

Calaveras Elementary School

1151 Buena Vista Rd. • Hollister, CA 95023 • (831) 636-4460 • Grades K-8

Christine White, Principal

cmwhite@hesd.org

www.hesd.org

2015-16 School Accountability Report Card Published During the 2016-17 School Year

Hollister School District

2690 Cienega Rd.
Hollister, CA 95023-9687
(831) 630-6300
www.hesd.org

District Governing Board

Elizabeth Martinez, President

Elsa Rodriguez

Patricia Moore

Peter Hernandez

Mike Baldwin

District Administration

Lisa Andrew, Ed.D.

Superintendent

Dennis Kurtz, Ph.D.

Assistant Superintendent

Lonna Martinez

Director, Educational Services

Gabriel Moulaison

Director, Fiscal Services

Rick Lust

**Director, Special Education and
Health Services**

John Teliha

Director, Facilities

Erika Sanchez

Director, Human Resources

Jr. Rayas

Director, Information Technology

School Description

The Calaveras School community is located in the city of Hollister on Buena Vista Road, sitting in the middle of orchard land on one side and the school neighborhood on the other. Hollister sits in northern San Benito County where it is only 47 miles from the San Jose metropolitan area, 39 miles east of the Monterey Peninsula, and 90 miles south of San Francisco. The region still retains the agricultural and cattle ranching ambiance of its heritage. The campus is shared with the Accelerated Achievement Academy, a separate magnet school for gifted and high achieving 4th-8th grade students in the county.

During the 2015-2016 school year Calaveras Elementary School served 520 students from transitional kindergarten through eighth grade. It was considered a school of choice to the district being the only TK-8 school offered in the district. Demographics report that 63% of the students are English language learners and that 85% of the students come from low income families. Because of the special needs that mirror this demographic, the highest needs in the district, in the spring of 2014, Dr. Gary McIntire, Superintendent, and the Hollister School District Board of Trustees decided to commit themselves to offering the school extra support. Calaveras School became a priority to the Hollister School District. In addition to adding new teachers, the school hired the following supports to address the needs of the students: an academic consultant, a literacy coach, two site support teachers, an elementary PE teacher, and instructional assistants for grades TK through 5th grade. The instructional technology department also committed themselves to starting the process of adding one electronic device per student in the school which became a reality in the 15-16 school year.

Calaveras School became known as the New Calaveras in August of 2014. The staff united and began extensive training on school culture, language learners and Thinking Maps. Engagement and participation became the focus at Calaveras School as well as parent and community involvement. In the 2015-16 school year the staff turned its focus to its large population of English language learners and to its daily focus of English Language Development. The mission statement became a living document where the staff dedicated itself to "enlighten, engage and educate all learners in a safe and nurturing environment so they will be successful thinkers and contributors to society. This will be accomplished through research-based instruction, family participation and a partnership with the community."

Professional Expectations were developed and included the following:

- Be a professional educator.
- Be prompt.
- Come prepared.
- Keep electronics on silent.
- Check correspondence regularly.
- Acknowledge correspondence within 24 hours.
- Be an attentive participant.
- Communicate issues.
- Presume positive intentions.
- Reflect and respond.

We believe that all children can learn at high levels and at Calaveras School they will receive what they need to be successful. We believe that all students come to us at different levels and with different needs. Our goal is to move these students from where they are to where they can be. Our emphasis is to concentrate on each child, from the most struggling student to the highest achiever. We are participating in an environment of Professional Learning Communities where administration and staff collaborate daily to discuss grade level standards, to assess where students are, to decide what they need to learn and where they need to be, and to develop plans for how they will get them there. We have a response to intervention model that uses data analysis to provide input into student placement into interventions where needed.

At the end of the 2014-2015 school year, parents, students and staff members were communicating, participating and engaging as a team. Students were progressing rapidly and the culture was student focused. At the end of the 2015-16 school year the students had shown progress toward standards on the Smarter Balanced Assessment and had met and exceeded their Title III goals for English language 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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	85
Grade 1	65
Grade 2	82
Grade 3	72
Grade 4	61
Grade 5	66
Grade 6	27
Grade 7	29
Grade 8	20
Total Enrollment	507

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	95.3
Native Hawaiian or Pacific Islander	0
White	1.6
Two or More Races	0
Socioeconomically Disadvantaged	86.6
English Learners	66.3
Students with Disabilities	8.5
Foster Youth	0.6

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).

