

School Year: **2020-21**



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	December 14, 2020	January 20, 2021

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.

Table of Contents

- SPSA Title Page 1
- Purpose and Description..... 1
- Table of Contents..... 3
- Comprehensive Needs Assessment Components 4
 - Data Analysis 4
 - Surveys 4
 - Classroom Observations..... 4
 - Analysis of Current Instructional Program..... 4
- Stakeholder Involvement 7
- School and Student Performance Data 8
 - Student Enrollment..... 8
 - CAASPP Results..... 10
 - ELPAC Results 14
 - Student Population..... 18
 - Overall Performance 19
 - Academic Performance 20
 - Academic Engagement 25
 - Conditions & Climate..... 27
- Goals, Strategies, & Proposed Expenditures..... 29
 - Goal 1..... 29
 - Goal 2..... 38
 - Goal 3..... 45
- School Site Council Membership 49
- Recommendations and Assurances 50

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. All parents of students considered to be English Language Learners will give input through the English Learners Needs Assessment survey. This survey will be sent out both digitally and hard copy. Results of this survey will be shared with the Hollister School English Learner Advisory Council.

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 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 throughout the year 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. Input will also be solicited from the English the English Learner Advisory Council, which is comprised of families of students who have two or more languages in their homes as indicated by the Home Language Survey which is completed upon first enrollment.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	%	%	0.24%			1
Asian	3.04%	2.86%	2.66%	13	12	11
Filipino	1.17%	1.19%	1.21%	5	5	5
Hispanic/Latino	58.08%	52.98%	52.06%	248	222	215
Pacific Islander	%	%	0.24%			1
White	31.15%	35.8%	33.41%	133	150	138
Multiple/No Response	1.17%	0.48%	6.05%	5	2	17
	Total Enrollment			427	419	413

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	76	84	76
Grade 1	57	51	61
Grade 2	57	58	51
Grade 3	58	55	56
Grade 4	59	55	56
Grade 5	61	58	58
Grade 6	59	58	55
Total Enrollment	427	419	413

Conclusions based on this data:

1. Students at Hollister School are predominately Hispanic/Latino (~52%) and White (~33%). Demographic numbers have been steady in these groups in recent years.
2. There has been a slight and steady decrease in enrollment at Hollister School over the last years. Enrollment in 2017-2018 was at 427 students. Enrollment in 2018-2019 was 413 students. approximately 419 students. Enrollment in 2019-2020 was approximately 413 students.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	92	88	71	21.5%	21.0%	17.2%
Fluent English Proficient (FEP)	38	31	45	8.9%	7.4%	10.9%
Reclassified Fluent English Proficient (RFEP)	28	0	17	25.9%	0.0%	19.3%

Conclusions based on this data:

1. The percentage of English Learners at Hollister School has declined slightly over the last few years. Approximately 22% of students enrolled at Hollister identified as English learners in 2016-2017, approximately 21% enrolled for 2018-2019, and approximately 17% in 2019-2020.
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			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	62	60	54	61	59	54	61	59	54	98.4	98.3	100
Grade 4	57	56	59	55	56	59	55	56	59	96.5	100	100
Grade 5	59	60	59	56	59	58	56	59	58	94.9	98.3	98.3
Grade 6	58	56	57	57	56	56	57	56	56	98.3	100	98.2
All Grades	236	232	229	229	230	227	229	230	227	97	99.1	99.1

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2426.	2474.	2445.	22.95	45.76	38.89	24.59	22.03	16.67	27.87	23.73	20.37	24.59	8.47	24.07
Grade 4	2472.	2476.	2495.	29.09	25.00	37.29	23.64	26.79	16.95	20.00	26.79	28.81	27.27	21.43	16.95
Grade 5	2479.	2480.	2527.	17.86	16.95	29.31	16.07	28.81	31.03	32.14	18.64	22.41	33.93	35.59	17.24
Grade 6	2564.	2526.	2558.	29.82	17.86	23.21	36.84	28.57	41.07	21.05	26.79	26.79	12.28	26.79	8.93
All Grades	N/A	N/A	N/A	24.89	26.52	32.16	25.33	26.52	26.43	25.33	23.91	24.67	24.45	23.04	16.74

