

Marguerite Maze Middle 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/

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	Marguerite Maze Middle School
Street	900 Meridian Street
City, State, Zip	Hollister, CA 95023
Phone Number	8316364480
Principal	Diana Herbst
Email Address	dherbst@hesd.org
School Website	
County-District-School (CDS) Code	35674706112320

2021-22 District Contact Information

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

2021-22 School Overview

Marguerite Maze Middle School is one of two comprehensive Middle Schools in Hollister Elementary School District. The faculty of Marguerite Maze Middle School acknowledge that a successful community depends on a close partnership among parents, teachers, and students. We look at meeting the needs of each students through collaborating in our Professional Learning Communities. Students at Marguerite Maze Middle School have access to a challenging core curriculum, and assessment that are directly aligned to the standards. Instruction incorporates collaboration, creativity, critical thinking, communication, and technology. We at Maze Middle School will be using data to reflect on student learning and engage in a meaningful collaboration through the Professional Learning Community process to improve and target best instructional practices.

In order to ensure that learning occurs in a safe learning environment that will support social emotional learning needs, the District has adopted the Capturing Kids' Hearts framework in order to build relationships with students. In addition, Maze middle school has implemented Positive Behavior Interventions and Support,

Maze Vision Statement:

Marguerite Maze Middle School is a community of learners dedicated to the academic achievement of ALL students. Students have respect, strong work ethic, pride and ownership in their school community.

Maze Mission Statement:

The mission of Marguerite Maze Middle School is to educate ALL students to their highest potential so they will gain the knowledge and skills needed to be successful in high school.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	147
Grade 7	223
Grade 8	215
Total Enrollment	585

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.3
Male	47.7
American Indian or Alaska Native	0.3
Asian	0.9
Filipino	0.9
Hispanic or Latino	86.3
Native Hawaiian or Pacific Islander	0.2
Two or More Races	0.9
White	9.4
English Learners	26.3
Foster Youth	0.3
Homeless	1
Socioeconomically Disadvantaged	70.9
Students with Disabilities	17.4

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

Staff from Maze Middle School and the Hollister School District are dedicated to ensuring the materials and resources used by staff and students will produce optimal student learning. The English Language Arts department is committed to implementing the new curriculum adopted by the district through training and an instructional coaching program. Members of the Math and History-Social Science departments are utilizing the adopted curriculum, while supplementing with materials that provide additional support for the California State Standards in Math. The Science department is utilizing the adopted curriculum and supplementing materials and resources while transitioning to full implementation of the Next Generation Science Standards.

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	Houghton Mifflin Harcourt (2017) - California Collections (6-8)	Yes	0
Mathematics	Great Minds (2019): Eureka Math (K-8)	Yes	0
Science	McGraw Hill (2019) California Inspire Science, Integrated Science (4-8)	Yes	0
History-Social Science	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

School facilities were built in 1994. A team of three custodians ensure 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 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.

Year and month of the most recent FIT report

1/7/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Termites.
Electrical	X			

School Facility Conditions and Planned Improvements				
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Roof leak.
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	600	NT	NT	NT	NT
Female	315	NT	NT	NT	NT
Male	285	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	517	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	11	NT	NT	NT	NT
White	58	NT	NT	NT	NT
English Learners	157	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	12	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	411	NT	NT	NT	NT
Students Receiving Migrant Education Services	48	NT	NT	NT	NT
Students with Disabilities	99	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	600	NT	NT	NT	NT
Female	315	NT	NT	NT	NT
Male	285	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	517	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	11	NT	NT	NT	NT
White	58	NT	NT	NT	NT
English Learners	157	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	12	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	411	NT	NT	NT	NT
Students Receiving Migrant Education Services	48	NT	NT	NT	NT
Students with Disabilities	99	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	599	477	79.63%	20%	24%
Female	315	259	82%	18%	28%
Male	284	218	77%	23%	18%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--

Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	614	417	67.91%	32.08%	21%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	71	39	55%	45%	41%
English Learners	157	67	43%	57%	6%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	411	288	70%	30%	21%
Students Receiving Migrant Education Services	43	21	49%	51%	10%
Students with Disabilities	103	49	48%	52%	2%