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Calaveras Elementary School	14-15	15-16	16-17
With Full Credential	27	25	26.5
Without Full Credential	2	5	4
Teaching Outside Subject Area of Competence	0	0	0
Hollister School District	14-15	15-16	16-17
With Full Credential	♦	♦	254
Without Full Credential	♦	♦	19
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Calaveras Elementary School	14-15	15-16	16-17
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.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	82.6	17.4
Districtwide		
All Schools	91.3	8.7
High-Poverty Schools	91.6	8.4
Low-Poverty Schools	80.0	20.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Textbooks and Instructional Materials Year and month in which data were collected: 12/2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	K-5: Houghton Mifflin Reading, Medallion Edition, Copr. 2003, 2010; 6-8: McDougal Littel Language of Literature, Copr. 2002 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 7-8 Springboard, College Board 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; 6-8: Glencoe Science, California, Copr. 2006 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; 6-8: Glencoe, California Series, Copr. 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

Calaveras Elementary provides a safe, clean environment for students, staff, and volunteers. School facilities were built in 1984. A team of two and one-half custodians ensures classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is administered by the Hollister School District. In the 2014-15 school year a solar-covered lunch area was added, providing solar services to the school and 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 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. In the summer of 2016, Calaveras School was under construction to add air conditioning to the school, a very welcomed addition.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: September 2016				
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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	14	24	33	43	44	48
Math	14	13	23	30	34	36

* 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 Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	24	23	26	55	53	56	60	56	54

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

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	28.4	14.9	16.4
7	19.2	23.1	15.4

* 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	89	88	98.9	26.1
Male	40	39	97.5	28.2
Female	49	49	100.0	24.5
Hispanic or Latino	88	87	98.9	26.4
Socioeconomically Disadvantaged	79	79	100.0	29.1
English Learners	54	54	100.0	24.1
Students with Disabilities	14	13	92.9	38.5
Students Receiving Migrant Education Services	23	23	100.0	30.4

* 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 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	71	70	98.6	25.7
	4	59	58	98.3	19.0
	5	67	66	98.5	24.2
	6	30	29	96.7	17.2
	7	27	27	100.0	37.0
	8	21	20	95.2	25.0
Male	3	33	32	97.0	25.0
	4	29	29	100.0	17.2
	5	27	27	100.0	14.8
	6	21	20	95.2	5.0
	8	13	12	92.3	41.7
Female	3	38	38	100.0	26.3
	4	30	29	96.7	20.7
	5	40	39	97.5	30.8
	7	17	17	100.0	47.1
Hispanic or Latino	3	69	68	98.5	25.0
	4	57	56	98.3	19.6
	5	66	65	98.5	24.6
	6	27	27	100.0	18.5
	7	26	26	100.0	34.6
	8	21	20	95.2	25.0
Socioeconomically Disadvantaged	3	62	61	98.4	26.2
	4	51	50	98.0	20.0
	5	60	59	98.3	23.7
	6	25	24	96.0	16.7
	7	25	25	100.0	36.0
	8	18	18	100.0	27.8
English Learners	3	35	34	97.1	17.6
	4	46	45	97.8	17.8
	5	36	35	97.2	11.4
	6	19	19	100.0	5.3
	7	20	20	100.0	25.0
	8	17	17	100.0	23.5
Students Receiving Migrant Education Services	3	17	16	94.1	43.8
	4	11	11	100.0	27.3
	5	17	17	100.0	23.5

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	71	70	98.6	22.9
	4	59	59	100.0	13.6
	5	67	67	100.0	3.0
	6	30	29	96.7	6.9
	7	27	27	100.0	25.9
	8	27	27	100.0	25.9
Male	3	33	32	97.0	25.0
	4	29	29	100.0	24.1
	5	27	27	100.0	
	6	21	20	95.2	
Female	3	38	38	100.0	21.1
	4	30	30	100.0	3.3
	5	40	40	100.0	5.0
	7	17	17	100.0	23.5
	8	17	17	100.0	23.5
Hispanic or Latino	3	69	68	98.5	22.1
	4	57	57	100.0	14.0
	5	66	66	100.0	3.0
	6	27	27	100.0	7.4
	7	26	26	100.0	23.1
	8	26	26	100.0	23.1
Socioeconomically Disadvantaged	3	62	61	98.4	24.6
	4	51	51	100.0	15.7
	5	60	60	100.0	3.3
	6	25	24	96.0	8.3
	7	25	25	100.0	24.0
	8	25	25	100.0	24.0
English Learners	3	35	34	97.1	23.5
	4	46	46	100.0	15.2
	5	36	36	100.0	
	6	19	19	100.0	
	7	20	20	100.0	10.0
	8	20	20	100.0	10.0

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Students Receiving Migrant Education Services	3	17	16	94.1	37.5
	4	11	11	100.0	18.2
	5	17	17	100.0	

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 Parental Involvement State Priority (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 2016-17)

