

School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Hollister Elementary School	42691956045462	9-9-2019	October 16, 2019

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The purpose of the School Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of student performance, and to ensure that all students succeed in reaching academic standards.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Through our annual Local Control Accountability Plan (LCAP) input process, parents, teachers, staff, leadership, and students are invited to give input to what is working and what are areas of continued need in our schools.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Site leaders regularly observe classrooms formally and informally to assess school needs and give feedback to personnel. District-wide, teachers and leaders conduct instructional rounds to observe and reflect on District trends. District leadership makes regular site visits through classrooms with principals to observe and reflect on successes and areas for improvement.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

State and local assessment data is available to District and site leadership and teachers/staff. Additionally, benchmark data is compiled and summarized in reports for ease of use.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

All students take monthly STAR 360 Early Literacy or Reading/Math assessments. Additionally, students this year will take common formative assessments in math twice per unit, along with the summative assessments their teacher elects to use. Twice a year students take a benchmark writing assessment. Teachers may add any additional assessments they feel necessary to inform their practice. Informal observation is done regularly by teachers, staff, and site leadership.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All classroom teachers are highly qualified.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers are highly qualified and continue to be professionally developed in instructional strategies and curriculum needs.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development planning is based on leadership and teacher input regarding instructional needs, as well as an analysis of student successes and areas for improvement.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

New teachers are supported with the County's teacher induction program, as well as a four-part new teacher series to support the development of district-specific programs. All teachers participate in ongoing professional development at the beginning of the school year and monthly as a District. Teachers and staff focus on learning differentiated for the school site during staff meetings and PLC meetings. All teachers work with their PLC teams on a professional practice goal tied to their school plan and District LCAP over the course of the year. Additional support is available as needed, also.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers meet regularly in District and site professional development opportunities or staff meetings. General education teachers are provided release time embedded within the school day to meet as a grade level professional learning community. Support staff can design their schedules to accommodate meeting with their teachers, and support is in process to ensure continuity of this cross-collaboration.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Teachers utilize the Common Core State Standards to guide their planning. They use District adopted curriculum as the foundation for their instruction.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Students receive their core Tier I instruction in their homeroom classroom for English Language Arts and Math. Adherence to the recommended amount of instructional minutes is reviewed annually at the beginning of the year by site leadership in a review of master schedules.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Site and District Leadership work together with teachers to ensure that all students have adequate access to Tier I core instruction during content areas. Targeted intervention and extension time also part of the daily routine.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to District adopted materials for English Language Arts, Math, Science, and Social Studies. Differentiation strategies and materials are available to students as necessary.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

SBE-adopted core and ancillary materials are available to all students in English Language Arts/Literacy, English Language Development, Mathematics, Social Studies, and Science.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Teachers and staff are professionally developed to provide a high-quality program of instruction and support to all students.

Evidence-based educational practices to raise student achievement

District and site leadership, District committees, and Teachers on Special Assignment regularly incorporate research in the development of their work and as the basis of their work with teachers and staff.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Goleta Union School District values its partnerships with the community to serve our families. Resources are available in areas of academic, social/emotional, behavioral, after-school childcare and enrichment, and more as needed.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Through our annual Local Control Accountability Plan (LCAP) input process, parents, teachers, staff, leadership, and students are invited to give input to what is working and what are areas of continued need in our schools. Input is solicited on core programs, as well as comprehensive supplemental services.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Additional targeted intervention and extension is made available for students who are, or were ever, an English learner. Additionally, access to additional support and summer school is available to students with academic needs.

Fiscal support (EPC)

Our site receives funds to support our needs. Additional partnerships with our parent organizations and the community complement the District support.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The School Site Council (SSC), which is comprised of an equal number of parents and staff, works to review input from various stakeholders in the school community including teachers, staff, parents, leadership, and community partners, along with student performance data to develop the school plan.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

N/A

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	%	%	%			
African American	0.2%	%	%	1		
Asian	4.9%	3.04%	%	21	13	
Filipino	1.2%	1.17%	%	5	5	
Hispanic/Latino	54.9%	58.08%	%	236	248	
Pacific Islander	%	%	%			
White	32.6%	31.15%	%	140	133	
Multiple/No Response	0.7%	1.17%	%	3	5	
Total Enrollment				430	427	

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	78	76	
Grade 1	58	57	
Grade 2	55	57	
Grade3	64	58	
Grade 4	58	59	
Grade 5	58	61	
Grade 6	59	59	
Total Enrollment	430	427	

Conclusions based on this data:

1. Students at Hollister School are predominately Hispanic/Latino (~56%) and White (~32%).
2. There has been a slight and steady decrease in enrollment at Hollister School over the last years. Enrollment in 2016-2017 was at 430 students. Enrollment in 2019-2020 is approximately 411 students.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	108	92		25.1%	21.5%	
Fluent English Proficient (FEP)	26	38		6.0%	8.9%	
Reclassified Fluent English Proficient (RFEP)	23	28		17.7%	25.9%	

Conclusions based on this data:

1. The percentage of English Learners at Hollister School has declined slightly over the last few years. Approximately 25% of students enrolled at Hollister identified as English learners in 2016-2017 and approximately 22% enrolled for 2018-2019.
2. It should be noted that California changed to a different initial and annual English Learner assessment in the spring of 2018 called the English Learner Proficiency Assessments for California (ELPAC).

