

Accelerated Achievement Academy

1151 Buena Vista Rd. • Hollister, CA 95023 • (831) 636-4460 • Grades 4-8

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

Hollister School District

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School Description

The Accelerated Achievement Academy is a California Distinguished School in the Hollister School District. It is a 4th through 8th grade school of choice in the Hollister School District for the county's most gifted and high achieving students. It is a public school. Research shows that high achievers do better in school, both academically and socially, when surrounded by like peers, encouraging high levels of verbal dialogue and academic gains through friendly competition. The school operates through assessing what the students already know, compacting the curriculum so that repeated learning does not occur, and curriculum is given with rigor and depth. Doing so allows for time for the students to explore their own unique talents and interests in the form of enrichment and project-based learning of the grade level standards.

The Academy started in the 2007-2008 school year as a program within a school, sitting on the Calaveras School campus and consisting of three separate classes starting with a 3rd grade, a 4th grade and a 5th grade class. Each consecutive year after, a new grade level was added, until the 2010-2011 school year when it celebrated the opening of its doors to a separate school with a separate identification code and its first 8th grade graduating class of the Accelerated Achievement Academy. At the end of the 2013-2014 school year the Academy had 95 students enrolled in three classes in grades 4 through 8. In the 2014-2015 school year we have grown to 122 students and five classrooms, this was maintained in the 2015-2016 school year.

Students wishing to enroll in the Accelerated Achievement Academy are encouraged to pick up an application packet at the front office of Calaveras School or download off of the Hollister School District website. The administration reviews the packet that consists of report card grades, standardized test scores, results of a non-verbal intelligence test, teacher recommendations, a task commitment survey and a writing sample. Students achieving an entry level score are invited to enroll.

The staff at the Accelerated Achievement Academy believe that gifted and high achievers thrive in an academic setting designed around their unique needs and wish to take them to their highest level of possible achievement.

The Accelerated Achievement Academy Mission Statement:

The Accelerated Achievement Academy is a 4th through 8th grade school that embraces a rigorous academic curriculum for like-minded students. The Accelerated Achievement Academy will prepare each high achieving student for college and leadership in the evolving world economy. We encourage students to develop critical thinking skills, collaborate with others, communicate, and contribute to our community.

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
Grade 4	30
Grade 5	30
Grade 6	29
Grade 7	26
Grade 8	24
Total Enrollment	139

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0
Asian	3.6
Filipino	0.7
Hispanic or Latino	66.2
Native Hawaiian or Pacific Islander	0.7
White	18.7
Two or More Races	0
Socioeconomically Disadvantaged	54.7
English Learners	19.4
Students with Disabilities	2.9
Foster Youth	1.4

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			
Accelerated Achievement Academy	14-15	15-16	16-17
With Full Credential	5	5	3
Without Full Credential	0	0	2
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			
Accelerated Achievement	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	100.0	0.0
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.

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

Textbooks and Instructional Materials Year and month in which data were collected: 6/2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	4-5: 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	4-5: My Math, McGraw Hill, Copr. 2013 6-8: California Math, McGraw-Hill, Copr. 2013 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	4-5: 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)

The Accelerated Achievement Academy's five classrooms sit on the Calaveras School campus. The school provides a safe, clean environment for students, staff and volunteers. School facilities were built in 1984. A team of two custodians ensures that classrooms, restrooms and the campus are kept clean and safe. 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. In the summer of 2016 air conditioning was installed in classrooms. 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 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	77	95	33	43	44	48
Math	61	85	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	94	79	98	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	22.6	12.9	58.1
7	26.9	19.2	

* 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.

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	55	54	98.2	98.2
Male	27	26	96.3	96.2
Female	28	28	100.0	100.0
Hispanic or Latino	37	37	100.0	97.3
White	11	10	90.9	100.0
Socioeconomically Disadvantaged	31	31	100.0	96.8

* 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	4	28	28	100.0	89.3
	5	32	31	96.9	100.0
	6	30	29	96.7	86.2
	7	26	25	96.2	100.0
	8	23	23	100.0	100.0
Male	5	17	16	94.1	100.0
Female	4	19	19	100.0	100.0
	5	15	15	100.0	100.0
	6	21	20	95.2	85.0
	7	17	16	94.1	100.0
	8	13	13	100.0	100.0
Hispanic or Latino	4	15	15	100.0	86.7
	5	21	21	100.0	100.0
	6	21	21	100.0	81.0
	7	16	16	100.0	100.0
	8	16	16	100.0	100.0
Socioeconomically Disadvantaged	5	21	21	100.0	100.0
	6	21	20	95.2	85.0
	7	14	13	92.9	100.0

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	4	28	28	100.0	71.4
	5	32	31	96.9	90.3
	6	30	29	96.7	65.5
	7	26	25	96.2	100.0
	8	26	25	96.2	100.0
Male	5	17	16	94.1	93.8

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
Female	4	19	19	100.0	84.2
	5	15	15	100.0	86.7
	6	21	20	95.2	65.0
	7	17	16	94.1	100.0
	8	17	16	94.1	100.0
Hispanic or Latino	4	15	15	100.0	60.0
	5	21	21	100.0	85.7
	6	21	21	100.0	61.9
	7	16	16	100.0	100.0
	8	16	16	100.0	100.0
Socioeconomically Disadvantaged	5	21	21	100.0	85.7
	6	21	20	95.2	65.0
	7	14	13	92.9	100.0
	8	14	13	92.9	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)

Each family at the Academy is asked to participate in school activities for 20 hours per year as part of their enrollment obligations. Parents attend parent-teacher conferences, Academy Parent Club meetings, parent committee meetings, and assist in fundraising efforts. Some parents are chaperones on field trips, especially for Science Camp. Opportunities for participation include being officers on the Academy School Site Council as well as the Parent Club. Parents are encouraged to be a part of the enrichment activities offered at the Academy. Some parents hold enrichment classes such as in the areas of photography, literature, art, and marketing. Parents interested in volunteering time at school are encouraged to contact Mrs. Herbst, Principal 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

The safety of the students is a primary concern at the Accelerated Achievement Academy. 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 at least once a year. 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 Safety Plan annually. Copies of the safety plan are shared by law with the district office, local officials, and law enforcement and are available for review.

All visitors to the campus are required to sign in at the office and display a visitor's 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. Students at the Accelerated Achievement Academy are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The school's 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. Parents are informed of discipline policies at the beginning of each school year through classroom orientations and individual student handbooks.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	5.2	3.1	1.4
Expulsions Rate	0.0	0.8	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	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		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)	
Library Media Teacher (Librarian)	.5
Library Media Services Staff (Paraprofessional)	
Psychologist	.25
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.25
Resource Specialist	
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.

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/.

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. AAA receives .30 of services from a Resource Teacher, provided by the district. The Resource Teacher coordinates resources in each site's Response to Intervention program. AAA is not a Program Improvement school, so does not receive the same services from categorical funding as other sites in the district.

Site-based Title I funds are used to support field trips, assemblies, and teacher release time to plan Project Based Learning and vertical alignment. 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.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4531.80	\$52.52	\$4479.28	\$69,410.00
District	♦	♦	\$5644.84	\$70,314
State	♦	♦	\$5,677	\$75,137
Percent Difference: School Site/District			-20.6	-1.3
Percent Difference: School Site/ State			-21.1	-7.6

* Cells with ♦ do not require data.