



# Gabilan Hills School

901 Santa Ana Rd. • Hollister, CA 95023 • (831) 636-4430 • Grades K-5

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## 2016-17 School Accountability Report Card Published During the 2017-18 School Year

### **Hollister School District**

2690 Cienega Rd.  
Hollister, CA 95023-9687  
(831) 630-6300  
[www.hesd.org](http://www.hesd.org)

### **District Governing Board**

Patricia Moore  
Elsa Rodriguez  
Elizabeth Martinez  
Peter Hernandez  
Robert Bernosky

### **District Administration**

Lisa Andrew, Ed.D.  
**Superintendent**  
Jennifer Wildman  
**Assistant Superintendent,  
Educational Services**  
Erika Sanchez  
**Assistant Superintendent, Human  
Resources**  
Gabriel Moulaison  
**Assistant Superintendent,, Fiscal  
Services**  
Rick Lust  
**Director, Student Support Services**  
John Teliha  
**Director, Facilities**  
Jr. Rayas  
**Director, Technology & Innovation**  
Ann Pennington  
**Director, Student Nutrition &  
Warehouse**

### **School Description**

Gabilan Hills (GH) was built in 1997 and is a modern, beautifully maintained campus. Our community school serves students in grades K-5. Gabilan Hills currently shares the campus with the Hollister Dual Language Academy (HDLA). Gabilan Hills School staff knows each student by name and by need.

Gabilan Hills (GH) is a Professional Learning Community (PLC). It is clear in our mission, vision, values and goals that we guarantee each student achieves grade level standards, we work collaboratively, we agree on essential learning that all students will acquire, we agree on how students will demonstrate their learning and agree on what to do if they did not learn it.

Gabilan Hills Professional Learning Community (PLC) Mission:

Our professional learning community (PLC) will ensure each student achieves high levels of academic excellence in an engaging and nurturing atmosphere.

Gabilan Hills Professional Learning Community (PLC) Vision:

Gabilan Hills learning community works in committed, collaborative teams to deliver interactive, skill-building lessons that enable students to demonstrate their understanding. Student success will be measured by formative, summative, and nationally normed assessments. Data teams will make changes for intervention, enrichment, presentation, and methodology to meet the needs of each individual student. Gabilan Hills students will attain foundations for success as they advance through grade levels, inspiring them to become life-long learners.

Gabilan Hills Professional Learning Community (PLC) Values:

- Teams will commit to scheduled meetings with grade level and cross level teams to evaluate student needs.
- Teams will make curriculum adjustments to meet student needs based on data.
- Teams will commit to action plans developed by the PLC.
- Individual progress will be discussed and charted with students to realize personal growth.
- Student growth will be celebrated.
- We will maintain a positive atmosphere that encourages all students to succeed.
- We will all adhere to school wide norms developed by the PLC.

Goals:

- Each student will achieve grade level proficiency and beyond. Students will show measurable growth in Language Arts and Mathematics.
- Current data will determine intervention, support and enrichment. Intervention and support will be in the areas of Language Arts and Mathematics. Enrichment may include additional activities in Science, Social Studies, Technology, and the Arts.
- Teachers use data to hold motivational discussions with students to set individual goals, helping them to be active, enthusiastic learners that are responsible for their own growth.
- Teachers will maintain consistency of curriculum and core academic skills to ensure students successfully transition through grade levels.
- Recognition of student academic or social achievements will be celebrated at least once monthly in the classroom and each trimester school-wide.

Gabilan Hills students are ethnically and socio-economically diverse. Our school has an enrollment of approximately 230 students in 10 K-

5 classrooms. Kindergarten classes provide a full day program. Approximately 78% of our students qualified for the Free and Reduced Lunch Program and 67% are English learners.

### 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	34
Grade 1	34
Grade 2	37
Grade 3	54
Grade 4	54
Grade 5	63
<b>Total Enrollment</b>	<b>276</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0
Asian	0.7
Filipino	0.4
Hispanic or Latino	90.9
Native Hawaiian or Pacific Islander	0
White	2.5
Two or More Races	0.4
Socioeconomically Disadvantaged	73.6
English Learners	46.4
Students with Disabilities	6.9
Foster Youth	0.4

### 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			
Gabilan Hills School	15-16	16-17	17-18
With Full Credential	14	13.5	8
Without Full Credential	2	3	2
Teaching Outside Subject Area of Competence	0	0	00
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			
Gabilan Hills 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 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 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 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 framework standards are used 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)**

Gabilan Hills Elementary, constructed in 1997, provides a safe, clean environment for students, staff, visitors, and volunteers. The site has 17 classrooms, 4 sets of bathrooms, a library, a multipurpose room, a staff room, a playground and three playing fields.

