

# Ladd Lane Elementary School

## 2021 School Accountability Report Card



### 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/](http://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/](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 [dq.cde.ca.gov/dataquest/](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).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://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

<b>School Name</b>	Ladd Lane Elementary School
<b>Street</b>	161 Ladd Lane
<b>City, State, Zip</b>	Hollister
<b>Phone Number</b>	8316364490
<b>Principal</b>	Jeannine Ostoja
<b>Email Address</b>	jostoja@hesd.org
<b>School Website</b>	<a href="https://sites.google.com/hesd.org/ladd-lane?scrllybrkr">https://sites.google.com/hesd.org/ladd-lane?scrllybrkr</a>
<b>County-District-School (CDS) Code</b>	35674706035026

## 2021-22 District Contact Information

<b>District Name</b>	Hollister School District
<b>Phone Number</b>	(831) 630-6300
<b>Superintendent</b>	Erika Sanchez
<b>Email Address</b>	esanchez@hesd.org
<b>District Website Address</b>	www.hesd.org

## 2021-22 School Overview

The school's mission and vision is posted in all classrooms and regularly articulated via presentations at Back to School Night, Parent/Student handbook and most school correspondences. The Ladd Lane community works together to continuously analyze evidence and refine school priorities according to our focused mission and vision. Utilizing our Professional Learning Community Framework, the leadership team, with assistance from the principal worked with the staff to develop this focus. In creating our mission and vision statement, staff researched the characteristics of powerful organizations. The faculty then brainstormed and prioritized a list of skills that are needed for students to be high level learners. Through a partnership with parents, students and staff, Ladd Lane School is making great strides in continuously aligning our school priorities with our mission. We are committed to ensuring that all of our students achieve to their fullest potential. Especially, that the achievement gap of English Learners is significantly decreased via the utilization of key signature practices which are aligned with our school vision.

### Mission Statement:

Ladd Lane's mission is to provide an atmosphere where each child is encouraged to strive for excellence academically, socially and emotionally in a safe and supportive environment.

### Vision:

Ladd Lane embraces the importance of collaboratively providing services and supports to strengthen the academic and social achievements of students while preparing them to be productive citizens.

The community is located in the city of Hollister which sits in northern San Benito County, 47 miles from San Jose, 39 miles east of the Monterey Peninsula, and 90 miles south of San Francisco. The region retains its agricultural heritage. Ladd Lane Elementary serves approximately 670 students in grades TK through fifth, including four special day classes that serve students with moderate to severe disabilities. Although we are one of the largest elementary schools in the district, Ladd Lane prides itself on its "family type" atmosphere. Education, including an academically rigorous program, is highly valued by our faculty and families, along with a high degree of staff morale and parent satisfaction. Each year we have many more families request or transfer into our school than we can accommodate. There is a strong commitment to excellence on the part of the entire faculty.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	137
Grade 1	106
Grade 2	101
Grade 3	93
Grade 4	116
Grade 5	84
Grade 6	28
<b>Total Enrollment</b>	<b>665</b>

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.7
Male	54.3
American Indian or Alaska Native	0.5
Asian	1.8
Black or African American	0.6
Filipino	0.9
Hispanic or Latino	71.6
Two or More Races	1.5
White	20
English Learners	17.3
Foster Youth	0.3
Homeless	0.8
Socioeconomically Disadvantaged	60.8
Students with Disabilities	16.5

## 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

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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

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
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

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

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

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (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 Ladd Lane Elementary School have the necessary textbooks and curriculum materials to meet their educational needs (see current Williams report). The 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
<b>Reading/Language Arts</b>	Benchmark Education (2017): Benchmark Advance (TK-5) Houghton Mifflin Harcourt (2017) - California Collections (6-8)	Yes	0
<b>Mathematics</b>	Great Minds (2019): Eureka Math (K-8)	Yes	0
<b>Science</b>	MacMillan McGraw Hill (2008) California Science (K-3) McGraw Hill (2019) California Inspire Science, Integrated Science (4-8)	Yes	0
<b>History-Social Science</b>	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
<b>Foreign Language</b>			
<b>Health</b>			
<b>Visual and Performing Arts</b>	Visual and Performing framework standards are used	Yes	0
<b>Science Laboratory Equipment</b> (grades 9-12)			

## School Facility Conditions and Planned Improvements

Data reported are the determination of 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.

