

Rancho San Justo School 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 | Rancho San Justo School Middle School |
| Street | 1201 Rancho Dr. |
| City, State, Zip | Hollister, CA 95023 |
| Phone Number | (831) 636-4450 |
| Principal | Antonio Vela |
| Email Address | vsmith@hesd.org |
| School Website | |
| County-District-School (CDS) Code | 35674706071088 |

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

Rancho is located in the city of Hollister, California, which sits in northern San Benito County. Hollister is 47 miles from the San Jose metropolitan area, 39 miles east of the Monterey Peninsula, and 90 miles south of San Francisco. The region still maintains the agricultural and cattle ranching ambiance, which is its heritage. From the Gabilan Mountains in the west to the Diablo range in the east, San Benito County displays a wide range of California's geography of native oak and grassland ranges.

Rancho San Justo Middle School, serving students in grades 6 - 8, is an AVID school community dedicated to ensuring opportunities for academic success for all students by providing a rigorous and comprehensive educational experience in our rapidly changing world. Rancho is a professional learning community (PLC) and utilizes a data driven improvement model by working collaboratively to identify student academic proficiency, as well as areas for growth.

Student mastery of California State Standards is measured by district and school-wide benchmark assessments and PLC common assessments. California State Standards form the basis of our curriculum and department curriculum maps direct the curriculum pacing within our classrooms. We are continually improving a systematic collaboration practice among the staff to review academic growth and academic needs. Our staff participates in site and district committees and councils, such as our site-based Instructional Leadership Team, AVID, Positive Behavior Interventions & Supports (PBIS) and Capturing Kids' Hearts ((CKH), Technology, and Safety Committee.

The mission of Rancho Middle School is to provide a rigorous academic and elective program in a safe and supportive environment to ensure the total development of each child: intellectually, socially, morally, emotionally, and physically. The school will advocate and empower students to think critically, communicate effectively, respect cultural diversity, be inclusive, and to work collaboratively and creatively to reach their full potential for a productive and meaningful life.

The Rancho community is unified in its dedication to giving every student every opportunity for success, now and in the future. (Opportunity - Community - Unity)

RSJMS is an AVID school committed to success for all students by preparing them for college and a variety of careers in a rigorous academic environment focused on collaborative and engaging instruction.

2021-22 School Overview

Rancho's curriculum is designed to meet the various interests and needs of the students by preparing them for the 21st Century in today's global society by offering a systematic program that includes Common Core State Standards Math and Language Arts. Intervention Labs per grade level utilize i-Ready as a diagnostic and prescriptive tool to supplement teacher-led instruction geared for student success. Elective classes offer a variety of opportunities for student enrichment, language development, and student engagement.

Instruction: available for special needs through Special Education and English Language Development

Co-curricular Programs: Woodshop, Art, Yearbook, Band, Leadership, Spanish, and Athletics

Co-Curricular Activities: Students are encouraged to join clubs, sports teams, and campus organizations to promote leadership and service.

About this School

2020-21 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 6 | 191 |
| Grade 7 | 267 |
| Grade 8 | 280 |
| Total Enrollment | 738 |

2020-21 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 49.9 |
| Male | 50.1 |
| American Indian or Alaska Native | 0.7 |
| Asian | 2.3 |
| Black or African American | 0.3 |
| Filipino | 0.7 |
| Hispanic or Latino | 79 |
| Native Hawaiian or Pacific Islander | 0.5 |
| Two or More Races | 0.8 |
| White | 15 |
| English Learners | 24.4 |
| Foster Youth | 0.1 |
| Homeless | 2.2 |
| Socioeconomically Disadvantaged | 63.8 |
| Students with Disabilities | 17.8 |

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 Rancho San Justo 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

Rancho San Justo Middle School, constructed in 1970, provides a safe, clean environment for students, staff, visitors, and volunteers. The site has 46 classrooms, 5 sets of bathrooms, a library, a gymnasium, a staff room, 2 large playing fields and a track. The school was updated and buildings added in 2017 using bond funding.

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 teachers, administrators and campus supervisors. All visitors to the campus are required to sign in and out at the office and display a visitor's badge at all times. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake and fire standards.