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	57	62	60	57	61	59	57	61	59	100	98.4	98.3
Grade 4	57	57	56	57	55	56	57	55	56	100	96.5	100
Grade 5	59	59	60	58	56	59	58	56	59	98.3	94.9	98.3
Grade 6	73	58	56	73	57	56	73	57	56	100	98.3	100
All Grades	246	236	232	245	229	230	245	229	230	99.6	97	99.1

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2419.	2426.	2474.	23	22.95	45.76	25	24.59	22.03	21	27.87	23.73	32	24.59	8.47
Grade 4	2449.	2472.	2476.	21	29.09	25.00	19	23.64	26.79	21	20.00	26.79	39	27.27	21.43
Grade 5	2521.	2479.	2480.	26	17.86	16.95	33	16.07	28.81	21	32.14	18.64	21	33.93	35.59
Grade 6	2533.	2564.	2526.	22	29.82	17.86	30	36.84	28.57	23	21.05	26.79	25	12.28	26.79
All Grades	N/A	N/A	N/A	23	24.89	26.52	27	25.33	26.52	22	25.33	23.91	29	24.45	23.04

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	18	19.67	49.15	42	44.26	35.59	40	36.07	15.25	
Grade 4	16	25.45	28.57	40	49.09	44.64	44	25.45	26.79	
Grade 5	29	21.43	18.64	45	39.29	38.98	26	39.29	42.37	
Grade 6	25	29.82	17.86	45	49.12	44.64	30	21.05	37.50	
All Grades	22	24.02	28.70	43	45.41	40.87	35	30.57	30.43	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	30	24.59	38.98	46	50.82	44.07	25	24.59	16.95
Grade 4	19	30.91	33.93	53	54.55	39.29	28	14.55	26.79
Grade 5	34	26.79	23.73	50	39.29	44.07	16	33.93	32.20
Grade 6	29	42.11	25.00	40	42.11	46.43	32	15.79	28.57
All Grades	28	31.00	30.43	47	46.72	43.48	25	22.27	26.09

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	11	19.67	40.68	70	67.21	54.24	19	13.11	5.08
Grade 4	12	14.55	17.86	67	69.09	66.07	21	16.36	16.07
Grade 5	22	16.07	13.56	66	60.71	71.19	12	23.21	15.25
Grade 6	23	22.81	17.86	53	64.91	60.71	23	12.28	21.43
All Grades	18	18.34	22.61	63	65.50	63.04	19	16.16	14.35

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	21	24.59	38.98	47	59.02	57.63	32	16.39	3.39
Grade 4	23	20.00	21.43	44	60.00	62.50	33	20.00	16.07
Grade 5	40	17.86	15.25	48	53.57	47.46	12	28.57	37.29
Grade 6	34	33.33	21.43	52	50.88	60.71	14	15.79	17.86
All Grades	30	24.02	24.35	48	55.90	56.96	22	20.09	18.70

Conclusions based on this data:

1. Student participation in CAASPP assessments in consistently strong.
2. Overall scaled scores continue to increase slightly overall. Approximately (~25%) of students exceed the standard and (~26%) meet the standard in overall English Language Arts/Literacy achievement. Approximately (~25%) nearly meet and (~24%) do not meet the overall achievement standards in ELA. It should be noted that these percentages are approximate, as there are varied and fluctuated scores between grade levels/years.
3. The claims demonstrate that reading is the greatest area of need with ~30% not meeting the standard and approximately 26% exceeding the standard. Listening is a relative strength with only ~15% not meeting standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	57	62	60	57	61	59	57	61	59	100	98.4	98.3
Grade 4	57	56	56	57	56	56	57	56	56	100	100	100
Grade 5	59	59	60	58	58	59	58	58	59	98.3	98.3	98.3
Grade 6	73	58	56	73	57	56	73	57	56	100	98.3	100
All Grades	246	235	232	245	232	230	245	232	230	99.6	98.7	99.1

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2432.	2446.	2465.	18	21.31	32.20	32	36.07	35.59	28	22.95	15.25	23	19.67	16.95
Grade 4	2452.	2488.	2489.	12	23.21	25.00	28	30.36	30.36	28	26.79	28.57	32	19.64	16.07
Grade 5	2505.	2470.	2488.	24	15.52	20.34	19	12.07	10.17	24	25.86	32.20	33	46.55	37.29
Grade 6	2523.	2561.	2533.	27	38.60	26.79	19	24.56	17.86	23	15.79	26.79	30	21.05	28.57
All Grades	N/A	N/A	N/A	21	24.57	26.09	24	25.86	23.48	26	22.84	25.65	29	26.72	24.78

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	33	36.07	42.37	35	36.07	33.90	32	27.87	23.73	
Grade 4	25	33.93	35.71	30	32.14	35.71	46	33.93	28.57	
Grade 5	22	15.52	25.42	38	27.59	23.73	40	56.90	50.85	
Grade 6	32	42.11	33.93	26	31.58	25.00	42	26.32	41.07	
All Grades	28	31.90	34.35	32	31.90	29.57	40	36.21	36.09	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	23	32.79	42.37	60	50.82	42.37	18	16.39	15.25
Grade 4	21	26.79	25.00	42	53.57	55.36	37	19.64	19.64
Grade 5	22	17.24	22.03	47	37.93	38.98	31	44.83	38.98
Grade 6	30	35.09	23.21	36	45.61	46.43	34	19.30	30.36
All Grades	24	28.02	28.26	45	46.98	45.65	30	25.00	26.09