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	19.67	49.15	37.04	44.26	35.59	38.89	36.07	15.25	24.07	
Grade 4	25.45	28.57	35.59	49.09	44.64	42.37	25.45	26.79	22.03	
Grade 5	21.43	18.64	34.48	39.29	38.98	46.55	39.29	42.37	18.97	
Grade 6	29.82	17.86	30.36	49.12	44.64	46.43	21.05	37.50	23.21	
All Grades	24.02	28.70	34.36	45.41	40.87	43.61	30.57	30.43	22.03	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	24.59	38.98	33.33	50.82	44.07	42.59	24.59	16.95	24.07
Grade 4	30.91	33.93	25.42	54.55	39.29	61.02	14.55	26.79	13.56
Grade 5	26.79	23.73	37.93	39.29	44.07	46.55	33.93	32.20	15.52
Grade 6	42.11	25.00	37.50	42.11	46.43	48.21	15.79	28.57	14.29
All Grades	31.00	30.43	33.48	46.72	43.48	49.78	22.27	26.09	16.74

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	19.67	40.68	29.63	67.21	54.24	55.56	13.11	5.08	14.81
Grade 4	14.55	17.86	27.12	69.09	66.07	57.63	16.36	16.07	15.25
Grade 5	16.07	13.56	20.69	60.71	71.19	65.52	23.21	15.25	13.79
Grade 6	22.81	17.86	28.57	64.91	60.71	62.50	12.28	21.43	8.93
All Grades	18.34	22.61	26.43	65.50	63.04	60.35	16.16	14.35	13.22

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	24.59	38.98	35.19	59.02	57.63	37.04	16.39	3.39	27.78
Grade 4	20.00	21.43	32.20	60.00	62.50	54.24	20.00	16.07	13.56
Grade 5	17.86	15.25	27.59	53.57	47.46	50.00	28.57	37.29	22.41
Grade 6	33.33	21.43	44.64	50.88	60.71	39.29	15.79	17.86	16.07
All Grades	24.02	24.35	34.80	55.90	56.96	45.37	20.09	18.70	19.82

Conclusions based on this data:

1. Student participation in CAASPP assessments is consistently strong. Due to the COVID-19 Pandemic and school closures, there were no CAASPP assessments taken by students in Spring 2020.
2. Overall scaled scores continue to increase slightly overall. Based on 2018-19 data, the last CAASPP tests taken, approximately (~32%) of students exceed the standard and (~26%) meet the standard in overall English Language Arts/Literacy achievement. Approximately (~25%) nearly meet and (~17%) 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 ~22% not meeting the standard and approximately 24% exceeding the standard. Listening is a relative strength with only ~14% 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			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	62	60	54	61	59	54	61	59	54	98.4	98.3	100
Grade 4	56	56	59	56	56	59	56	56	59	100	100	100
Grade 5	59	60	59	58	59	58	58	59	58	98.3	98.3	98.3
Grade 6	58	56	57	57	56	57	57	56	57	98.3	100	100
All Grades	235	232	229	232	230	228	232	230	228	98.7	99.1	99.6

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2446.	2465.	2453.	21.31	32.20	40.74	36.07	35.59	12.96	22.95	15.25	24.07	19.67	16.95	22.22
Grade 4	2488.	2489.	2506.	23.21	25.00	25.42	30.36	30.36	35.59	26.79	28.57	27.12	19.64	16.07	11.86
Grade 5	2470.	2488.	2500.	15.52	20.34	22.41	12.07	10.17	20.69	25.86	32.20	27.59	46.55	37.29	29.31
Grade 6	2561.	2533.	2540.	38.60	26.79	31.58	24.56	17.86	19.30	15.79	26.79	22.81	21.05	28.57	26.32
All Grades	N/A	N/A	N/A	24.57	26.09	29.82	25.86	23.48	22.37	22.84	25.65	25.44	26.72	24.78	22.37

