



Ladd Lane Elementary School

161 Ladd Lane • Hollister • 8316364490 • Grades K-5

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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 school's mission and vision is posted in all classrooms and regularly articulated via presentations at Back to School Night, Parent/Student handbook and most school correspondences. The Ladd Lane community works together to continuously analyze evidence and refine school priorities according to our focused mission and vision. Utilizing our Professional Learning Community Framework, the leadership team, with assistance from the principal worked with the staff to develop this focus. In creating our mission and vision statement, staff researched the characteristics of powerful organizations. The faculty then brainstormed and prioritized a list of skills that are needed for students to be high level learners. Through a partnership with parents, students and staff, Ladd Lane School is making great strides in continuously aligning our school priorities with our mission. We are committed to ensuring that all of our students achieve to their fullest potential. Especially, that the achievement gap of English Learners is significantly decreased via the utilization of key signature practices which are aligned with our school vision.

Mission Statement:

Ladd Lane's mission is to provide an atmosphere where each child is encouraged to strive for excellence academically, socially and emotionally in a safe and supportive environment.

Vision:

Ladd Lane embraces the importance of collaboratively providing services and supports to strengthen the academic and social achievements of students while preparing them to be productive citizens.

The community is located in the city of Hollister which sits in northern San Benito County, 47 miles from San Jose, 39 miles east of the Monterey Peninsula, and 90 miles south of San Francisco. The region retains its agricultural heritage. Ladd Lane Elementary serves approximately 670 students in grades TK through fifth, including four special day classes that serve students with moderate to severe disabilities. Although we are one of the largest elementary schools in the district, Ladd Lane prides itself on its "family type" atmosphere. Education, including an academically rigorous program, is highly valued by our faculty and families, along with a high degree of staff morale and parent satisfaction. Each year we have many more families request or transfer into our school than we can accommodate. There is a strong commitment to excellence on the part of the entire faculty.

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	128
Grade 1	96
Grade 2	133
Grade 3	95
Grade 4	94
Grade 5	113
Total Enrollment	659

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.6
Asian	1.5
Filipino	0.3
Hispanic or Latino	70.7
Native Hawaiian or Pacific Islander	0.2
White	20.9
Two or More Races	2.7
Socioeconomically Disadvantaged	54.2
English Learners	20.2
Students with Disabilities	15.2
Foster Youth	0.6
Homeless	2.6

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 Ladd Lane Elementary	17-18	18-19	19-20
With Full Credential	33	30	27
Without Full Credential	0	3	2
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 Ladd Lane 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	1	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 Ladd Lane 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	TK-5: Benchmark Education, Benchmark Advance, adopted 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	TK-5: My Math, McGraw-Hill, Copr. 2013 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	TK-5: MacMillan McGraw-Hill, California Science, Copr. 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	TK-5: History-Social Science, California, Houghton Mifflin, Copr. 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Visual and Performing Arts Standards and Framework 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)

Data reported are the determination of good repair as documented in a completed Interim Evaluation Instrument, including the school site inspection date, the Interim Evaluation Instrument completion date, and the date of any remedial action taken or planned.

*Facility inspection was conducted at the beginning of the year. All items requiring repair have been or are being addressed with any safety issue having the highest priority. On November 4, 2014, the voters of the Hollister School District passed Measure M, a \$28.5 million Facilities Bond that will address the most critical renovation and modernization needs at the District's elementary and middle schools. Measure M will upgrade fire alarm and security systems, improve access to classroom technology, and provide better school access to people with disabilities, among other improvements. For a complete list of projects go to http://www.hesd.org/departments/facilities/measure_m.

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	Good	Interior Surfaces - Entry tile recommended to be replaced ACTION: summer project
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	
Overall Rating	Good	

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	57	55	52	50	50	50
Math	41	38	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	29.1	21.8	18.2

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	291	283	97.25	55.48
Male	154	150	97.40	51.33
Female	137	133	97.08	60.15
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	201	198	98.51	48.48
White	69	64	92.75	73.44
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	163	158	96.93	45.57
English Learners	67	66	98.51	40.91
Students with Disabilities	54	51	94.44	23.53
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
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	290	282	97.24	37.94
Male	154	150	97.40	40.00
Female	136	132	97.06	35.61
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	200	197	98.50	32.49
White	69	64	92.75	50.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	162	157	96.91	33.76
English Learners	67	66	98.51	30.30
Students with Disabilities	53	50	94.34	26.00
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
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)

Parents and the community are very supportive of educational programs at the school. Parents play a very active role by participating in various school clubs and activities including classroom volunteers, field trip chaperones, Parent Club activities, and organizing special events. Many programs, such as our classroom activities and facilities are enriched by contributions made by the Parent Club. Parents also participate in the School Site Council which makes decisions regarding the school plan, to ensure high quality instructional goals. This is an important committee at Ladd Lane School. Each parent representative of the School Site Council is elected to a two year term. These elected parent representatives gain important knowledge about education in the California Public Schools. The School Site Council meets regularly. The Parent Club meets the first Wednesday of each month in room H1 at 9am. Please contact the Parent Club office at 636-4490 x154 lparentclub@hesd.org or feel free to attend a meeting to become involved. We have ELAC meetings 5 times a year. This gives the parents of our students that are EL's an opportunity to give input and feedback regarding academic progress.

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 the utmost importance. The school is in compliance with all laws, rules, and regulations, including those pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness and comprehensive safety plan includes steps for ensuring student and staff safety during a disaster. Fire, earthquake drills and lock down drills are conducted regularly. A record of evacuation times are kept on a shared Google Doc. The comprehensive safety plan outlines a focus, goal, objectives and budget for the following five areas: Characteristics and Students and Staff, School's Physical Environment, School's Social Environment, School's Culture, and Safe School Plan. In addition Ladd Lane has an Incident Command System Team (ICS). The ICS team has been trained and regularly practices communication during all emergency drills. The School Site Council meets regularly and addresses the programs and components that make up the school plan including the safety plan. This committee consists of the principal, elect staff, elected teachers, and elected parents. The school plan for Ladd Lane Elementary School is updated yearly, the safety plan is updated on a two year cycle. Protocols and evacuation maps are in each classroom office and multipurpose room. These posted protocols are available for law enforcement, district, local officials and parent review. In addition, all visitors and volunteers to the campus are required to sign in at the office and place a visitor sticker on their shirt. Supervision is provided for students throughout the school day; the responsibility is shared between teachers, the school staff and yard supervisors.

Last Review and Update: March 2019

Last Discussed with Staff: August 2019

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.2	0.3	0.3
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)	1.0
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	102	1	5	1	93	1	6	1	25	1	9	1
1	16	5			29		4		23		8	
2	32		3		29		3		26		9	
3	24	1	4		23		4		30		6	
4	25		4		27		4		30		6	
5	17	3	3		17	3	4		25	1	8	
Other**	9	1			10	2			7	2		

*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. First and Second grade Teachers have also all received training Orton Gillingham as early literacy is a huge focus at Ladd Lane. 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).

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	\$7,024.18	\$1,053.53	\$5,970.66	\$73,442.00
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	-0.5	-2.3
School Site/ State	-22.8	-11.8

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) 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 and site funds are used to have an ELD Academy before and after school. 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.