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	21	37.70	44.07	63	44.26	42.37	16	18.03	13.56
Grade 4	16	33.93	32.14	46	46.43	51.79	39	19.64	16.07
Grade 5	33	15.52	13.56	40	41.38	50.85	28	43.10	35.59
Grade 6	25	43.86	23.21	44	33.33	42.86	32	22.81	33.93
All Grades	24	32.76	28.26	48	41.38	46.96	29	25.86	24.78

Conclusions based on this data:

1. Student participation in CAASPP assessments in consistently strong.
2. Overall scaled scores continue to increase slightly overall. Approximately (~26%) of students exceed the standard and (~24%) meet the standard in overall Math achievement. Approximately (~24%) nearly meet and (~26%) do not meet the overall achievement standards in Math. It should be noted that these percentages are approximate, as there are varied and fluctuated scores between grade levels/years.
3. Approximately 33% of students exceed the standard in concepts/procedures and 30% are near/meeting the standard. About 36% are not meeting the standard. Problem solving/Data Analysis and Communicating reasoning each have about ~28% exceeding the standard, ~45% near/meeting the standard, and another ~25% not meeting the standard.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1454.4	1474.4	1407.6	19
Grade 1	*	*	*	*
Grade 2	1496.1	1505.4	1486.2	13
Grade 3	1504.9	1500.0	1509.3	11
Grade 4	*	*	*	*
Grade 5	1526.4	1522.9	1529.4	14
Grade 6	1574.1	1586.9	1560.9	14
All Grades				87

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*			*	*	19
Grade 1	*	*	*	*					*
Grade 2	*	*	*	*	*	*			13
Grade 3	*	*	*	*	*	*			11
Grade 4	*	*	*	*			*	*	*
Grade 5	*	*	*	*	*	*	*	*	14
Grade 6	*	*	*	*	*	*			14
All Grades	45	51.72	30	34.48	*	*	*	*	87

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	14	73.68	*	*			*	*	19
Grade 1	*	*	*	*					*
Grade 2	*	*	*	*					13
Grade 3	*	*	*	*					11
Grade 4	*	*	*	*					*
Grade 5	*	*	*	*	*	*	*	*	14
Grade 6	12	85.71	*	*					14
All Grades	61	70.11	22	25.29	*	*	*	*	87

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	19
Grade 1	*	*			*	*			*
Grade 2	*	*	*	*	*	*	*	*	13
Grade 3	*	*	*	*	*	*	*	*	11
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	14
Grade 6	*	*	*	*	*	*	*	*	14
All Grades	29	33.33	22	25.29	26	29.89	*	*	87

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	15	78.95	*	*	*	*	19
Grade 1	*	*	*	*			*
Grade 2	*	*	*	*			13
Grade 3	*	*	*	*			11
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*	*	*	14
Grade 6	*	*	*	*			14
All Grades	55	63.22	29	33.33	*	*	87

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	11	57.89	*	*	*	*	19
Grade 1	*	*	*	*			*
Grade 2	*	*	*	*			13
Grade 3	*	*	*	*			11
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*	*	*	14
Grade 6	13	92.86	*	*			14
All Grades	64	73.56	21	24.14	*	*	87

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	13	68.42	*	*	19
Grade 1	*	*	*	*			*
Grade 2	*	*	*	*	*	*	13
Grade 3			*	*	*	*	11
Grade 4	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	14
Grade 6	*	*	*	*	*	*	14
All Grades	29	33.33	39	44.83	19	21.84	87

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	19
Grade 1	*	*	*	*			*
Grade 2	*	*	*	*	*	*	13
Grade 3	*	*	*	*			11
Grade 4	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	14
Grade 6	*	*	*	*			14
All Grades	34	39.08	48	55.17	*	*	87

Conclusions based on this data:

1. Approximately 52% of English learner students achieved an overall score of Level 4, one criteria for reclassification.
2. Approximately 35% of English learners assessed achieved an overall score of Level 3. No students received a Level 2 or 1.
3. Oral language, Listening, and Speaking are areas of strength, with ~68% achieving a Level 4 in these areas. Reading and Writing were areas of challenge, with ~36% receiving a Level 4.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
427	44.0%	21.5%	0.2%

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	92	21.5%
Foster Youth	1	0.2%
Homeless	7	1.6%
Socioeconomically Disadvantaged	188	44.0%
Students with Disabilities	43	10.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Asian	13	3.0%
Filipino	5	1.2%
Hispanic	248	58.1%
Two or More Races	23	5.4%
White	133	31.1%






Conclusions based on this data:

1. Approximately 44% of students are socioeconomically disadvantaged.
2. Approximately 22% of students are identified as English learners.
3. About 10% enrolled are students with disabilities.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Orange	Suspension Rate  Red
Mathematics  Yellow		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. English Language Arts overall performance is strong (green) and Math is an area to continue to improve (yellow).
2. Student engagement is an area to improve by decreasing chronic absenteeism for some students.
3. Student behavior is an area of focus for improvement. Suspension rate is not low (red).

