

# R. O. Hardin Elementary School

881 Line St. • Hollister, CA 95023 • (831) 636-4440 • Grades K-5

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## 2018-19 School Accountability Report Card Published During the 2019-20 School Year

### **Hollister School District**

2690 Cienega Rd.  
Hollister, CA 95023-9687  
(831) 630-6300  
dochoa@hesd.org

### **District Governing Board**

Robert Bernosky, President

Stephen Kain

Carla Torres-Deluna

Jan Grist

Elizabeth Martinez

### **District Administration**

Diego Ochoa

**Superintendent**

Gabriel Moulaison

**Assistant Superintendent, Fiscal  
Services**

Erika Sanchez

**Assistant Superintendent, Human  
Resources**

Caroline Calero

**Director, Educational Services**

Gwen Buquiran

**Director, Special Education**

Aaron Buzzetta

**Director, Facilities**

Kip Ward

**Director, Student Services**

Ann Pennington

**Director, Nutrition Services &  
Warehouse**

### **School Description**

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 2018/19 academic year there were approximately 463 students enrolled in Transitional Kindergarten through fifth grade at R.O. Hardin, with an additional 50 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 also participate with local law enforcement to bring Gang Resistance Education and Training (G.R.E.A.T) to our fourth graders and invite and 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.

Our work at R.O. Hardin is guided by research based teaching practices. In our lesson designs we are exploring the purpose and reasoning of each lesson and students calibrating their own success. At R.O. Hardin we have two Support Teachers, Intervention teacher, two coaches, an Instructional Assistant for every two classes and one Instructional Assistant dedicated to the Transitional Kindergartners. All staff on campus value collaboration and use the four critical questions at the heart of every Professional Learning Community. We collaborate regularly to have a better understanding of each grade level's essential standards, to create assessments and analyze data, and to plan how we will differentiate for each child. We incorporate a blended learning program into each of our classrooms and strive to meet and teach each child at his or her level. 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 be a caring and challenging learning environment where students are inspired to be the best version of themselves in all areas. To do this students will need to show proficiency in language and all academic areas, tolerance and 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 rewards and acknowledges academic achievement and social responsibility.

## About the SARC

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, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	107
Grade 1	68
Grade 2	77
Grade 3	61
Grade 4	66
Grade 5	79
<b>Total Enrollment</b>	<b>458</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.2
Asian	0.4
Filipino	0.9
Hispanic or Latino	93
Native Hawaiian or Pacific Islander	0.2
White	3.1
Socioeconomically Disadvantaged	83.4
English Learners	56.3
Students with Disabilities	12.2
Foster Youth	0.4
Homeless	3.3

## 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

Teacher Credentials for R. O. Hardin	17-18	18-19	19-20
With Full Credential	22	19	21
Without Full Credential	3	5	3
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Hollister School District	17-18	18-19	19-20
With Full Credential	♦	♦	246
Without Full Credential	♦	♦	20
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at R. O. Hardin Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)**

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.

**Textbooks and Instructional Materials**

**Year and month in which data were collected: September 2018**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	K-5: Benchmark Education, Benchmark Advance, adopted 2017 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Mathematics	K-5: My Math, McGraw Hill, Copr. 2013 6-8: California Math, McGraw-Hill, Copr. 2013; adopted 2015 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Science	K-5: MacMillan McGraw-Hill, California Science, Copr. 2008; adopted 2008 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
History-Social Science	K-5: History-Social Science, California, Houghton Mifflin, Copr. 2006; adopted 2006 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

Note: Cells with N/A values do not require data.

**School Facility Conditions and Planned Improvements (Most Recent Year)**

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](http://hesd.org/departments/facilities/measure_m_progress).

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: September 2018**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	Multi purpose room possible trip hazard. ACTION TAKEN; removed Interior fountains do not operate. ACTION; summer project hydration stations and/or repair Hot valve in women's restroom did not operate. ACTION TAKEN: repair Remove debri from gutter system. ACTION TAKEN; removed
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Some asphalt cracking and uneven movement visible at the asphalt surfaces. ACTION; summer project to repair Remove debri from the HVAC systems. ACTION; summer project Some damage was visible to the AC coils. Plastic worn off stair and landing edges at the play structure. ACTION TAKEN; play structure replaced (TK) Patch small holes in asphalt as needed. ACTION TAKEN: winter spring patching Some tagging visible at play structure. ACTION TAKEN: cleaned and removed
<b>Overall Rating</b>	<b>Good</b>	

## 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, which 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); and
- 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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	33	30	52	50	50	50
Math	28	19	37	38	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	15.9	13.4	7.3

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	224	211	94.20	29.86
Male	115	109	94.78	24.77
Female	109	102	93.58	35.29
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	203	194	95.57	28.35
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	188	178	94.68	25.84
English Learners	133	128	96.24	26.56
Students with Disabilities	21	21	100.00	9.52
Students Receiving Migrant Education Services	42	40	95.24	15.00
Homeless	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	224	212	94.64	19.34
Male	115	110	95.65	17.27
Female	109	102	93.58	21.57
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	203	194	95.57	19.59
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	188	179	95.21	18.99
English Learners	133	131	98.50	17.56
Students with Disabilities	21	20	95.24	5.00
Students Receiving Migrant Education Services	42	41	97.62	12.20
Homeless	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## 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 for the school district and each school site

### Opportunities for Parental Involvement (School Year 2019-20)

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. Parents play an active role by participating as classroom and school volunteers, field trip chaperones, and volunteer readers. 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.

### 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.

### 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.

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 reviewed regularly with the students and staff.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.7	2.4	3.9
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.4	3.4	4.8
Expulsions Rate	0.1	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

#### D. Other SARC Information

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

##### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

\* 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.

##### Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	2.5
Other	

\* 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.



### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	102	1	3	1	68	3	4	1	73	1	5	1
1	22		2		24	1	2		20	1	2	
2	28		2		24		2		28		4	
3	28		3		23		3		31		2	
4	26		3		31		2		23	1	3	
5	23	1	3		28		3		26	1	2	
Other**												

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

The district is committed to providing teachers with high quality staff development. District-wide Professional Development days are provided for teachers on non-student days and during release time. The focus is on training all teachers and staff based on local and state assessment data, including a focus on closing the achievement gap for English Learners. Staff development is focused on the Common Core State Standards, the Next Generation Science Standards, and the technology needed to implement Common Core and the CAASPP, as well as inclusion practices for all students. Teachers have also all received training in and implement Instructional Leadership Teams. Coaches and staff build teaching skills and share strategies through participation at workshops, at staff meetings and in Professional Learning Communities. District-wide Professional Development also focuses on training for the English Language Arts/English Language Development curriculum and "Capturing Kids' Hearts" (a program that focuses on positive school climate).

### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,129	\$45,741
Mid-Range Teacher Salary	\$70,384	\$81,840
Highest Teacher Salary	\$98,166	\$102,065
Average Principal Salary (ES)	\$118,760	\$129,221
Average Principal Salary (MS)	\$116,165	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$193,220	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	36%
Administrative Salaries	6%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/csl/](http://www.cde.ca.gov/ds/fd/csl/).

### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	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	\$75,161.00
State	N/A	N/A	\$7,506.64	\$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	19.7	-0.8
School Site/ State	-2.6	-10.3

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

**Types of Services Funded**

In addition to state funding, Hollister School District receives federal categorical funding. In 2017/18 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..

**DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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).

**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.