\*Facility inspection was conducted at the beginning of the year. All items requiring repair have been or are being addressed with any safety issue having the highest priority. 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](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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer			X	
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains			X	Kinder restroom floors need replacing. Smells really bad.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs		X		
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (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
<b>All Students</b>	326	NT	NT	NT	NT
<b>Female</b>	155	NT	NT	NT	NT
<b>Male</b>	171	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	240	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	16	NT	NT	NT	NT
<b>White</b>	59	NT	NT	NT	NT
<b>English Learners</b>	62	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	185	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	11	NT	NT	NT	NT
<b>Students with Disabilities</b>	64	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	326	NT	NT	NT	NT
Female	155	NT	NT	NT	NT
Male	171	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	240	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	16	NT	NT	NT	NT
White	59	NT	NT	NT	NT
English Learners	62	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	185	NT	NT	NT	NT
Students Receiving Migrant Education Services	11	NT	NT	NT	NT
Students with Disabilities	64	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	322	305	94.72%	5%	38%
Female	154	146	95%	5%	43%
Male	168	159	95%	5%	33%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--

<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	230	224	97.39%	2.61%	33%
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	64	54	84%	16%	50%
<b>English Learners</b>	60	52	87%	13%	15%
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	186	127	68%	32%	36%
<b>Students Receiving Migrant Education Services</b>	10	9	90%	10%	0%
<b>Students with Disabilities</b>	66	49	74%	26%	25%

\*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.

<b>STAR Student Groups</b>	<b>STAR Total Enrollment</b>	<b>STAR Number Tested</b>	<b>STAR Percent Tested</b>	<b>STAR Percent Not Tested</b>	<b>STAR Percent At or Above Grade Level</b>
<b>All Students</b>	322	309	96%	4%	25%
<b>Female</b>	154	149	97%	3%	23%
<b>Male</b>	168	160	95%	5%	27%
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	230	227	99%	1%	20%
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	64	55	86%	14%	38%
<b>English Learners</b>	60	53	88%	12%	13%
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	186	120	65%	35%	29%
<b>Students Receiving Migrant Education Services</b>	10	--	--	--	--

<b>Students with Disabilities</b>	66	49	74%	26%	18%
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\*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
<b>Science</b> (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
<b>All Students</b>	85	NT	NT	NT	NT
<b>Female</b>	43	NT	NT	NT	NT
<b>Male</b>	42	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	62	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	14	NT	NT	NT	NT
<b>English Learners</b>	16	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	53	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	--	NT	NT	NT	NT
<b>Students with Disabilities</b>	21	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

Parents and the community are very supportive of educational programs at the school. Parents play a very active role by participating in various school clubs and activities including classroom volunteers, field trip chaperones, Parent Club activities, and organizing special events. Many programs, such as our classroom activities and facilities are enriched by contributions made by the Parent Club. Parents also participate in the School Site Council which makes decisions regarding the school plan, to ensure high quality instructional goals. This is an important committee at Ladd Lane School. Each parent representative of the School Site Council is elected to a two year term. These elected parent representatives gain important knowledge about education in the California Public Schools. The School Site Council meets regularly. The Parent Club meets the first Wednesday of each month in room H1 at 9am. Please contact the Parent Club office at 636-4490 x154 [lparentclub@hesd.org](mailto:lparentclub@hesd.org) or feel free to attend a meeting to become involved. We have ELAC meetings 5 times a year. This gives the parents of our students that are EL's an opportunity to give input and feedback regarding academic progress. Many of these parent involvement activities have been moved to virtual or put on pause due to pandemic.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	725	700	87	12.4
Female	336	323	36	11.1
Male	389	377	51	13.5
American Indian or Alaska Native	3	3	0	0.0
Asian	18	16	1	6.3
Black or African American	4	4	0	0.0
Filipino	6	6	0	0.0
Hispanic or Latino	508	498	76	15.3
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	13	11	0	0.0
White	147	138	9	6.5
English Learners	132	131	10	7.6
Foster Youth	5	3	1	33.3
Homeless	7	7	3	42.9
Socioeconomically Disadvantaged	438	425	68	16.0
Students Receiving Migrant Education Services	30	29	4	13.8
Students with Disabilities	125	120	23	19.2

### 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	0.29	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	0.14	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