*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	599	563	94%	6%	32%
Female	315	295	94%	6%	32%
Male	284	268	94%	6%	33%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	614	486	79%	21%	31%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	71	50	70%	30%	44%
English Learners	157	80	51%	49%	14%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	411	211	51%	49%	26%
Students Receiving Migrant Education Services	43	26	60%		31%

Students with Disabilities	103	55	53%	47%	4%
-----------------------------------	-----	----	-----	-----	----

*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	220	NT	NT	NT	NT
Female	111	NT	NT	NT	NT
Male	109	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	189	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	24	NT	NT	NT	NT
English Learners	57	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	154	NT	NT	NT	NT
Students Receiving Migrant Education Services	17	NT	NT	NT	NT
Students with Disabilities	30	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

We strongly encourage parents to volunteer and be involved at Marguerite Maze Middle School. The following opportunities are available:

- School Site Council
- Parent Teacher Organization and sub committees
- Parent Volunteers
- English Language Learner Committee
- District English Language Learner Committee
- District Parent Advisory Council

Parents who wish to participate in Marguerite Maze Middle School's committees, activities, or become a volunteer, may contact our office at (831) 636-4480.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	618	606	27	4.5
Female	323	317	11	3.5
Male	295	289	16	5.5
American Indian or Alaska Native	2	2	0	0.0
Asian	6	5	0	0.0
Black or African American	1	1	0	0.0
Filipino	5	5	0	0.0
Hispanic or Latino	530	519	22	4.2
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	6	6	0	0.0
White	60	60	2	3.3
English Learners	162	160	9	5.6
Foster Youth	6	5	0	0.0
Homeless	8	8	1	12.5
Socioeconomically Disadvantaged	443	436	22	5.0
Students Receiving Migrant Education Services	50	50	1	2.0
Students with Disabilities	109	107	7	6.5

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	16.38	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	11.36	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 at Maze Middle School. 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. Maze Middle School conducts monthly safety drills such as shelter in place, secure campus, lockdown/barricade, drop, cover, and hole on, and evacuation. These drills are what we refer to as the BIG 5. 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 Maze Middle School 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. On October 27th, 2021, the school safety plan was reviewed and presented to the Maze School Site Council. On February 1, 2022, the school safety plan will be reviewed and presented to the Maze staff. The school plan for Maze Middle School is updated yearly, the safety plan is updated on a two year cycle. Protocols, BIG 5 posters and evacuation maps are in each classroom, office and other rooms on campus. 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 administrators, teachers, the school staff and yard supervisors.

2018-19 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	13	15	
Mathematics	25	6	12	2
Science	25	5	16	
Social Science	27	3	10	4

2019-20 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	11	17	
Mathematics	22	8	13	2
Science	29		15	1
Social Science	26	4	12	1

2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17	21	8	1
Mathematics	21	13	9	1
Science	27	4	9	1
Social Science	24	5	12	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	585

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)	1
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	\$6,550.84	\$897.11	\$5,653.73	\$73,193.00
District	N/A	N/A	\$5998.38	
Percent Difference - School Site and District	N/A	N/A	-5.9	-4.4
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	-39.6	-15.9

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.

Maze Middle School was given Title I for supplemental support. Funding was used to purchase supplemental materials to support differentiated instruction. School also received unrestricted funds to support professional development through, Professional Learning Communities, teacher release time, and supplemental materials to support differentiated instruction. Maze Middle School decisions are supported through the School Site Council and receives its approval through School Site Council.

Currently, Maze Middle School is receiving additional funding through CSI (Comprehensive School Improvement) Students who qualify also participate in after school intervention classes and tutoring.
Title I. Students who qualify through Migrant Education receive additional intervention services.

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

Teachers have also all received training in and implement Instructional Leadership Teams, AVID College and Career Readiness, and Constructing Meaning Integrated ELD across all content areas.

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	esanchez@hesd.org
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.