School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Green 3.9 points above standard Increased 3.4 points 226 students	<p>English Learners</p>  Yellow 21 points below standard Increased 15.2 points 86 students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	<p>Socioeconomically Disadvantaged</p>  Yellow 33.2 points below standard Increased 16.1 points 105 students	<p>Students with Disabilities</p>  No Performance Color 104.4 points below standard Declined -15.2 points 29 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 18.6 points below standard Increased 12 points 141 students	 No Performance Color 34.4 points above standard Increased 10.6 points 16 students	 No Performance Color 0 Students	 Green 42 points above standard Declined -9.6 points 57 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
64.9 points below standard Increased 8.1 points 48 students	34.4 points above standard Increased 19.2 points 38 students	19.2 points above standard Maintained -0.4 points 140 students

Conclusions based on this data:

1. English learners increased their English language arts/literacy performance, although there is still more progress to be made to close the gap between all students.
2. Students identified as socioeconomically disadvantaged increased their language arts/literacy performance, although there is still more progress to be made to close the gap between all students.
3. Students with disabilities declined in their language arts/literacy performance.

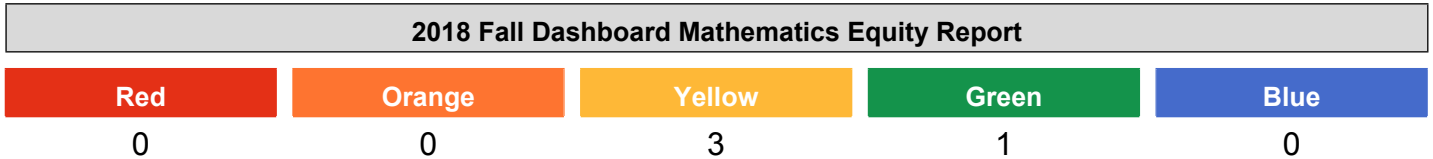
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Yellow 6.6 points below standard Maintained 2.4 points 225 students	<p>English Learners</p>  Yellow 26.4 points below standard Increased 17 points 86 students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	<p>Socioeconomically Disadvantaged</p>  Yellow 46.2 points below standard Increased 8.7 points 104 students	<p>Students with Disabilities</p>  No Performance Color 135.4 points below standard Declined -18.6 points 29 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 31.5 points below standard Increased 12.4 points 140 students	 No Performance Color 15.8 points above standard Increased 13.1 points 16 students	 No Performance Color 0 Students	 Green 38.7 points above standard Declined -8 points 57 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
76.1 points below standard Maintained 0 points 48 students	36.4 points above standard Increased 33.3 points 38 students	5.6 points above standard Declined -3.1 points 139 students

Conclusions based on this data:

1. English learners increased their Math performance, although there is still more progress to be made to close the gap between all students.
2. Students identified as socioeconomically disadvantaged increased their Math performance, although there is still more progress to be made to close the gap between all students.
3. Students with disabilities declined in their Math performance. There is still more progress to be made to reduce the gap between SWD and all students.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
87	51.7%	34.5%	9.2%	4.6%

Conclusions based on this data:

1. Approximately 52% of students achieved a Level of 4 on the ELPAC, one of the criteria for reclassification.

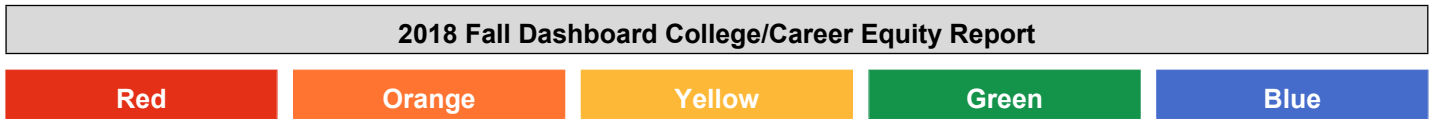
School and Student Performance Data

Academic Performance College/Career

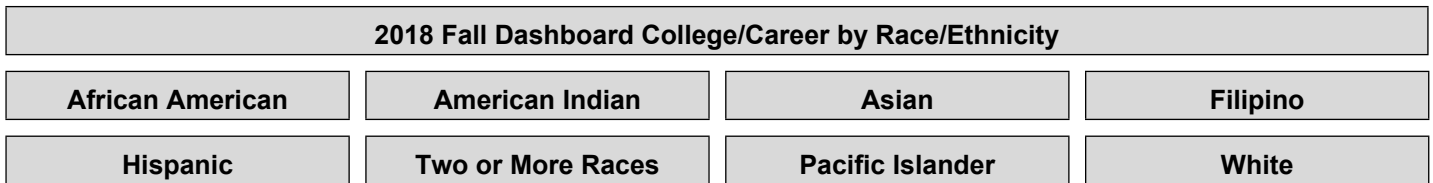
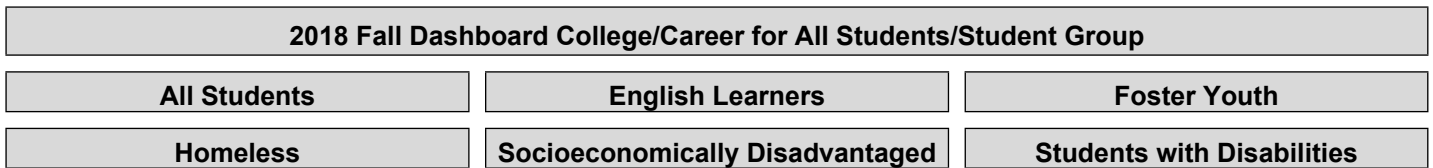
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

