

R. O. Hardin 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/

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	R. O. Hardin Elementary School
Street	881 Line Street
City, State, Zip	Hollister
Phone Number	8316364440
Principal	Lilia Espinoza
Email Address	lilespero@hesd.org
School Website	https://roh.hesd.org/
County-District-School (CDS) Code	35674706035034

2021-22 District Contact Information

District Name	Hollister School District
Phone Number	(831) 630-6300
Superintendent	Diego Ochoa
Email Address	diego.ochoa@hesd.org
District Website Address	https://www.hesd.org/

2021-22 School Overview

R.O. Hardin Elementary School is located in the city of Hollister. Built in 1948, it is the oldest school site within the district. During the 2021/22 academic year there were approximately 478 students enrolled in Transitional Kindergarten through fifth grade at R.O. Hardin, with an additional 30 preschoolers enrolled in the State and Migrant Preschool.

Collaboration among all segments of our school community is essential to the success and safety of our students. We actively utilize positive behavioral supports such as Capturing Kids Hearts. We welcome partnerships with our local high school to provide AVID students an opportunity to work with our students at ROH with a focus on building community, modeling academic goals, and developing language and literacy from these college bound models. We also welcome parents to participate in our Parent Teacher Organization (PTO), English Learners' Advisory Committee (ELAC) and School Site Council (SSC). We are fortunate to have formed partnerships with the Arts Now organization, Navigator Schools and Hollister Youth Alliance to provide community services and academic growth for our students.

Our work at R.O. Hardin is guided by research based teaching practices. Our staff is made up of quality veteran teachers with over 30 years of combined experience at each grade level. At R.O. Hardin, we have a team of Intervention teacher and instructional assistants, dedicated to developing literacy skills for students in K-3 by providing daily reading instruction in collaboration with the classroom teacher for 100% of our students at those grade levels. All staff on campus value collaboration and use the four critical questions at the heart of every Professional Learning Community. In current year we have placed a focus on collaboration over writing to have a better understanding of each student's needs, create focused plans for learning and follow student progress. We incorporate a blended learning program into each of our classrooms and strive to meet and teach each child at his or her level in all curricular areas- with a particular focus on literacy. All teachers are committed to the highest quality and most effective standards based instruction using District State-Adopted Standards-Based curriculum.

Our vision for our school is that we will provide a caring, nurturing, and culturally responsive learning environment while also challenging students academically where students are inspired to be the best version of themselves in all areas. To do this, students will need to demonstrate proficiency in language development, academic mastery in the area of English Language Arts, Mathematics, and Science, as measured by local and state academic measures. Our students will also demonstrate capacity in cultural knowledge and tolerance, empathy, perseverance, and problem solving skills. Our community works collaboratively to inspire and motivate all children to do their personal best. We are creating a school culture and climate that

2021-22 School Overview

rewards and acknowledges academic achievement and social responsibility.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	97
Grade 1	64
Grade 2	82
Grade 3	68
Grade 4	70
Grade 5	57
Total Enrollment	438

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	42.5
Male	57.5
American Indian or Alaska Native	0.2
Asian	0.7
Black or African American	0.2
Filipino	0.7
Hispanic or Latino	92.2
White	2.5
English Learners	45.4
Homeless	2.7
Socioeconomically Disadvantaged	89
Students with Disabilities	16.2

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 RO Hardin 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
Reading/Language Arts	Benchmark Education (2017): Benchmark Advance (TK-5)	Yes	0
Mathematics	Great Minds (2019): Eureka Math (K-8)	Yes	0
Science	MacMillan McGraw Hill (2008) California Science (K-3)	Yes	0
History-Social Science	Houghton Mifflin (2007) History Social Science (K-5)	Yes	0
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

R.O. Hardin School, originally constructed in 1948, provides a safe, clean environment for students, staff, visitors, and volunteers. The site has 43 classrooms (shared with an independent charter school), 5 sets of bathrooms, a library, a multipurpose room, a staff room, a playground and 3 baseball diamonds, and a large grass area for other sports.

Safety: Students are safe on school grounds before, during, and after school. Supervision is provided for students throughout the school day; the responsibility is shared between administrators, teachers, yard duty supervisors, and other members of the school staff. The campus is enclosed by fencing and all visitors must go through the school office, sign in and out, and wear an identification badge while on campus. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

Cleaning: A team of three custodians ensure classrooms, restrooms, and campus grounds are kept clean and safe daily.

Maintenance and repair: A scheduled maintenance program is administered by the Hollister School District. A work order process is utilized to ensure efficient service and completion of tasks in a timely manner.

Modernization: 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. In the summer of 2016, the R.O. Hardin buildings underwent a total modernization under Measure M. For a complete list and photos of the R.O. Hardin project go to http://hesd.org/departments/facilities/measure_m_progress.

