Cerra Vista Elementary School

2151 Cerra Vista Drive • Hollister, CA 95023 • (831) 636-4470 • 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

Cerra Vista School is a family-oriented community in which the students, families, staff and community members share the commitment and vision of providing the best education possible for all students. Cerra Vista's commitment to students succeeding is strongly aligned with the school District's expectations and vision of an extraordinary learning community where each of our students are prepared for future success. This is evidenced in the alignment of planning, use of time, designation of human and fiscal resources, and on-going monitoring of student progress.

Everyone within the Cerra Vista community shares the common vision of academic success for all students. Response to Intervention principles and ongoing assessment data are used by all staff to continually adjust their instruction and to help all students meet and exceed grade level standards. Teachers meet regularly in grade level teams to review standards and data, and align instructional lessons with the essential Common Core standards. Parents are kept abreast of school events via monthly updates on the school's website and School Messenger. Many parents are monitoring their student's progress online by accessing the electronic grade book. State, district, and school assessment results are provided to parents to assist them in understanding their child's progress, areas of strength, and areas of weakness. The Cerra Vista website includes student links to electronic learning games and activities that students can use at school or at home.

At the core of Cerra Vista's success is a caring and dedicated professional staff. Teachers across grade levels support each other professionally and personally. Teachers continue to build relationships with their students, parents and staff with the Capturing Kids Hearts Program. Parents are a very important and involved part of each classroom and an integral part of our school community. Education is highly valued by our families and there is a high degree of parent satisfaction, involvement, and pride in our school. The Parent Club is invaluable to our school success. Their monetary contributions provide a wide range of extra curricular activities and classroom materials. This along with many volunteer hours are major contributors to Cerra Vista's success.

There is a strong commitment to excellence on the part of the entire staff. Cerra Vista boasts an outstanding teaching staff with many teacher leaders who are experts in language arts, mathematics, science and technology. These experts are leading the way as we move closer to full implementation of a STEAM school. Improvement in student achievement is directly related to all teachers working in Professional Learning Communities, focusing on the use of assessment data, Common Core standards, standards-based materials, and research-based strategies. Cerra Vista is often a leader in researching and implementing new strategies.

Through a partnership with the greater community, parents, staff, and students, Cerra Vista School has made great strides toward achieving our school vision and mission. We are committed to doing whatever it takes to ensure students are prepared to be learners and leaders in their future.
Cerra Vista School's Vision is that ALL students become lifelong learners who are respectful, responsible, collaborative and productive citizens.

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	121
Grade 1	103
Grade 2	100
Grade 3	86
Grade 4	111
Grade 5	110
Total Enrollment	631

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.2
Asian	1.4
Filipino	0.3
Hispanic or Latino	62.6
Native Hawaiian or Pacific Islander	0.5
White	30.9
Two or More Races	1.3
Socioeconomically Disadvantaged	39.5
English Learners	14.7
Students with Disabilities	12.8
Foster Youth	0.2
Homeless	2.5

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 Cerra Vista Elementary	17-18	18-19	19-20
With Full Credential	25	28	26
Without Full Credential	2	1	1
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 Cerra Vista 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 Cerra Vista 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
	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
	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
	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. 2007
	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)

Cerra Vista Elementary provides a safe, clean environment for students, staff, and volunteers. School facilities were opened in 1988. A team of three full-time custodians ensures classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is administered by Hollister School District to ensure that all classrooms and facilities are well maintained. 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	
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	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Play structure outdated and replacement for structure is recommended PLANNED ACTION: Timeframe pending funding (city rec.)
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	48	52	50	50	50
Math	41	42	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	21.9	24.2	26.4

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	308	299	97.08	48.49
Male	158	153	96.84	38.56
Female	150	146	97.33	58.90
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	195	190	97.44	44.21
White	98	94	95.92	55.32
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	129	126	97.67	38.10
English Learners	59	56	94.92	33.93
Students with Disabilities	67	63	94.03	9.52
Students Receiving Migrant Education Services	11	10	90.91	40.00
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	308	300	97.40	42.33
Male	158	154	97.47	41.56
Female	150	146	97.33	43.15
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	195	191	97.95	35.08
White	98	94	95.92	53.19
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	129	126	97.67	31.75
English Learners	59	57	96.61	17.54
Students with Disabilities	67	63	94.03	11.11
Students Receiving Migrant Education Services	11	10	90.91	30.00
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)
Cerra Vista parents and community members are very supportive of the educational programs at Cerra Vista School. Parents play an active role by participating in various school programs and activities including classroom volunteer, Parents Club, fundraising events, field trips, parent conferences, ELAC, and the School Site Council. Parents who wish to participate in Cerra Vista Elementary's leadership teams, school committees, school activities, or become a volunteer may contact the office at (831) 636-4470.

Cerra Vista is very proud of the number of parents who volunteer in classrooms to help students succeed academically. Classroom parent volunteers are an integral part of our students' academic success in meeting grade level standards. Strategies such as Guided Reading are aided by our parent volunteers. Parents fund incentive award programs and, through Parents Club fundraisers, help pay for materials for our two STEAM labs. ELAC meetings help parents of English learners review their child's data and understand ways in which they can help support their child's progress toward meeting essential grade level standards. Parents serving on School Site Council inform, develop and approve our School Plan.

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

The safety of students and staff is a primary concern at Cerra Vista Elementary. 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 drills are conducted monthly, earthquake drills are conducted every other month, and lock down drills are conducted at least twice a year. Safety information is provided by a private consultant, and is included in staff meetings every month. The Safety Plan for Cerra Vista Elementary School is updated each spring, and a summary is distributed to all staff members at the beginning of each school year. Copies of the safety plan are shared by law with the district office, local officials, law enforcement, and are available for review. Each year, a safety inspection is conducted by the custodian, administrator, and district maintenance staff. An independent safety consultant inspects the campus each winter. 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 school staff and yard supervisors. Our school wide behavior policy and matrix includes our Capturing Kids Hearts program which focuses on encouraging students to be respectful and make positive choices, ensures fairness and delivers consistent consequences.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.3	0.5	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	135		4	1	119	1	4	1	107		6	1
1	26		3		23		3		26		4	
2	24		4		27		3		25		4	
3	26		4		27		4		29		3	
4	31		2	1	26	1	2	1	22	1	4	
5	17	3	4		23	1	4		28	1	2	1
Other**	11	1										

*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	6	6	6

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 in ELA and Mathematics, 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. 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, Eureka Math curriculum, and "Capturing Kids' Hearts" (a program that focuses on positive school climate). Primary grade teachers and intervention teachers have received professional development in Orton-Gillingham approach for teaching literacy.

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	$6,599.11	$499.80	$6,099.30	$78,966.00
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	1.7	4.9
School Site/ State	-20.7	-4.6

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 2018/19 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. 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 after school intervention classes, provided through the Supplemental Education Services, Title I. 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.