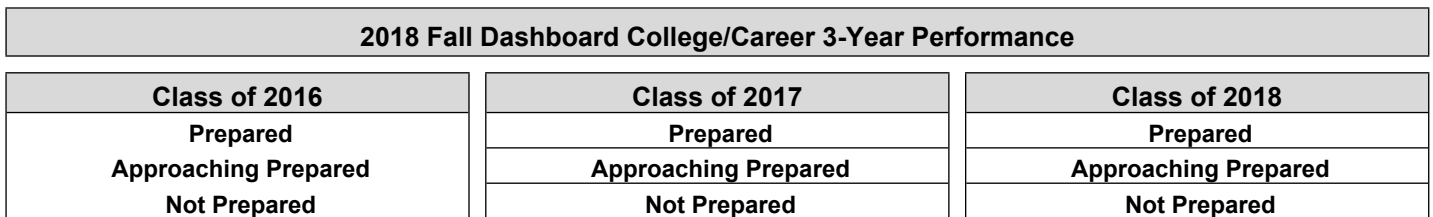
This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.



Conclusions based on this data:

- 1.

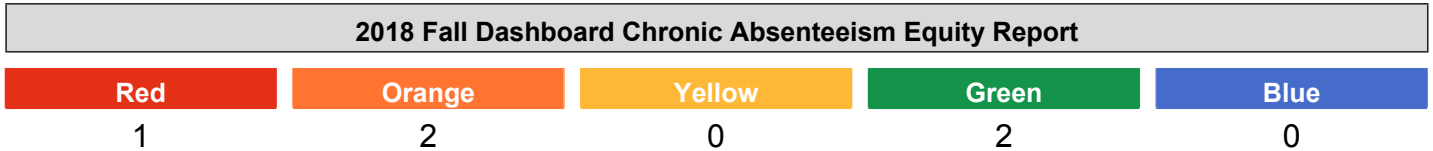
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange	 Green	 No Performance Color
7.4% chronically absent	5.3% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Increased 0.7%	Declined 7.3%	1 students
435 students	113 students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Orange	 Orange
Less than 11 Students - Data Not Displayed for Privacy	12.8% chronically absent	12.8% chronically absent
7 students	Increased 2%	Increased 0.9%
	195 students	47 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color 0% chronically absent Declined 15.8% 13 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students
Hispanic	Two or More Races	Pacific Islander	White
 Red 10.8% chronically absent Increased 3.4% 249 students	 No Performance Color 3.6% chronically absent Maintained 0.1% 28 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 Green 2.9% chronically absent Declined 2% 138 students

Conclusions based on this data:

1. Overall, chronic absenteeism an area for improvement (orange).
2. Students identified as socioeconomically disadvantaged have a higher proportion of students with chronic absenteeism.
3. Students identified with a disability have a higher proportion of students with chronic absenteeism.

School and Student Performance Data

Academic Engagement Graduation Rate

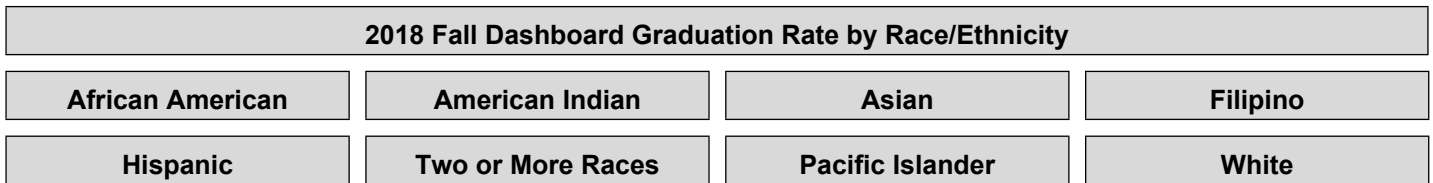
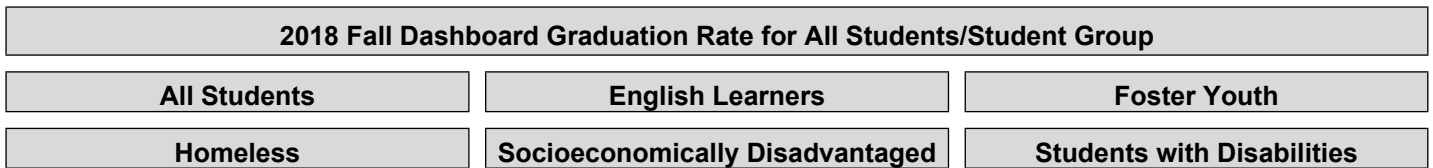
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

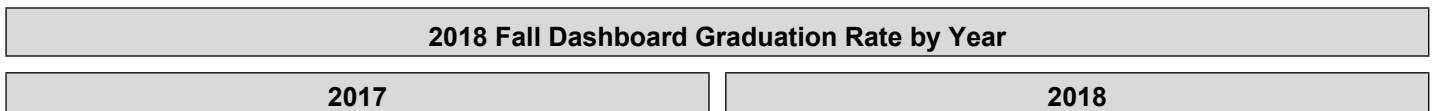
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

