



Calaveras Elementary School

1151 Buena Vista Rd. • Hollister, CA 95023 • (831) 636-4460 • Grades K-8

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

Hollister School District

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School Description

The Calaveras School community is located in the city of Hollister on Buena Vista Road, sitting in the middle of orchard land on one side and the school neighborhood on the other. Hollister sits in northern San Benito County where it is only 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 retains the agricultural and cattle ranching ambiance of its heritage. The campus is shared with the Accelerated Achievement Academy, a separate magnet school for gifted and high achieving 4th-8th grade students in the county.

During the 2018-19 school year Calaveras Elementary School served over 500 students from transitional kindergarten through eighth grade. Demographics report that 63% of the students are English language learners and that 85% of the students come from low income families.

Our mission statement became a living document where the staff dedicated itself to "enlighten, engage and educate all learners in a safe and nurturing environment so they will be successful thinkers and contributors to society. This will be accomplished through research-based instruction, family participation and a partnership with the community." We know that all children can learn at high levels. At Calaveras School we know our students by name and by need.

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	98
Grade 1	64
Grade 2	66
Grade 3	63
Grade 4	51
Grade 5	65
Grade 6	33
Grade 7	26
Grade 8	27
Total Enrollment	493

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.4
Asian	0.2
Hispanic or Latino	96.3
Native Hawaiian or Pacific Islander	0.2
White	1.6
Two or More Races	0.8
Socioeconomically Disadvantaged	80.7
English Learners	53.5
Students with Disabilities	13
Homeless	5.1

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 Calaveras Elementary	17-18	18-19	19-20
With Full Credential	20	24	21
Without Full Credential	2	1	4
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 Calaveras 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 Calaveras 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 6-8: Houghton Mifflin, California Collections, 2017; adopted 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	K-5: My Math, McGraw Hill, Copr. 2013 6-8: California Math, McGraw-Hill, Copr. 2013; adopted 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	K-5: MacMillan McGraw-Hill, California Science, Copr. 2008; adopted 2008 6-8: Glencoe Science, California, Copr. 2006; adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	K-5: History-Social Science, California, Houghton Mifflin, Copr. 2006; adopted 2006 6-8: Glencoe, California Series, Copr. 2006; adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Calaveras Elementary, constructed in 1984, provides a safe, clean environment for students, staff, visitors and volunteers. The site has 29 classrooms, 3 sets of bathrooms, a library, a staff room, a playground and three playing fields.

Safety: Students are safe on school grounds before, during, and after school. The school campus is completely secured by fencing, and all visitors to the campus are required to sign in at the office and display a visitor's badge at all times. Supervision is provided for students throughout the school day. The responsibility is shared between the administration, school staff and yard supervisors. 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 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.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: January 2019

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

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Some delaminations visible at the bathrooms' stall doors (boys and girls) PLANNED ACTIONS: Summer 2020 project to repair/replace
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Poor	Broken and deteriorated roof tiles visible on the east side of the building. Some damaged rafter tails visible at the building perimeter. Broken roof tiles visible. PLANNED ACTIONS: Summer 2020 project to repair/replace Downspout not connected properly at the top of column on east side of building near south library entrance. ACTION TAKEN: In progress per work order for winter/spring 2020 The pillar below this downspout has significant cracks. ACTION TAKEN: In progress per work order for winter/spring 2020
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Fair	

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	45	37	52	50	50	50
Math	33	37	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	37.9	24.2	12.1
7	25.9	11.1	7.4

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	268	262	97.76	37.02
Male	103	102	99.03	32.35
Female	165	160	96.97	40.00
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	256	250	97.66	36.40
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	226	220	97.35	34.55
English Learners	183	178	97.27	33.71
Students with Disabilities	50	49	98.00	6.12
Students Receiving Migrant Education Services	48	48	100.00	33.33
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	268	262	97.76	37.02
Male	103	100	97.09	41.00
Female	165	162	98.18	34.57
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	256	250	97.66	36.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	226	220	97.35	34.55
English Learners	183	180	98.36	35.56
Students with Disabilities	50	48	96.00	10.42
Students Receiving Migrant Education Services	48	48	100.00	37.50
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)

We have excellent parent participation at Calaveras. We parents that volunteer in classrooms on regular basis. We have a Back-to-School Night, Open House, a Title I Parent Information Meeting, School Site Council, and the English Language Advisory Committee. Parents help with a variety of student activities including the Turkey Trot, the Color Run, and field trips. Parents who wish to volunteer in any capacity may contact the school's office at (831) 636-4460.

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

Safety of students and staff is a primary concern at Calaveras School. The school is in compliance with all laws, rules, and regulations, including those pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are held monthly, earthquake drills are held every other month, and secure campus drills are conducted annually. Teachers and staff receive information at monthly safety meetings. The School Safety Committee is a part of the School Leadership Team, and the school has representation on the District Safety Committee.

The School Site Council updates the Comprehensive Safety Plan annually. This year it was approved in June of 2019. Copies of the safety plan are shared by law with the district office, local officials, law enforcement, and are available for review. The school campus is completely secured by fencing, and all visitors to the campus are required to sign in 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 the administration, school staff and yard supervisors.

The entire Hollister School District is trained in Capturing Kids Hearts which places building and maintaining positive relationships at the forefront. At Calaveras, we also have a Positive Behavior Intervention and Supports System (PBIS). Students are guided by specific rules and classroom expectations that highlight respect, responsibility, leadership, and safety. This helps foster a safe, warm, friendly, environment,

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.5	1.8	1.8
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	.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	2.0
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	94	3	1	1	92	2	2	1	72		6	1
1	21	1	2		19	3			21		3	
2	21	1	2		20	1	2		33			2
3	27		3		29		2		32		2	
4	21	1	2		24		3		26		2	
5	29		2		32		2		33		1	1
6	23	1	1		25		2		33			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 inclusionary practices for all students. Teachers have also all received training in and implement Instructional Leadership Teams. Staff members 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). In addition, most upper elementary and middle school teachers have been trained in AVID, a program designed to get students ready for high school school and college. This will be ongoing professional development for staff members. We are also implementing Eureka math school-wide and teachers receive ongoing professional development in best practices. Most of our primary teachers have been trained in Orton-Gillingham Phonics Instruction, but there will be ongoing professional development in this area as well.

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/cs/.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$7,759.62	\$794.21	\$6,965.41	\$75,155.00
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	14.9	0.0
School Site/ State	-7.5	-9.5

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 2015/16 the 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) with an Intervention Teacher and a Physical Education Teacher. Students who qualify through Migrant Education receive additional intervention services.

Site-based Title I funds are used to support the Response to Intervention program. Decisions about the expenditure of these funds are made with the School Site Council, based on achievement data for the school.

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.