



Hollister Dual Language Academy

901 Santa Ana Road • Hollister, CA 95023 • (831) 634-4930 • Grades K-7

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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

"Academic Excellence in Two Languages" is HDLA's mission statement and commitment to students and families at the Hollister School District's only two-way dual language immersion school. HDLA opened in the 2007-2008 school year on the Gabilan Hills school campus and ten years later HDLA currently serves TK through 8th grade students, numbering approximately 730 students. HDLA students are ethnically and socio-economically diverse. Kindergarten classes provide a full day program. Approximately 60% of our students qualified for the Free and Reduced Lunch Program and 65% are English learners.

Hollister Dual Language Academy provides instruction in English and Spanish in all subject areas which ensures grade level success in a 50:50 dual language model (half of every school day is spent in each language). Students learn the standards as they develop listening, speaking, reading, and writing proficiency in both languages. In addition to high academic expectations, the school focuses on global competency and understanding and appreciation of other cultures and world views. Families are encouraged to volunteer 30 hours a year which results in thousands of hours of support to the school community. Students who successfully complete the full, nine year program will emerge as bi-literate, bilingual individuals, primed for success in any English or Spanish speaking country.

HDLA Goals:

- Each student will achieve grade level proficiency and beyond. Students will show measurable growth in Language Arts and Mathematics.
- Current data will determine intervention, support and enrichment. Intervention and support will be in the areas of Language Arts and Mathematics.
- Teachers use data to hold motivational discussions with students to set individual goals, helping them to be active, enthusiastic learners that are responsible for their own growth.
- Teachers will maintain consistency of curriculum and core academic skills to ensure students successfully transition through grade levels, teaming closely to bridge instruction from one language to the next.

HDLA Professional Learning Community (PLC) is led by an Instructional Leadership team. Collectively HDLA teachers commit to:

- scheduled meetings with grade level and cross level teams to evaluate student needs.
- make curriculum adjustments to meet student needs based on data.
- action plans developed by the ILT and grade level PLC.
- follow individual student progress and to discuss/motivate students to realize personal growth.
- celebrate student growth through recognition and the development of supportive relationships.
- a positive atmosphere that encourages all students to succeed.
- adhere to school wide norms developed by the PLC.

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	104
Grade 1	96
Grade 2	100
Grade 3	56
Grade 4	58
Grade 5	59
Grade 6	51
Grade 7	51
Grade 8	43
Total Enrollment	618

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.2
Asian	0.3
Filipino	0.2
Hispanic or Latino	91.6
Native Hawaiian or Pacific Islander	0
White	6.8
Two or More Races	0.5
Socioeconomically Disadvantaged	56.3
English Learners	49
Students with Disabilities	5
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			
Hollister Dual Language Academy	15-16	16-17	17-18
With Full Credential	24	28	32
Without Full Credential	1	1	1
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			
Hollister Dual Language	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 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	K-5: My Math, McGraw-Hill, Copr. 2013; 6-7: 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	K-5: MacMillan McGraw-Hill, California Science, Copr. 2008; 6-7: 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; 6-7: 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)

HDLA is located on the same campus as Gabilan Hills School. The school was built in 1997, and provides a safe, clean environment for students, staff, and volunteers. The team of three custodians ensures classrooms, restrooms, and campus grounds 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. 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 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			
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	66	67	43	49	48	48
Math	49	42	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	58	57	98.3	75.4
Male	25	25	100.0	84.0
Female	33	32	97.0	68.8
Hispanic or Latino	50	49	98.0	75.5
Socioeconomically Disadvantaged	27	27	100.0	66.7
English Learners	20	20	100.0	70.0

* 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	40	75	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	22.8	22.8	26.3
7	13.7	15.7	39.2

* 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.

**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	319	315	98.75	66.67
Male	150	148	98.67	61.49
Female	169	167	98.82	71.26
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	295	291	98.64	65.29
White	21	21	100	85.71
Socioeconomically Disadvantaged	184	180	97.83	57.22
English Learners	192	188	97.92	55.85
Students with Disabilities	22	22	100	22.73
Students Receiving Migrant Education Services	71	70	98.59	57.14
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	319	318	99.69	42.27
Male	150	149	99.33	44.3
Female	169	169	100	40.48
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	295	294	99.66	39.93
White	21	21	100	71.43
Socioeconomically Disadvantaged	184	183	99.46	34.07
English Learners	192	191	99.48	34.55
Students with Disabilities	22	22	100	9.09
Students Receiving Migrant Education Services	71	70	98.59	40.58
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)

HDLA provides many opportunities for parents to get involved and encourages their involvement in and outside of the classroom. The Hollister Dual Language Academy Parent's Club meets the second Wednesday of every month at 6:30 pm. We also have an active School Site Council. This group was elected at the beginning of the school year, but parents and community members are always welcome.

HDLA families are encouraged to volunteer a minimum of 30 hours per school year. We will also sponsor "Family Nights" and parent informational meetings throughout the year. Gavilan College has established ESL courses and Spanish classes throughout Hollister.

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

Hollister Dual Language Academy is proud of our facilities which support teaching and learning, and provide a safe, clean environment for students, staff, visitors, and volunteers. Hollister Dual Language Academy is housed on the Gabilan Hills School campus and shares the multipurpose room, the computer lab, the library, the cafeteria/lunch facility, and the playground and field. The principal directs a team of three custodians, providing them with a detailed cleaning schedule, to ensure that classrooms, restrooms, special use rooms and campus grounds are kept clean and safe. A scheduled maintenance program is administered by the Hollister School District to ensure that all classrooms and facilities are well maintained. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. All classrooms are vacuumed every other day, and mopped every other week. Due to heightened awareness during the flu season, disinfecting classroom table tops are also included in the cleaning schedule. Restrooms are thoroughly cleaned daily. The safety of students and staff is a primary concern at Hollister Dual Language Academy. A team of yard duty supervisors is out before school, during student recesses, and at lunch to monitor and ensure student safety. The school is in compliance with all laws, rules, and regulations, including those pertaining to hazardous materials and state earthquake standards. The Safety Plan for Hollister Dual Language Academy is updated each fall and is distributed to all staff members. Safety drills are conducted on a regular basis; fire drills are held monthly, while earthquake drills and disaster drills are held bi-annually. During the school day the perimeter of the school is secured, and visitors must enter through the office, where they 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 school staff and yard supervisors. Current discipline counseling incorporates Love & Logic and Restorative Justice approaches which center on communication and problem solving as well as Capturing Kids' Hearts for overall school climate.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.2	0.4	0.2
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	2012-2013	2004-2005
Year in Program Improvement	Year 2	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)	.5
Psychologist	0.4
Social Worker	0
Nurse	0

Academic Counselors and Other Support Staff at this School	
Speech/Language/Hearing Specialist	0.5
Resource Specialist	0
Other	6
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	25	70	76				4	8	8		1	1
1	29	25	24				2	8	8			
2	29	29	25				2	4	8			
3	30	29	28				2	4	4			
4	30	30	29				2	4	4			
5	25	29	30				2	4	4			
6	26	26	26				2	2	4			

* 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	\$4983.41	\$107.37	\$4876.04	\$68,743.00
District	♦	♦	\$5644.84	
State	♦	♦	\$6,574	\$78,363
Percent Difference: School Site/District			-13.6	-2.2
Percent Difference: School Site/ State			-14.1	-8.5

* 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.

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.