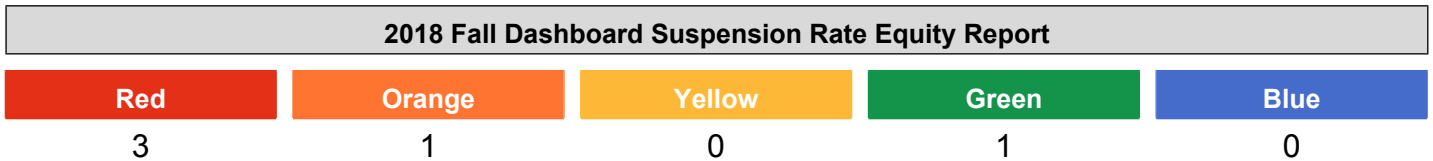
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Red 3.2% suspended at least once Increased 2.1% 437 students	<p>English Learners</p>  Orange 2.7% suspended at least once Increased 1.8% 113 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 1 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not 7 students	<p>Socioeconomically Disadvantaged</p>  Red 4.6% suspended at least once Increased 2.2% 197 students	<p>Students with Disabilities</p>  Red 8.5% suspended at least once Increased 6.2% 47 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 1 students	 No Performance Color 0 Students	 No Performance Color 7.7% suspended at least once Increased 7.7% 13 students	 No Performance Color Less than 11 Students - Data 6 students
Hispanic	Two or More Races	Pacific Islander	White
 Red 4.4% suspended at least once Increased 3.2% 251 students	 No Performance Color 3.6% suspended at least once Increased 3.6% 28 students	 No Performance Color 0 Students	 Green 0.7% suspended at least once Maintained 0% 138 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0.9% suspended at least once	1.1% suspended at least once	3.2% suspended at least once

Conclusions based on this data:

1. Overall, the conditions and climate contributing to a positive learning experience are present. However, an increase in the number of students suspended indicates this continues to be an area for improvement.
2. Students identified as socioeconomically disadvantaged are suspended at a higher rate than the overall group.
3. Students identified as having a disability are suspended at a higher rate than the overall group.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Arts/Literacy

LEA/LCAP Goal

LCAP Goal 1: Demonstrate robust achievement growth for all pupils; reduce disparity in levels of achievement between student subgroups.

Goal 1

All students will demonstrate a year's growth in English Language Arts/Literacy as measured by the STAR 360 Early Literacy, STAR 360 Reading, and SBAC assessments.

Identified Need

Spring 2019 State and local (STAR 360) data indicates that while many students are having success, a significant number of students have room to improve their proficiency. Additionally, by looking at individual students' growth data, grade level PLC teams are able to better target instruction for improved outcomes.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR 360 - Spring Data Early Literacy – Proficiency	Spring 2019 Data Kindergarten 26% Exceeded 31% Met 22% Nearly Met 16% Not Met 4% no data First Grade 54% Exceeded 13% Met 11% Nearly Met 19% Not Met 4% no data	Increase the number of students meeting and exceeding proficiency in Early Literacy by at least 5%. Decrease the number of students not meeting proficiency to less than 15%. Minimize the number of students without data.
STAR 360 - Spring Data Early Literacy – Growth	Spring 2019 Data Kindergarten 69% Exceeded 15% Met 12% Not Met 4% no data First Grade 59% Exceeded 11% Met 26% Not Met	100% of students will demonstrate adequate growth (at least 100 points as measured by the Star Early Literacy).

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	4% no data	
STAR 360 - Spring Data Reading – Proficiency	Spring 2019 Data Second Grade 52% Exceeded 15% Met 11% Nearly Met 16% Not Met 5% no data Third Grade 22% Exceeded 31% Met 17% Nearly Met 30% Not Met 0% no data Fourth Grade 27% Exceeded 20% Met 29% Nearly Met 19% Not Met 5% no data Fifth Grade 25% Exceeded 24% Met 25% Nearly Met 24% Not Met 2% no data Sixth Grade 20% Exceeded 30% Met 20% Nearly Met 25% Not Met 5% no data	Increase the number of students meeting and exceeding proficiency in Reading as measured by the STAR 360 by at least 5%. Decrease the number of students not meeting proficiency to less than 15%. Minimize the number of students without data.
STAR 360 - Spring Data Reading - Growth	Spring 2019 Data Second Grade 66% Exceeded 11% Met 18% Not Met 5% no data Third Grade 24% Exceeded 22% Met 54% Not Met 0% no data Fourth Grade 42% Exceeded 12% Met 41% Not Met	100% of students will demonstrate adequate growth (at least 100 points as measured by the Star Reading).

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	5% no data Fifth Grade 42% Exceeded 22% Met 34% Not Met 2% no data Sixth Grade 52% Exceeded 18% Met 25% Not Met 5% no data	
SBAC - Spring Data Overall English Language Arts/Literacy Achievement	Spring 2019 Data Third Grade 39% Exceeded 17% Met 20% Nearly Met 24% Not Met Fourth Grade 37% Exceeded 17% Met 29% Nearly Met 17% Not Met Fifth Grade 29% Exceeded 31% Met 22% Nearly Met 17% Not Met Sixth Grade 23% Exceeded 38% Met 25% Nearly Met 14% Not Met	Increase the number of students meeting and exceeding proficiency in Reading as measured by the SBAC by at least 5%. Decrease the number of students not meeting proficiency to less than 15%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Hollister School, including all subgroups, will be served by this strategy.