Student and staff safety is of the utmost importance. 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 and comprehensive safety plan includes steps for ensuring student and staff safety during a disaster. Fire, earthquake drills and lock down drills are conducted regularly. A record of evacuation times are kept on a shared Google Doc. The comprehensive safety plan outlines a focus, goal, objectives and budget for the following five areas: Characteristics and Students and Staff, School's Physical Environment, School's Social Environment, School's Culture, and Safe School Plan. In addition Ladd Lane has an Incident Command System Team (ICS). The ICS team has been trained and regularly practices communication during all emergency drills. The School Site Council meets regularly and addresses the programs and components that make up the school plan including the safety plan. This committee consists of the principal, elect staff, elected teachers, and elected parents. The school plan for Ladd Lane Elementary School is updated yearly, the safety plan is updated on a two year cycle. Protocols and evacuation maps are in each classroom office and multipurpose room. These posted protocols are available for law enforcement, district, local officials and parent review. In addition, all visitors and volunteers to the campus are required to sign in at the office and place a visitor sticker on their shirt. Supervision is provided for students throughout the school day; the responsibility is shared between teachers, the school staff and yard supervisors.

Last Review and Update: January 26, 2021

Last Discussed with Staff: January 19, 2021

## 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	25	1	9	1
1	23		8	
2	26		9	
3	30		6	
4	30		6	
5	25	1	8	
6				
Other	7	2		

## 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	22	2	12	
1	23		8	
2	25		8	
3	24		9	
4	24	1	6	
5	31		6	
6				
Other	9	6	1	

## 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	20	14	36	
1	21	6	36	
2	22	4	35	
3	22	2	36	
4	27	2	36	
5	25	2	30	
6	28		7	
Other	9	28	1	

## 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	0
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	0.5
<b>Social Worker</b>	0
<b>Speech/Language/Hearing Specialist</b>	2
<b>Resource Specialist (non-teaching)</b>	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
<b>School Site</b>	\$7,024.18	\$1,053.53	\$5,970.66	\$73,442.00
<b>District</b>	N/A	N/A	\$5,998.38	
<b>Percent Difference - School Site and District</b>	N/A	N/A	-0.5	-4.1
<b>State</b>			\$8,444	\$85,863
<b>Percent Difference - School Site and State</b>	N/A	N/A	-34.3	-15.6

## 2020-21 Types of Services Funded

On an annual basis, Hollister School District submits their funding Application through the Consolidated Application and Reporting System (ConApp). The application is submitted in two (2) parts: Part I, which contains program and demographic information, submitted by June 30th each year; and Part II, which contains budget information and program data submitted by January 31 each year. The categorical programs included in the application are Title I, Part A - Improving Academic Achievement. Title II, Part A - Supporting Effective Instruction and Title III - English Learner (EL), and Immigrant Programs and Title IV, Part A - Student Support and Academic Enrichment. Essentially, these funds are designed to assist students in mastering state standards. Using general fund money in combination with categorical funding, the district provided every K – 5 and K - 8 site an Intervention Teacher. The Intervention Teacher plans with teachers and provides small group intervention instruction. Students who qualify also participate in before or after school intervention classes, provided through categorical funding sources.

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 adopted core curriculum and identified 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 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

<b>District Name</b>	Hollister School District
<b>Phone Number</b>	(831) 630-6300
<b>Superintendent</b>	Erika Sanchez
<b>Email Address</b>	esanchez@hesd.org
<b>District Website Address</b>	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
<b>All Students</b>	3635	NT	NT	NT	NT
<b>Female</b>	1833	NT	NT	NT	NT
<b>Male</b>	1802	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	66	NT	NT	NT	NT
<b>Black or African American</b>	13	NT	NT	NT	NT
<b>Filipino</b>	21	NT	NT	NT	NT
<b>Hispanic or Latino</b>	2989	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	11	NT	NT	NT	NT
<b>Two or More Races</b>	89	NT	NT	NT	NT
<b>White</b>	438	NT	NT	NT	NT
<b>English Learners</b>	1072	NT	NT	NT	NT
<b>Foster Youth</b>	15	NT	NT	NT	NT
<b>Homeless</b>	82	NT	NT	NT	NT
<b>Military</b>	--	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	2368	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	407	NT	NT	NT	NT
<b>Students with Disabilities</b>	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.