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	36.07	42.37	44.44	36.07	33.90	29.63	27.87	23.73	25.93
Grade 4	33.93	35.71	47.46	32.14	35.71	33.90	33.93	28.57	18.64
Grade 5	15.52	25.42	24.14	27.59	23.73	37.93	56.90	50.85	37.93
Grade 6	42.11	33.93	40.35	31.58	25.00	31.58	26.32	41.07	28.07
All Grades	31.90	34.35	39.04	31.90	29.57	33.33	36.21	36.09	27.63

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	32.79	42.37	44.44	50.82	42.37	37.04	16.39	15.25	18.52
Grade 4	26.79	25.00	37.29	53.57	55.36	45.76	19.64	19.64	16.95
Grade 5	17.24	22.03	18.97	37.93	38.98	46.55	44.83	38.98	34.48
Grade 6	35.09	23.21	35.09	45.61	46.43	36.84	19.30	30.36	28.07
All Grades	28.02	28.26	33.77	46.98	45.65	41.67	25.00	26.09	24.56

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	37.70	44.07	40.74	44.26	42.37	42.59	18.03	13.56	16.67
Grade 4	33.93	32.14	28.81	46.43	51.79	49.15	19.64	16.07	22.03
Grade 5	15.52	13.56	18.97	41.38	50.85	50.00	43.10	35.59	31.03
Grade 6	43.86	23.21	31.58	33.33	42.86	36.84	22.81	33.93	31.58
All Grades	32.76	28.26	29.82	41.38	46.96	44.74	25.86	24.78	25.44

Conclusions based on this data:

1. Student participation in CAASPP assessments in consistently strong. Due to the COVID-19 Pandemic and school closures, there were no CAASPP assessments taken by students in Spring 2020.
2. Overall scaled scores continue to increase slightly overall. Approximately (~29%) of students exceed the standard and (~22%) meet the standard in overall Math achievement. Approximately (~25%) nearly meet and (~22%) 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 39% of students exceed the standard in concepts/procedures and 33% are near/meeting the standard. About 28% are not meeting the standard. Problem solving/Data Analysis and Communicating reasoning each have about ~33% exceeding the standard, ~42% near/meeting the standard, and another ~25% not meeting the standard.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1454.4	1443.7	1474.4	1460.0	1407.6	1405.4	19	21
Grade 1	*	1501.0	*	1514.1	*	1487.7	*	12
Grade 2	1496.1	1505.7	1505.4	1508.5	1486.2	1502.3	13	11
Grade 3	1504.9	1503.6	1500.0	1503.7	1509.3	1503.0	11	12
Grade 4	*	*	*	*	*	*	*	9
Grade 5	1526.4	*	1522.9	*	1529.4	*	14	6
Grade 6	1574.1	1522.5	1586.9	1501.9	1560.9	1542.6	14	12
All Grades							87	83

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	14.29	*	61.90		14.29	*	9.52	19	21
1	*	50.00	*	41.67		8.33		0.00	*	12
2	*	27.27	*	45.45	*	27.27		0.00	13	11
3	*	33.33	*	25.00	*	25.00		16.67	11	12
4	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*	*	*	14	*
6	*	25.00	*	41.67	*	16.67		16.67	14	12
All Grades	51.72	27.71	34.48	46.99	*	18.07	*	7.23	87	83

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	73.68	23.81	*	57.14		19.05	*	0.00	19	21
1	*	66.67	*	25.00		8.33		0.00	*	12
2	*	54.55	*	18.18		27.27		0.00	13	11
3	*	33.33	*	33.33		25.00		8.33	11	12
4	*	*	*	*		*		*	*	*
5	*	*	*	*	*	*	*	*	14	*
6	85.71	33.33	*	33.33		16.67		16.67	14	12
All Grades	70.11	40.96	25.29	38.55	*	16.87	*	3.61	87	83