Cleaning: A team of three custodians ensures 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 was designed to address the most critical renovation and modernization needs at the District's elementary and middle schools. In the spring of 2017, a total modernization of the Rancho campus began under Measure M. For a complete list and photos of the 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 | | | Smells like sewer floor drains and get clogged/Needs new sinks. |
| Interior: Interior Surfaces | | | X | Wall paint peeling. Hole in wall by closet door. Walls need to be painted. Walls have holes. Carpet torn. Cracked wall and holes in wall needs to be repaired. Needs new carpet. Wire exposed by upper wall. Yellow counter has a hole. Wall needs paint by front door. Ceiling peeling paint. Ceiling tiles stained/Carpet metal strip replace. Carpet old and folded up. Ceiling tiles cracked. Wall paper peeling. |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | Termites |
| Electrical | | X | | Need floor outlet cover. Wires exposed by upper wall. Wires exposed where old clock was. Wall plug loose internet. Need thermostat cover. |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | | X | | Sink faucet tight. Men's restroom need faucets. Sink faucet need a new one |
| Safety: Fire Safety, Hazardous Materials | X | | | Need shelf cabinets surface re-done yellow tops chipped. |
| Structural: Structural Damage, Roofs | | X | | Need wall painted. Need paint. Finish up painting where freezer installed and new floor. Outside wall paint peeling/Broken light cover/Wall needs painting. |
| External: | X | | | Rear door hard to push open. Front door has rust. Ceiling by windows mold. Windows old |

School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/
Doors/Gates/Fences

nurses office. Cement lifted/Pavers. P-12 front
lifted asphalt.

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 | 734 | NT | NT | NT | NT |
| Female | 360 | NT | NT | NT | NT |
| Male | 374 | NT | NT | NT | NT |
| American Indian or Alaska Native | -- | NT | NT | NT | NT |
| Asian | 17 | NT | NT | NT | NT |
| Black or African American | -- | NT | NT | NT | NT |
| Filipino | -- | NT | NT | NT | NT |
| Hispanic or Latino | 579 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | -- | NT | NT | NT | NT |
| Two or More Races | 12 | NT | NT | NT | NT |
| White | 111 | NT | NT | NT | NT |
| English Learners | 177 | NT | NT | NT | NT |
| Foster Youth | -- | NT | NT | NT | NT |
| Homeless | 32 | NT | NT | NT | NT |
| Military | -- | NT | NT | NT | NT |
| Socioeconomically Disadvantaged | 464 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 86 | NT | NT | NT | NT |
| Students with Disabilities | 132 | 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 | 734 | NT | NT | NT | NT |
| Female | 360 | NT | NT | NT | NT |
| Male | 374 | NT | NT | NT | NT |
| American Indian or Alaska Native | -- | NT | NT | NT | NT |
| Asian | 17 | NT | NT | NT | NT |
| Black or African American | -- | NT | NT | NT | NT |
| Filipino | -- | NT | NT | NT | NT |
| Hispanic or Latino | 579 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | -- | NT | NT | NT | NT |
| Two or More Races | 12 | NT | NT | NT | NT |
| White | 111 | NT | NT | NT | NT |
| English Learners | 177 | NT | NT | NT | NT |
| Foster Youth | -- | NT | NT | NT | NT |
| Homeless | 32 | NT | NT | NT | NT |
| Military | -- | NT | NT | NT | NT |
| Socioeconomically Disadvantaged | 464 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 86 | NT | NT | NT | NT |
| Students with Disabilities | 132 | 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 | 730 | 668 | 91.51% | 8% | 29% |
| Female | 356 | 329 | 92% | 8% | 33% |
| Male | 347 | 339 | 98% | 2% | 25% |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 20 | 0 | 0% | 100% | 0% |

| | | | | | |
|--|-----|-----|--------|--------|-----|
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 629 | 530 | 84.26% | 15.74% | 24% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 170 | 78 | 46% | 54% | 0 |
| English Learners | 169 | 87 | 51% | 49% | 7% |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 16 | 9 | 56% | 44% | 11% |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 477 | 281 | 59% | 41% | 23% |
| Students Receiving Migrant Education Services | 84 | 41 | 49% | 51% | 5% |
| Students with Disabilities | 133 | 61 | 46% | 54% | 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 | 730 | 676 | 93% | 7% | 40% |
| Female | 356 | 334 | 94% | 6% | 41% |
| Male | 374 | 342 | 91% | 9% | 38% |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 20 | 2 | 10% | 90% | 100% |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 629 | 539 | 86% | 14% | 34% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 170 | 29 | 17% | 83% | 41% |
| English Learners | 169 | 89 | 53% | 47% | 14% |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 16 | 9 | 56% | 44% | 0% |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 477 | 299 | 63% | 37% | 28% |
| Students Receiving Migrant Education Services | 84 | 41 | 49% | | 17% |

| | | | | | |
|-----------------------------------|-----|----|-----|-----|----|
| Students with Disabilities | 133 | 64 | 48% | 52% | 5% |
|-----------------------------------|-----|----|-----|-----|----|