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: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall 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	197	NT	NT	NT	NT
Female	88	NT	NT	NT	NT
Male	109	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	181	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	111	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	14	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	175	NT	NT	NT	NT
Students Receiving Migrant Education Services	38	NT	NT	NT	NT
Students with Disabilities	31	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	197	NT	NT	NT	NT
Female	88	NT	NT	NT	NT
Male	109	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	181	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	111	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	14	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	175	NT	NT	NT	NT
Students Receiving Migrant Education Services	38	NT	NT	NT	NT
Students with Disabilities	31	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	197	192	97.46%	3%	21%
Female	89	87	98%	2%	21%
Male	108	105	97%	3%	21%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--

Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	196	176	89.80%	10.20%	19%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	111	103	93%	7%	9%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	176	69	39%	61%	13%
Students Receiving Migrant Education Services	37	39	105%	-5%	8%
Students with Disabilities	29	28	97%	3%	14%

*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	197	186	94%	6%	17%
Female	89	86	97%	3%	14%
Male	108	100	93%	7%	21%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	196	171	87%	13%	18%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	111	98	88%	12%	15%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	176	43	24%	76%	19%
Students Receiving Migrant Education Services	37	37	100%		14%

Students with Disabilities	29	25	86%	14%	8%
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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
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	60	NT	NT	NT	NT
Female	29	NT	NT	NT	NT
Male	31	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	53	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	27	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	52	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	--	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

R.O. Hardin encourages parents to be actively involved in the education of their children at school and at home. Parents and the community are very supportive of the educational programs. In our current school year of 2021-22 parents play an active role by participating in the limited activities we are able to offer in a virtual format this year. They attend our monthly Husky of the Month assemblies via our YouTube channel and help celebrate the successes of our students. Although we have not had many opportunities to have on site activities our families took the opportunity to visit our book fair and contributed a record amount of money toward our school library. R.O. Hardin administration in collaboration with the district technology specialists, have provided technology supports for parents and workshops around Google Classroom, setting up a G-Mail account, composing emails, and communicating via the application~ Parent Square. Our counselor will be developing workshops for parents to participate in mental health awareness and strategies to cope, redirect, and live a healthy productive parenting life. Parents with students who are English Learners are encouraged to participate in the English Language Learner Advisory Committee which reviews and provides input for the instructional programs at the school site. Parents and staff are also elected to participate on the School Site Council, which makes decisions regarding the priorities and direction of the educational plan as well as expenditures to support student improvement.

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

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	476	463	94	20.3
Female	206	201	35	17.4
Male	270	262	59	22.5
American Indian or Alaska Native	1	1	0	0.0
Asian	3	3	0	0.0
Black or African American	1	1	0	0.0
Filipino	3	3	0	0.0
Hispanic or Latino	436	424	89	21.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	0	0	0.0
White	13	13	1	7.7
English Learners	243	238	42	17.6
Foster Youth	1	1	1	100.0
Homeless	12	12	4	33.3
Socioeconomically Disadvantaged	425	413	90	21.8
Students Receiving Migrant Education Services	99	94	23	24.5
Students with Disabilities	81	78	16	20.5

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	3.94	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	0.40	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 primary concern at R.O. Hardin. We strive to provide a safe, clean environment for students, staff, volunteers, and registered volunteers, (in this current school year to secure the safety of our students and staff, we will not have volunteers on site).

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

R.O. Hardin also has a behavioral expectations matrix that describes appropriate behavior in all areas of the school with resulting positive and negative consequences. The matrix is shared with parents, students and staff in the R.O. Hardin School Handbook. Reviewed and shared with school site council on October 27, 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	73	1	5	1
1	20	1	2	
2	28		4	
3	31		2	
4	23	1	3	
5	26	1	2	
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	21	4	6	
1	26		6	
2	22		6	
3	27		6	
4	29		4	
5	24		6	
6				
Other	10	2		

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	21	7	27	
1	17	21	9	
2	24	2	27	
3	23		27	
4	23		27	
5	32		15	2
6				
Other	11	15	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
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	3.6

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	\$8,569.93	\$1,259.26	\$7,310.67	\$74,567.00
District	N/A	N/A	\$5,998.38	
Percent Difference - School Site and District	N/A	N/A	19.7	-2.5
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	-14.4	-14.1

2020-21 Types of Services Funded

In addition to state funding, Hollister School District receives federal categorical funding. In 2019/20 the Hollister School 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) 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 before or after school intervention classes, provided through the Supplemental Education Services, Title I. Students who qualify through Migrant Education receive additional intervention services. Title I funds are used to support the Response to Intervention program.

RO Hardin is focused on building language and literacy for our students. The Title I funds provided for RO Hardin have been allocated to support our intervention program. In current year, 2021-22 the Title I funds have supported literacy. We have purchased skills books for students in grades kindergarten and third grade. Our school district funds grades 1st and 2nd and together we are able to bring a full intervention program to our school site. The professional development is done twice a month during our staff meetings. Our intervention teachers meet with grade level teams or present at our staff meetings. We cover areas that focus on the Preventing Academic Failure (PAF) program and review Orton Gillingham strategies to ensure that we are keeping our proven strategies at the forefront of our practice.

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

District Name	Hollister School District
Phone Number	(831) 630-6300
Superintendent	Diego Ochoa
Email Address	diego.ochoa@hesd.org
District Website Address	https://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.