Strategy/Activity

Grade level Professional Learning Communities (PLCs) will meet together regularly to analyze student data and work samples, discuss best practice instructional strategies and curriculum implementation. Emphasis will be on Tier I core initial instruction, scaffolding, and differentiation

within the class environment. Teachers will participate in professional development to support their skills in data analysis and knowledge of effective PLC teams.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
12,726	LCAP District CORE budget covers expense of PLC collaboration time through specialists. Budget reviewed at Site Council - See Agendas and Minutes

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Hollister School, including all subgroups, will be served by this strategy.

Strategy/Activity

Grade level PLC teams will utilize data/discussion outcomes from PLC collaborations to support development of rosters, instructional strategies, curriculum development and progress monitoring for targeted intervention/extension time. Additional support staff utilized to decrease student:staff ratio during targeted instruction for students with strategic or intensive needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
32,000	LCAP
33,108	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Supplemental curriculum and intervention/extension materials will be acquired to systematically support targeted intervention/extension.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	LCAP
500	Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Regularly communicate with parents regarding their child's learning goals, progress, as well as seek input regarding supports needed to help with their child's success.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	LCAP
500	Title I

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Master scheduling and professional development supported the development of team collaboration and professional learning community work (PLCs). Grade level PLCs collaborate to analyze student formative and summative assessments as well as discuss effective instructional strategies

for all students. Additionally, PLCs worked together to determine intervention/extension needs of students and implement strategies/curriculum to serve them in differentiated target time. PLC teams are more significantly in alignment with each other, which supports uniform access to learning for all students. We expect continued improvement on State and local assessments as an outcome of these efforts.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There was no significant difference between the intended implementation of the budget and the expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Our next steps will be to continue to work as Professional Learning Communities to examine our Tier I core instruction more deeply, including what we can do to differentiate and scaffold within core instruction to support the success of all students. We will continue to provide systematic targeted intervention/extension time for students. The curriculum, instructional strategies, and skills to target will be discussed during PLC time teams have together. Acquisition of common materials for targeted intervention/extension will be determined. As we analyze how students perform, we will continue to look at proficiency measures, but also will be examining their growth to measure adequate progress.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Mathematics

LEA/LCAP Goal

LCAP Goal 1: Demonstrate robust achievement growth for all pupils; reduce disparity in levels of achievement between student groups.

Goal 2

All students will demonstrate a year's growth in Mathematics as measured by the STAR 360 Early Literacy, STAR 360 Mathematics, and SBAC assessments.

Identified Need

Spring 2019 State and local (STAR 360) data indicates that while many students are having success, a significant number of students have room to improve their proficiency. Additionally, but looking at individual students' growth data, grade level PLC teams are able to better target instruction for improved outcomes.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Formative Assessments in Math	Refine and administer common formative assessments in math	All students will participate in common formative assessments in math twice per unit. Teachers will use assessment information to give feedback to the student and modify instruction for success.
STAR 360 - Spring Scaled Score Math, Proficiency	Spring 2019 Data Second Grade 54% Exceeded 15% Met 16% Nearly Met 11% Not Met no data Third Grade 35% Exceeded 24% Met 17% Nearly Met 24% Not Met 0% no data Fourth Grade 41% Exceeded 22% Met 17% Nearly Met	Increase the number of students meeting and exceeding proficiency in Math as measured by the STAR 360 by at least 5%. Decrease the number of students not meeting proficiency to less than 15%. Minimize the number of students without data.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	19% Not Met 2% no data Fifth Grade 42% Exceeded 15% Met 10% Nearly Met 27% Not Met 5% no data Sixth Grade 38% Exceeded 18% Met 13% Nearly Met 23% Not Met 7% no data	
STAR 360 - Spring Scaled Score Math, Growth	Spring 2019 Data Second Grade 57% Exceeded 23% Met 16% Not Met 3% no data Third Grade 9% Exceeded 39% Met 52% Not Met 0% no data Fourth Grade 27% Exceeded 19% Met 53% Not Met 2% no data Fifth Grade 20% Exceeded 24% Met 53% Not Met 3% no data Sixth Grade 20% Exceeded 27% Met 47% Not Met 7% no data	100% of students will demonstrate adequate growth (at least 100 points) as measured by the STAR 360 Math assessment.
SBAC - Spring Overall Math Achievement	Spring 2019 Data Third Grade 41% Exceeded 13% Met 24% Nearly Met	Increase the number of students meeting and exceeding proficiency in Math as measured by the SBAC by at least 5%. Decrease the

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	22% Not Met Fourth Grade 25% Exceeded 36% Met 27% Nearly Met 12% Not Met Fifth Grade 22% Exceeded 21% Met 28% Nearly Met 29% Not Met Sixth Grade 32% Exceeded 19% Met 23% Nearly Met 26% Not Met	number of students not meeting proficiency to less than 15%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Hollister School, including all subgroups, will be served by this strategy.