*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 | 281 | NT | NT | NT | NT |
| Female | 143 | NT | NT | NT | NT |
| Male | 138 | 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 | 217 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | -- | NT | NT | NT | NT |
| Two or More Races | -- | NT | NT | NT | NT |
| White | 46 | NT | NT | NT | NT |
| English Learners | 68 | NT | NT | NT | NT |
| Foster Youth | -- | NT | NT | NT | NT |
| Homeless | -- | NT | NT | NT | NT |
| Military | -- | NT | NT | NT | NT |
| Socioeconomically Disadvantaged | 185 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 34 | NT | NT | NT | NT |
| Students with Disabilities | 46 | 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 an integral part of the educational programs at Rancho San Justo Middle School. Parents play an active role by participating in various school programs and activities including the Parent Teacher Organization (PTO), parent conferences, field trips, Migrant PAC meetings, English Language Advisory Committee (ELAC) meetings, and School Site Council (SSC). Parents who wish to participate in Rancho San Justo Middle School's leadership teams, school committees, school activities, or become a volunteer may contact the office at (831) 636-4450.

2020-21 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 751 | 747 | 37 | 5.0 |
| Female | 370 | 368 | 20 | 5.4 |
| Male | 381 | 379 | 17 | 4.5 |
| American Indian or Alaska Native | 5 | 5 | 0 | 0.0 |
| Asian | 17 | 17 | 1 | 5.9 |
| Black or African American | 2 | 2 | 0 | 0.0 |
| Filipino | 5 | 5 | 0 | 0.0 |
| Hispanic or Latino | 594 | 591 | 29 | 4.9 |
| Native Hawaiian or Pacific Islander | 3 | 3 | 0 | 0.0 |
| Two or More Races | 6 | 6 | 0 | 0.0 |
| White | 113 | 112 | 7 | 6.3 |
| English Learners | 184 | 184 | 12 | 6.5 |
| Foster Youth | 3 | 3 | 0 | 0.0 |
| Homeless | 18 | 18 | 2 | 11.1 |
| Socioeconomically Disadvantaged | 496 | 494 | 30 | 6.1 |
| Students Receiving Migrant Education Services | 91 | 91 | 6 | 6.6 |
| Students with Disabilities | 137 | 137 | 15 | 10.9 |

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 | 11.05 | 0.40 | 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 | 10.32 | 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 | 0.40 | 0.00 |
| Female | 0.27 | 0.00 |
| Male | 0.52 | 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 | 0.51 | 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 | 0.60 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 0.73 | 0.00 |

2021-22 School Safety Plan

The safety of students and staff is a primary concern at Rancho San Justo Middle School and Rancho operates as a closed campus. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake and fire standards. A team of 3 custodial staff members takes pride in maintaining organized, clean, and safe facilities.

The school's Comprehensive Safety Plan includes steps for ensuring student and staff safety should a disaster occur. Fire and earthquake drills are conducted on a regular basis, while intruder drills are conducted four times each year. Emergency plans and evacuation procedures are posted in each classroom and a five minute safety in-service is presented to the staff at a monthly staff meeting. Yard duty staff are equipped with two way radios for communication. The Safety plan is revised each fall by a committee of teachers and administrators. Copies of the safety plan are shared, by law, with district office personnel, local officials, law enforcement, and are available for review.

Having clear discipline policies and procedures as well as effective supervision is essential. Supervision is provided for students throughout the school day; the responsibility is shared between teachers, administrators and campus supervisors. All visitors to the campus are required to sign in and out at the office and display a visitor's badge at all times.

The school safety plan is updated annually by the school's safety committee. The plan is then presented, discussed and approved at the School Site Council Meeting during the January and February meetings.

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 | 24 | 12 | 8 | 10 |
| Mathematics | 29 | 5 | 5 | 12 |
| Science | 29 | 2 | 14 | 5 |
| Social Science | 30 | 1 | 11 | 8 |

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 | 19 | 16 | 15 | 2 |
| Mathematics | 21 | 13 | 14 | 2 |
| Science | 29 | 2 | 15 | 2 |
| Social Science | 23 | 9 | 14 | 2 |

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 | 20 | 19 | 14 | |
| Mathematics | 23 | 10 | 14 | |
| Science | 28 | | 18 | |
| Social Science | 25 | 4 | 17 | |

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 | 738 |

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 | \$6,188.63 | \$835.54 | \$5,353.10 | \$72,181.00 |
| District | N/A | N/A | \$5,998.38 | |
| Percent Difference - School Site and District | N/A | N/A | -11.4 | -5.8 |
| State | | | \$8,444 | \$85,863 |
| Percent Difference - School Site and State | N/A | N/A | -44.8 | -17.3 |

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 funds are used to support iXL (a site-based program available to all students for improving Math proficiency). Decisions about the expenditure of these funds were made under the previous leadership during the school year 2017-18 with the recommendation of the ELAC (English Language Advisory Committee), approval of the School Site Council, and 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

Teachers have also been trained in 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.