The parents and the community are very involved in the educational programs at Calaveras School and are very much encouraged to participate. Parents are initially invited to attend Back-to-School Night, the Title I Parent Information Meeting, and the Principal's Coffee Club where they receive information about expectations, standards and programs offered in the school community. They are then encouraged to participate in the Parent Club, the School Site Council, and the English Language Advisory Committee (ELAC) where parents become involved in advisory activities with school staff and help to make budgetary decisions as to the programs offered. Parents also participate in field trips and attend parent teacher conferences on a regular basis. A program from Project Cornerstone, called Los Dichos, was included for a second year that matched a Spanish-speaking parent with an English-speaking teacher and brought a piece of literature in two languages and an activity to each classroom. The program was designed to encourage leadership opportunities to parents in the community. About 30 parents volunteered in every classroom on the site. Parents who wish to participate in Calaveras School's leadership teams, school committees, school activities, or want to become a volunteer in any capacity may contact the school's office at (831) 636-4460.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Safety of students and staff is a primary concern at Calaveras School. The school is in compliance with all laws, rules, and regulations 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 and disaster drills are held monthly, earthquake drills are held every other month, and secure campus drills are conducted annually. Teachers and staff receive information at monthly safety meetings. The School Safety Committee is a part of the School Leadership Team, and the school has representation on the District Safety Committee.

The School Site Council updates the Comprehensive Safety Plan annually. Copies of the safety plan are shared by law with the district office, local officials, law enforcement, and are available for review. The school campus is completely secured by fencing, and 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 administration, school staff and yard supervisors.

There is a dress code in place for the students of Calaveras School. Uniforms are required for all students in TK through 8th grade unless a waiver has been signed by a parent. The Hollister School District dress code is in effect for those students on a waiver. Assistance is given to families in need.

Students at Calaveras School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The schools discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. The purpose of the School Discipline Policy at Calaveras School is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientations and individual student handbooks. In addition, students, parents, and staff must sign the Calaveras School Compact, which outlines school and parent expectations.

Suspensions and Expulsions

School	2013-14	2014-15	2015-16
Suspensions Rate	8.5	5.7	3.2
Expulsions Rate	0.2	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	4.9	4.6	2.8
Expulsions Rate	0.1	0.2	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 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)	1.5
Psychologist	0.4
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	1
Resource Specialist	1.5
Other	2
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+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	29	23	23				3	4	4			
1	26	24	24				3	3	3			
2	24	26	26				3	3	3			
3	33	26	26				1	3	3	1		
4	31	32	32				2	2	2			
5	23	30	30	1			2	2	2			
6	30	31	31				2	1	1			

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
	2013-14	2014-15	2015-16	1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English												
Mathematics												
Science												
Social Science												

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

In the most recent 3 years, the district has dedicated a total of 12 days to staff development. Four district-wide Professional Development days are provided for teachers on non-student days. The District focus is on training all teachers in the use of Thinking Maps and Path to Proficiency for English Learners. This decision was based on the data that showed an increasing achievement gap for English Learners. Staff development is also now focused on the Common Core State Standards, the Next Generation Science Standards, and the technology needed to implement CCSS and the CAASPP. Teachers have also all received training in, and implement, Professional Learning Communities (PLCs) and Response to Intervention (RTI). Staff members build teaching skills and share strategies through participation at workshops, at staff meetings and in their Professional Learning Communities. Future district-wide Professional Development will focus on additional training in Next Generation Science Standards, training for the new English Language Arts/English Language Development curriculum, and "Capturing Kids' Hearts" (a program that focuses on positive school climate).

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,842	\$44,573
Mid-Range Teacher Salary	\$65,675	\$72,868
Highest Teacher Salary	\$91,597	\$92,972
Average Principal Salary (ES)	\$107,316	\$116,229
Average Principal Salary (MS)	\$111,453	\$119,596
Average Principal Salary (HS)		\$121,883
Superintendent Salary	\$181,076	\$201,784
Percent of District Budget		
Teacher Salaries	39%	39%
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 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7533.98	\$636.68	\$6897.30	\$65,141.00
District	♦	♦	\$5644.84	\$70,314
State	♦	♦	\$5,677	\$75,137
Percent Difference: School Site/District			22.2	-7.4
Percent Difference: School Site/ State			21.5	-13.3

* Cells with ♦ do not require data.

Types of Services Funded

In addition to state funding, Hollister School District receives federal categorical funding. In 2015/16 the district received funding from the following programs: Title I - Education for the Disadvantaged, Title II – Teacher and Principal Training and Recruiting, and Title III - English Language Acquisition and Academic Achievement. Using general fund money in combination with categorical funding, the district provided every K – 5 elementary site (also the K - 6 and K - 8 sites) 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.