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	14.29	*	38.10	*	33.33	*	14.29	19	21
1	*	8.33		41.67	*	50.00		0.00	*	12
2	*	18.18	*	36.36	*	36.36	*	9.09	13	11
3	*	16.67	*	25.00	*	33.33	*	25.00	11	12
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	14	*
6	*	16.67	*	33.33	*	33.33	*	16.67	14	12
All Grades	33.33	14.46	25.29	36.14	29.89	37.35	*	12.05	87	83

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	78.95	33.33	*	57.14	*	9.52	19	21	
1	*	91.67	*	8.33		0.00	*	12	
2	*	54.55	*	45.45		0.00	13	11	
3	*	33.33	*	66.67		0.00	11	12	
5	*	*	*	*	*	*	14	*	
6	*	25.00	*	50.00		25.00	14	12	
All Grades	63.22	43.37	33.33	50.60	*	6.02	87	83	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	57.89	19.05	*	80.95	*	0.00	19	21
1	*	41.67	*	58.33		0.00	*	12
2	*	36.36	*	54.55		9.09	13	11
3	*	58.33	*	25.00		16.67	11	12
5	*	*	*	*	*	*	14	*
6	92.86	33.33	*	50.00		16.67	14	12
All Grades	73.56	42.17	24.14	51.81	*	6.02	87	83

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	68.42	90.48	*	9.52	19	21
1	*	25.00	*	66.67		8.33	*	12
2	*	27.27	*	45.45	*	27.27	13	11
3		8.33	*	66.67	*	25.00	11	12
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	14	*
6	*	16.67	*	41.67	*	41.67	14	12
All Grades	33.33	13.25	44.83	68.67	21.84	18.07	87	83

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	42.86	*	47.62	*	9.52	19	21
1	*	16.67	*	83.33		0.00	*	12
2	*	27.27	*	72.73	*	0.00	13	11
3	*	8.33	*	75.00		16.67	11	12
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	14	*
6	*	50.00	*	41.67		8.33	14	12
All Grades	39.08	31.33	55.17	62.65	*	6.02	87	83

Conclusions based on this data:

1. Due to the COVID-19 Pandemic and school closures, there were ELPAC assessments were not taken by all students in Spring 2020. Therefore, results are not reported as a school.
2. Approximately 52% of English learner students achieved an overall score of Level 4, one criteria for reclassification. 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.

2018-19 Dashboard Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
419	35.3	21.0	
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.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	88	21.0
Homeless	5	1.2
Socioeconomically Disadvantaged	148	35.3
Students with Disabilities	29	6.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Asian	12	2.9
Filipino	5	1.2
Hispanic	222	53.0
Two or More Races	28	6.7
White	150	35.8





Conclusions based on this data:

1. Approximately 35% of students are socioeconomically disadvantaged.
2. Approximately 21% of students are identified as English learners.
3. About 7% enrolled are students with disabilities.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="305 506 362 533">Blue</p>	<p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="764 506 854 533">Orange</p>	<p data-bbox="1177 426 1396 457">Suspension Rate</p>  <p data-bbox="1260 506 1317 533">Blue</p>
<p data-bbox="251 623 414 655">Mathematics</p>  <p data-bbox="297 703 373 730">Green</p>		

Conclusions based on this data:

1. English Language Arts overall performance is strong (blue) and Math performance is solid (green). This is an improvement in both areas from the year before. There was not new data for the 2019-20 school year due to the COVID-19 pandemic and school closures.
2. Student engagement is an area to improve by decreasing chronic absenteeism for some students. There was not new data for the 2019-20 school year due to the COVID-19 pandemic and school closures.
3. Student behavior is an area of that demonstrated improvement. Suspension rate moved from red to blue. There was not new data for the 2019-20 school year due to the COVID-19 pandemic and school closures.

