email Address	NA
District Website Address	www.hesd.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	3635	NT	NT	NT	NT
Female	1833	NT	NT	NT	NT
Male	1802	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	66	NT	NT	NT	NT
Black or African American	13	NT	NT	NT	NT
Filipino	21	NT	NT	NT	NT
Hispanic or Latino	2989	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	11	NT	NT	NT	NT
Two or More Races	89	NT	NT	NT	NT
White	438	NT	NT	NT	NT
English Learners	1072	NT	NT	NT	NT
Foster Youth	15	NT	NT	NT	NT
Homeless	82	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	2368	NT	NT	NT	NT
Students Receiving Migrant Education Services	407	NT	NT	NT	NT
Students with Disabilities	592	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	3635	NT	NT	NT	NT
Female	1833	NT	NT	NT	NT
Male	1802	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	66	NT	NT	NT	NT
Black or African American	13	NT	NT	NT	NT
Filipino	21	NT	NT	NT	NT
Hispanic or Latino	2989	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	11	NT	NT	NT	NT
Two or More Races	89	NT	NT	NT	NT
White	438	NT	NT		NT
English Learners	1072	NT	NT	NT	NT
Foster Youth	15	NT	NT	NT	NT
Homeless	82	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	2368	NT	NT	NT	NT
Students Receiving Migrant Education Services	407	NT	NT	NT	NT
Students with Disabilities	592	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.