



# Accelerated Achievement Academy

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

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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

### **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**

The Accelerated Achievement Academy (AAA) is an extraordinary learning environment for students and a great partner with our families and San Benito Community.

The AAA is one of the highest achieving schools in the nation. Our 4th and 5th graders are the highest performing students in San Benito County. Our middle school was the 6th highest achieving school in California! Our elementary school was the 24th highest achieving school in California. AAA earned a California Distinguished School Award in 2013. The Educational Results Partnership uses nationally normed student assessment data to recognize the AAA several times, as a top performing California Honor Roll STAR School.

The AAA is not resting on impressive credentials or awards. Our teachers are using evidence based professional development and instructional practices to grow our students even more. We have embraced Project-Based Learning school-wide and are daily pushing students for deeper and more complex understandings of the world and their place in it. That does not mean assigning more homework, but using the best research based instructional practices in education\*.

The AAA staff embraces bright and high achieving students and helps grow them into successful, kind and compassionate people. We are building our relational skills to raise the social and emotional capacity of every student. Our entire school trained this August in Capturing Kids' Hearts (CKH) with the Flippen Group. Capturing Kids' Hearts is a national program that strengthens student connections to each other and their teachers. Students and teachers build Social Contracts (agreement of behavior) that are used daily in and out of the classroom.

This year we are striving to be even better partners with our families and the community. We are working closely with our Parents' Club to send our students to world class learning centers and cultural institutions to expand their horizons. We are also building strong partnerships with local businesses and high school to gain access to hands on science and labs.

The future of the AAA is bright. Our students, families, teachers and community are all committed to making advanced students grow even more and our aim is to make AAA the best school in the world!

## 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
Grade 4	26
Grade 5	31
Grade 6	30
Grade 7	27
Grade 8	25
<b>Total Enrollment</b>	<b>139</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0
Asian	2.2
Filipino	1.4
Hispanic or Latino	64.7
Native Hawaiian or Pacific Islander	0.7
White	25.2
Two or More Races	0.7
Socioeconomically Disadvantaged	48.9
English Learners	9.4
Students with Disabilities	4.3
Foster Youth	1.4

## 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			
Accelerated Achievement Academy	15-16	16-17	17-18
<b>With Full Credential</b>	5	3	5
<b>Without Full Credential</b>	0	2	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Hollister School District	15-16	16-17	17-18
<b>With Full Credential</b>	◆	◆	142
<b>Without Full Credential</b>	◆	◆	14
<b>Teaching Outside Subject Area of Competence</b>	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Accelerated Achievement	15-16	16-17	17-18
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	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	4-5: Benchmark Education, Benchmark Advance, adopted 2017 6-8: Houghton Mifflin Harcourt California Collections, 2017, adopted 2017  The textbooks listed are from most recent adoption: Yes 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
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)**

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 three custodians ensure 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 all classrooms. For a complete list of projects go to [http://www.hesd.org/departments/facilities/measure\\_m](http://www.hesd.org/departments/facilities/measure_m).

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: September 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<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
ELA	95	97	43	49	48	48
Math	85	85	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.

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.

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	79	98	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	9.7	51.6	12.9
7	48	8	12

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<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>	133	130	97.74	96.92
<b>Male</b>	56	54	96.43	92.59
<b>Female</b>	77	76	98.7	100
<b>Black or African American</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	89	87	97.75	98.85
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	35	34	97.14	94.12
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	67	65	97.01	98.46
<b>English Learners</b>	37	36	97.3	97.22
<b>Students with Disabilities</b>	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	--	--	--	--
<b>Foster Youth</b>	--	--	--	--

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>
All Students	133	130	97.74	85.38
Male	56	54	96.43	87.04
Female	77	76	98.7	84.21
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	89	87	97.75	81.61
Native Hawaiian or Pacific Islander	--	--	--	--
White	35	34	97.14	94.12
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	67	65	97.01	80
English Learners	37	36	97.3	75
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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)**

Each family at the Accelerated Achievement Academy participates in school activities for 20 hours per year. Parents attend parent-teacher conferences, Academy Parent Club meetings, parent committee meetings, and donate generously to school fundraising efforts. Parents are also chaperones on field trips (example: 6th grade Science Camp). Opportunities for participation include being officers on the Academy School Site Council and the Parent Club. Parents are encouraged to be a part of the enrichment activities offered at the Academy. Parents interested in volunteering time at school are encouraged to contact our school at 831-636-4460.

#### **State Priority: School Climate**

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

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

#### **School Safety Plan**

The Accelerated Achievement Academy is compliant with all laws, rules and regulations including those pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps that ensure student and staff safety. Fire and disaster drills are held monthly, earthquake drills are held three times a year and secure campus drills are conducted at least once a year. Teachers and staff receive safety information at monthly safety meetings. 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 sign in at the office and display a visitor's badge while on campus. Students at the Accelerated Achievement Academy are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance. The school's discipline philosophy promotes a safe school, warm and friendly classrooms and fairness to all.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	3.1	1.4	3.5
Expulsions Rate	0.8	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	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)	.2
Library Media Teacher (Librarian)	.5
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.25
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	.25
Resource Specialist	0
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 (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			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
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

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	\$4531.80	\$52.52	\$4479.28	\$69,410.00
District	◆	◆	\$5644.84	
State	◆	◆	\$6,574	\$78,363
Percent Difference: School Site/District			-20.6	-1.3
Percent Difference: School Site/ State			-21.1	-7.6

\* Cells with ◆ do not require data.

### Types of Services Funded

In addition to state funding, Hollister School District receives federal categorical funding. In 2017- 2018 the district received funding from:

Title I - Education for the Disadvantaged

Title II – Teacher and Principal Training and Recruiting

Title III - English Language Acquisition and Academic Achievement.

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 and school achievement data.

### 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.