Strategy/Activity

Professional Learning Communities (PLC) Teams will collaborate to determine essential standards in math. They will use these identified essential math standards as the basis for Tier I core instruction, scaffolding, and differentiation in class. Essential standards will be monitored with common formative assessments. Essential standards will be communicated to special education teachers and families to support focused intervention.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional Site cost as District CORE budget covers expense of PE release for collaboration between teachers at grade level.

Budget reviewed at Site Council - See Agendas and Minutes

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Hollister School, including all subgroups, will be served by this strategy.

Strategy/Activity

Additional materials (from adopted materials or digital resources) to support math differentiation within the classroom will be explored.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

7,000

Source(s)

General Fund

2,000

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

A Math Club to support students in extending deeper into math problem-solving will be established and implemented.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

16,000

Source(s)

General Fund

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Professional Learning Communities (PLCs) were established and regularly met to discuss student outcomes and collaboratively determine an instructional response to support student learning. Teacher teams collaborated and developed greater alignment amongst each other and in using District adopted materials. 4th-6th Grade students significantly improved student outcomes as compared to the previous year on the SBAC assessment. STAR 360 proficiency outcomes indicate several grade levels are demonstrating strong increases in overall outcomes.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no drastically material differences in proposed and actual expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

For the 2019-2020 school year, PLC teams will be utilizing common formative assessments in math to more specifically guide their instruction. They will continue progress monitor student performance with the STAR 360 math assessment, also.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Development

LEA/LCAP Goal

Goal 2: Apply best practices in teaching and learning, including effective implementation of new State Standards, including mathematics, ELD/ELA and science.

Goal 3

All students, specifically including English Language Learner students, will increase their frequency and complexity of oral language production.

Identified Need

Informal observations, student performance data, and 2018-2019 instructional rounds data indicate that developing opportunities and scaffolding to produce oral language across the curriculum and throughout the school day continues to be an area of need.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teachers will self-assess three times/year the level of oral language frequency and complexity during an integrated lesson (ELA, Math, or Science)	This will occur in the first week of October.	Over the course of the school year teachers will increase the frequency and complexity of contributions by students to academic discussion during core instruction through the use of strategic structured language practices and routines.
Students will self-assess three times/year the number of times they contribute to a conversation during a lesson (ELA, Math, or Science)	This will occur in the first week of October.	Over the course of the school year students will increase the reported number of times that they productively contribute to academic discussion during core instruction through participation in structured language practices and routines.
Informal observations indicate an increased opportunity to produce language and increased scaffolding with structured language practices and routines.	Informal observations indicate that student language production and scaffolding to support language production occurs occasionally.	Informal observations will demonstrate a steady increase in the number of structured language practices and routines in use and the frequency/complexity of

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		student oral language production.

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All English Language Learning Students at Hollister School, including students reclassified as Fluent English Proficient (R-FEP), will be served by this strategy.

Strategy/Activity

Students identified as English learners will participate in a grade level wide 30 minute designated English Language Development period, taught at their language level range, with lower than average student to teacher class size utilizing Wonders Designated ELD curriculum. Certificated Tutor support will reduce student:staff ratio for ELD instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
13,000	Title I
9,421	Title III

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All English Language Learning Students at Hollister School, including students reclassified as Fluent English Proficient (RFEP), will be served by this strategy.

Strategy/Activity

During the 2019-2020 school year, teachers will use planned, structured academic conversations and routines to increase the frequency and complexity of student talk throughout the school day.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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No additional cost to site
Budget reviewed at Site Council - See Agendas
and Minutes

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Teachers and principal participated in instructional rounds. Feedback identified a continued need to implement structured language practices to support language usage across the curriculum throughout the school day. Students participated in Designated English Language Development at their instructional level. Additional supplemental material was made available to students with more intensive language needs.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no drastically material differences in the proposed and actual expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Feedback from teachers and leadership indicates students increased their opportunities and ability to produce oral language throughout the school day. However, data indicates this is a continued area of need.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$58,529
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$128,255.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$49,108.00
Title III	\$9,421.00

Subtotal of additional federal funds included for this school: \$58,529.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
General Fund	\$23,000.00
LCAP	\$46,726.00

Subtotal of state or local funds included for this school: \$69,726.00

Total of federal, state, and/or local funds for this school: \$128,255.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCAP	46,726	0.00
Title I	49,108	0.00
Title III	9,421	0.00

Expenditures by Funding Source

Funding Source	Amount
General Fund	23,000.00
LCAP	46,726.00
Title I	49,108.00
Title III	9,421.00

Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	General Fund	23,000.00
	LCAP	46,726.00
	Title I	49,108.00
	Title III	9,421.00

Expenditures by Goal

Goal Number	Total Expenditures
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Goal 1	80,834.00
Goal 2	25,000.00
Goal 3	22,421.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Abby Vasquez	Principal
Veronica Flores	Classroom Teacher
Allison Mowers	Classroom Teacher
Tammy Gerenser	Parent or Community Member
Jennifer Ono	Parent or Community Member
Beth Lane	Parent or Community Member
Devany Bechler	Parent or Community Member
Cindy Haight	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature



Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on September 9, 2019.

Attested:

Principal, Abby Vasquez on

SSC Chairperson, Chairperson: Ericka Teslaa