



R. O. Hardin Elementary School

881 Line St. • Hollister, CA 95023 • (831) 636-4440 • 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

R.O. Hardin Elementary School is located in the city of Hollister. Built in 1948, it is the oldest school site within the district. During the 2015/16 academic year there were approximately 500 students enrolled in Transitional Kindergarten through fifth grade at R.O. Hardin, with an additional 50 preschoolers enrolled in the State and Migrant Preschool. We also share our campus with Hollister Prep School, one of two Navigator Charter Schools.

Collaboration among all segments of our school community is essential to the success and safety of our students. We actively utilize positive behavioral supports such as Capturing Kids Hearts. We also participate with local law enforcement to bring Gang Resistance Education and Training (G.R.E.A.T) to our fourth graders and invite and welcome parents to participate in our Parent Teacher Organization (PTO), English Learners' Advisory Committee (ELAC) and School Site Council (SSC). We are fortunate to have formed partnerships with the League of United Latin American Citizens, Navigator Schools and Hollister Youth Alliance.

Our work at R.O. Hardin is guided by research based teaching practices. In our lesson designs we are exploring the purpose and reasoning of each lesson and students calibrating their own success. At R.O. Hardin we have two Support Teachers, Intervention teacher, two coaches, an Instructional Assistant for every two classes and one Instructional Assistant dedicated to the Transitional Kindergartners. All staff on campus value collaboration and use the four critical questions at the heart of every Professional Learning Community. We collaborate regularly to have a better understanding of each grade level's essential standards, to create assessments and analyze data, and to plan how we will differentiate for each child. We incorporate a blended learning program into each of our classrooms and strive to meet and teach each child at his or her level. All teachers are committed to the highest quality and most effective standards based instruction using District State-Adopted Standards-Based curriculum.

Our vision for our school is that we will be a caring and challenging learning environment where students are inspired to be the best version of themselves in all areas. To do this students will need to show proficiency in language and all academic areas, tolerance and empathy, perseverance, and problem solving skills. Our community works collaboratively to inspire and motivate all children to do their personal best. We are creating a school culture and climate that rewards and acknowledges academic achievement and social responsibility.

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	74
Grade 1	47
Grade 2	72
Grade 3	72
Grade 4	82
Grade 5	84
Total Enrollment	431

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.5
Asian	0.2
Filipino	0
Hispanic or Latino	94.9
Native Hawaiian or Pacific Islander	0.2
White	3.9
Two or More Races	0
Socioeconomically Disadvantaged	81.7
English Learners	59.9
Students with Disabilities	12.8
Foster Youth	0

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			
R. O. Hardin Elementary School	15-16	16-17	17-18
With Full Credential	20	22	22
Without Full Credential	2	3	3
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			
R. O. Hardin 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 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
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)

R.O. Hardin School, originally constructed in 1948, provides a safe, clean environment for students, staff, visitors, and volunteers. The site has 43 classrooms (shared with an independent charter school), 4 sets of bathrooms, a library, a multipurpose room, a staff room, a playground and four 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 administrators, teachers, yard duty supervisors, and other members of the school staff. The campus is enclosed by fencing on three sides. 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: A team of two custodians ensures classrooms, restrooms, and campus grounds are kept clean and safe daily.

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

Modernization: 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. In the summer of 2016, the R.O. Hardin buildings underwent a total modernization under Measure M. For a complete list and photos of the R.O. Hardin project go to 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	
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			

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	
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	27	33	43	49	48	48
Math	27	30	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
Science	29	17	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	20.7	23	23

* 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	97	95	97.9	16.8
Male	50	48	96.0	14.6
Female	47	47	100.0	19.2
Hispanic or Latino	90	89	98.9	14.6
Socioeconomically Disadvantaged	82	80	97.6	13.8
English Learners	58	57	98.3	10.5
Students with Disabilities	15	14	93.3	21.4
Students Receiving Migrant Education Services	27	26	96.3	7.7

* 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	241	232	96.27	33.19
Male	120	113	94.17	25.66
Female	121	119	98.35	40.34
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	229	220	96.07	31.82
White	--	--	--	--
Socioeconomically Disadvantaged	205	196	95.61	30.1
English Learners	160	156	97.5	25
Students with Disabilities	27	27	100	29.63
Students Receiving Migrant Education Services	53	52	98.11	19.23
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	241	238	98.76	30.25
Male	120	117	97.5	27.35
Female	121	121	100	33.06
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	229	226	98.69	29.2
White	--	--	--	--
Socioeconomically Disadvantaged	205	202	98.54	28.22
English Learners	160	159	99.38	26.42
Students with Disabilities	27	27	100	14.81
Students Receiving Migrant Education Services	53	53	100	32.08
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)

R.O. Hardin encourages parents to be actively involved in the education of their children at school and at home. Parents and the community are very supportive of the educational programs. Parents play an active role by participating as classroom and school volunteers, field trip chaperones, and volunteer readers. Parents with students who are English Learners are encouraged to participate in the ELAC which reviews and provides input for the instructional programs at the school site. Parents and staff are also elected to participate on the School Site Council, which makes decisions regarding the priorities and direction of the educational plan as well as expenditures to support student improvement.

R.O. Hardin is a community school in that most families are within walking distance of the campus. We recognize that students have different abilities, learning styles and personalities and require learning that extends beyond the classroom. Our staff offers parents assistance in connecting with doctors, dentists, mental health services, counseling, other health programs, social services, legal assistance for domestic violence and other community or school based services as needed. A high priority for all staff is to build relationships with students and their families so that we may reach and serve every child by name and by need.

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 primary concern at R.O. Hardin. We strive to provide a safe, clean environment for students, staff, and volunteers.

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The Safety Plan for R.O. Hardin Elementary School is updated each year and safety and emergency procedures are reviewed with the certificated and classified staff at least monthly. The Safety Plan is also shared with the School Site Council. Safety information is provided by an independent consultant to the principal and relayed to the staff on a monthly basis. Fire and earthquake drills are conducted monthly; intruder alerts are conducted at least twice during the school year. Copies of the safety plan are shared by law with the district office, local officials, law enforcement, and are available for review. All visitors to the campus are required to sign in and out 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 administrators, teachers, yard duty supervisors, and other members of the school staff. The campus is enclosed by fencing on three sides. During school hours parents are expected to use the office entrance. The parents are actively supportive and helpful in the safety aspects of the school.

R.O. Hardin also has a behavioral expectations matrix that describes appropriate behavior in all areas of the school with resulting positive and negative consequences. The matrix is reviewed regularly with the students and staff.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	2.9	3.0	2.7
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	2003-2004	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)	1
Psychologist	0.5
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	5
Average Number of Students per Staff Member	
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.

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	23	123	102	1	2	1	3	1	3		1	1
1	27	26	22				2	2	2			
2	27	28	28				3	3	2			
3	28	26	28				3	3	3			
4	29	28	26				3	3	3			
5	21	24	23	1	1	1	3	3	3			
Other	12			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	\$6,920.61	\$1,219.10	\$5,701.51	\$71,439
District	♦	♦	\$5644.84	
State	♦	♦	\$6,574	\$78,363
Percent Difference: School Site/District			1.0	1.6
Percent Difference: School Site/ State			0.4	-4.9

* 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 Hollister School 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. In 2015/16 we were able to provide teacher with a Literacy Coach to improve teaching practices. 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.