



Cerra Vista Elementary School

2151 Cerra Vista Dr. • Hollister, CA 95023 • (831) 636-4470 • Grades K-5

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2016-17 School Accountability Report Card Published During the 2017-18 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 weekly updates on the school's website and School Messenger. Many parents are monitoring their student's progress online by accessing the electronic gradebook. 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 webpage 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 that all our students achieve their fullest potential and become lifetime achievers and respectful, productive citizens.

Cerra Vista School's Vision is that ALL children become lifetime achievers and respectful, engaged, responsible and productive citizens.

Cerra Vista School's Mission is to ensure we are prepared for future.

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	90
Grade 1	78
Grade 2	96
Grade 3	109
Grade 4	95
Grade 5	120
Total Enrollment	588

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0
Asian	3.2
Filipino	0.3
Hispanic or Latino	58.8
Native Hawaiian or Pacific Islander	0.2
White	36.6
Two or More Races	0.3
Socioeconomically Disadvantaged	38.8
English Learners	15.3
Students with Disabilities	13.4
Foster Youth	0.2

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			
Cerra Vista Elementary School	15-16	16-17	17-18
With Full Credential	28	26.5	25
Without Full Credential	2	2	2
Teaching Outside Subject Area of Competence	0	0	0
Hollister School District	15-16	16-17	17-18
With Full Credential	♦	♦	142
Without Full Credential	♦	♦	14
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Cerra Vista Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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 2017-18)

Textbooks and Instructional Materials Year and month in which data were collected: August 2017	
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
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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 two full-time and one part-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: September 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	51	52	43	49	48	48
Math	39	43	30	37	36	37

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	105	105	100.0	59.1
Male	51	51	100.0	52.9
Female	54	54	100.0	64.8
Hispanic or Latino	60	60	100.0	51.7
White	38	38	100.0	73.7
Socioeconomically Disadvantaged	51	51	100.0	43.1
English Learners	15	15	100.0	33.3

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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.

* 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	50	59	53	56	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	11.6	21.5	37.2

* 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.

**School Year 2016-17 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	335	322	96.12	52.34
Male	174	168	96.55	44.91
Female	161	154	95.65	60.39
Black or African American	--	--	--	--
Asian	11	11	100	72.73
Filipino	--	--	--	--
Hispanic or Latino	202	198	98.02	44.16
White	115	106	92.17	64.15
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	157	151	96.18	38
English Learners	73	71	97.26	40.85
Students with Disabilities	57	51	89.47	14
Students Receiving Migrant Education Services	14	13	92.86	30.77
Foster Youth	--	--	--	--

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 2016-17 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	335	320	95.52	42.5
Male	174	166	95.4	40.96
Female	161	154	95.65	44.16
Black or African American	--	--	--	--
Asian	11	11	100	72.73
Filipino	--	--	--	--
Hispanic or Latino	202	196	97.03	33.16
White	115	106	92.17	55.66
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	157	149	94.9	32.89
English Learners	73	70	95.89	28.57
Students with Disabilities	57	50	87.72	14
Students Receiving Migrant Education Services	14	13	92.86	38.46
Foster Youth	--	--	--	--

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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, assemblies, parent conferences 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 lockdown 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 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 fall, a safety inspection is conducted by the custodian and District maintenance staff. An independent safety consultant inspects the campus each spring. 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 discipline policy 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			
School	2014-15	2015-16	2016-17
Suspensions Rate	2.1	1.1	1.3
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	4.6	2.8	2.4
Expulsions Rate	0.2	0.1	0.1
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2004-2005
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	9	
Percent of Schools Currently in Program Improvement	81.8	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	.5
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	2.75
Average Number of Students per Staff Member	
Academic Counselor	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	25	134	135		3		4	1	4		1	1
1	27	22	26				3	3	3			
2	24	22	24	1			3	4	4			
3	28	25	26				5	4	4			
4	32	28	31				2	4	2	1		1
5	28	39	17	1	1	3	1		4	2	4	
Other		17	11		1	1		1				

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

Professional Development provided for Teachers

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).

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$48,678
Mid-Range Teacher Salary		\$78,254
Highest Teacher Salary		\$96,372
Average Principal Salary (ES)		\$122,364
Average Principal Salary (MS)		\$125,958
Average Principal Salary (HS)		\$126,758
Superintendent Salary		\$212,818
Percent of District Budget		
Teacher Salaries	38%	38%
Administrative Salaries	7%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6042.69	\$629.89	\$5412.80	\$71,893.00
District	♦	♦	\$5644.84	
State	♦	♦	\$6,574	\$78,363
Percent Difference: School Site/District			-4.1	2.2
Percent Difference: School Site/ State			-4.7	-4.3

* Cells with ♦ do not require data.

Types of Services Funded

In addition to state funding, Hollister School District receives federal categorical funding. In 2016/17 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 a Resource Teacher, an Intervention Teacher and a Physical Education Teacher. The Resource Teacher coordinates resources, and provides services to students, in each site's Response to Intervention program. 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.

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 <http://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.