Safety: Students are safe on school grounds before, during, and after school. Supervision is provided for students throughout the school day. The responsibility is shared between the administration, school staff and yard supervisors. All visitors must go through the school office, sign in and out, and wear an identification badge while on campus. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

Cleaning: The principal directs a team of 2.5 custodians, providing them with a detailed cleaning schedule, to ensure that classrooms, restrooms, special use rooms, and campus grounds are kept clean and safe. All classrooms are routinely maintained, and all restrooms, as well as the kitchen, are thoroughly cleaned daily.

Maintenance and repair: A scheduled maintenance program is administered by the Hollister School District. A work order process is utilized to ensure efficient service and completion of tasks in a timely manner.

Modernization: Modernization: In the 2016-17 school year a covered lunch area was added, providing shade during lunch times. On November 4, 2014, the voters of the Hollister School District passed Measure M, a \$28.5 million Facilities Bond that is addressing 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://hesd.org/departments/facilities/measure\\_m\\_progress](http://hesd.org/departments/facilities/measure_m_progress).

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: September 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			

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	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences			X	
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		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
<b>ELA</b>	41	46	43	49	48	48
<b>Math</b>	20	36	30	37	36	37

\* 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
<b>Science</b>	36	28	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
<b>5</b>	27.4	27.4	14.5

\* 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.

**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	44	43	97.7	27.9
Male	21	20	95.2	25.0
Female	23	23	100.0	30.4
Hispanic or Latino	42	41	97.6	26.8
Socioeconomically Disadvantaged	38	37	97.4	21.6
English Learners	19	18	94.7	11.1

\* 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.

**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	171	167	97.66	45.51
Male	93	91	97.85	41.76
Female	78	76	97.44	50
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	160	157	98.13	45.22
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	130	126	96.92	44.44
English Learners	98	97	98.98	42.27
Students with Disabilities	15	15	100	13.33
Students Receiving Migrant Education Services	27	26	96.3	46.15

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**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	171	168	98.25	36.31
<b>Male</b>	93	91	97.85	38.46
<b>Female</b>	78	77	98.72	33.77
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	160	158	98.75	34.81
<b>White</b>	--	--	--	--
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	130	127	97.69	33.86
<b>English Learners</b>	98	98	100	34.69
<b>Students with Disabilities</b>	15	15	100	20
<b>Students Receiving Migrant Education Services</b>	27	27	100	40.74

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)**

Parents and the community are very supportive of the educational programs at Gabilan Hills Elementary School. Parents play an active role by participating in various school programs and activities including the Parents Club, the School Site Council, and the English Language Advisory Committee (ELAC). The generosity of our parents is evident in every classroom and our students' education is enriched by parental donations of time and resources.

Parents who wish to participate in Gabilan Hills leadership teams, school committees, school activities, or become a volunteer may contact the office at (831) 636-4430.

#### **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**

Gabilan Hills Elementary School is proud of its modern facilities, which support teaching and learning and provide a safe, clean environment for students, staff, and community. The principal directs a team of three custodians, providing them with a detailed cleaning schedule, to ensure that classrooms, restrooms, special use rooms, and campus grounds are kept clean and safe. A scheduled maintenance program is administered by the Hollister School District to ensure that all classrooms and facilities are well maintained. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. All classrooms are routinely maintained, and all restrooms, as well as the kitchen, are thoroughly cleaned daily.

The safety of students and staff is an important concern at Gabilan Hills Elementary. All visitors to the campus are required to sign in at the office and display a visitors badge at all times. Gabilan Hills has a comprehensive Safety Plan that specifically delineates actions for all staff and students during natural disasters, fire or intrusion. The Safety Plan is updated each spring and is distributed to all staff members. The Gabilan Hills School Discipline Policy listens to students, ensures fairness and delivers consistent consequences. The Gecko Pledge is recited everyday and reminds students to be kind, caring and committed to their learning. Fire drills are held monthly. Supervision is provided for students throughout the school day.

The school is in compliance with all laws, rules, and regulations, including those pertaining to hazardous materials and state earthquake standards.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	5.7	3.6	2.6
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	2004-2005	2004-2005
Year in Program Improvement	Year 5	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)	0.5
Psychologist	0.25
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0.25
Resource Specialist	
Other	2.5
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	17	18	17	2	4	4						
1	28	12	17		6	4	2					
2	29	29	16			2	2	4	2			
3	33	30	30				1	4	2	1		2
4	23	30	27				2	4	4			
5	35	24	32					4	2	2		2

\* 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/](http://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	\$7530.76	\$957.02	\$6573.74	\$77,405.00
District	◆	◆	\$5644.84	
State	◆	◆	\$6,574	\$78,363
Percent Difference: School Site/District			16.5	10.1
Percent Difference: School Site/ State			15.8	3.0

\* 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.