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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Blue 26.4 points above standard Increased Significantly ++22.5 points 219	<p>English Learners</p>  Green 0.8 points below standard Increased Significantly ++20.3 points 69	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<p>Socioeconomically Disadvantaged</p>  Yellow 11.1 points below standard Increased Significantly ++22.1 points 94	<p>Students with Disabilities</p>  No Performance Color 80.2 points below standard Increased Significantly ++26.1 points 26

2019 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 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Green 2 points below standard Increased Significantly ++16.6 points 128	 No Performance Color 49.9 points above standard Increased Significantly ++15.4 points 15	 No Performance Color 0 Students	 Blue 67 points above standard Increased Significantly ++21.9 points 66

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.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
53.5 points below standard Increased ++11.4 points 34	50.4 points above standard Increased Significantly ++16.1 points 35	39.9 points above standard Increased Significantly ++20.7 points 148

Conclusions based on this data:

- 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. There was not new data for the 2019-20 school year due to the COVID-19 pandemic and school closures.
- 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. There was not new data for the 2019-20 school year due to the COVID-19 pandemic and school closures.
- Students with disabilities increased their language arts/literacy performance, although there is still more progress to be made to close the gap between all students. There was not new data for the 2019-20 school year due to the COVID-19 pandemic and school closures.

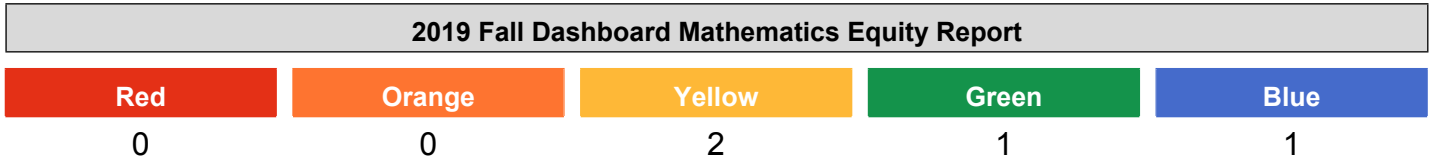
School and Student Performance Data

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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>3.7 points above standard</p> <p>Increased ++10.3 points</p> <p>219</p>	<p>English Learners</p>  <p>Yellow</p> <p>24.6 points below standard</p> <p>Maintained ++1.7 points</p> <p>69</p>	<p>Foster Youth</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>29.2 points below standard</p> <p>Increased Significantly ++17 points</p> <p>94</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>131.8 points below standard</p> <p>Increased ++9.4 points</p> <p>26</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Green 22.8 points below standard Increased ++8.7 points 128	 No Performance Color 10.4 points above standard Declined -5.4 points 15		 Blue 44.5 points above standard Increased ++5.8 points 66

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.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
68.2 points below standard Increased ++7.9 points 34	17.7 points above standard Declined Significantly -18.8 points 35	16.9 points above standard Increased ++11.3 points 148

Conclusions based on this data:

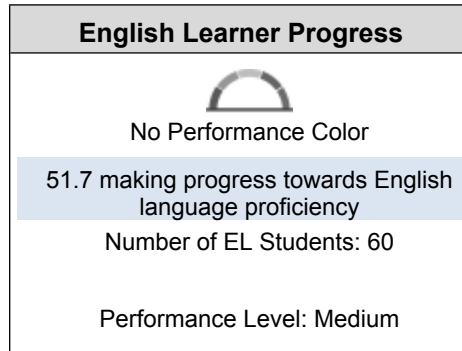
1. English learners increased their Math performance, although there is still more progress to be made to close the gap between all students. There was not new data for the 2019-20 school year due to the COVID-19 pandemic and school closures.
2. Students identified as socioeconomically disadvantaged increased their Math performance, although there is still more progress to be made to close the gap between all students. There was not new data for the 2019-20 school year due to the COVID-19 pandemic and school closures.
3. Students with disabilities increased their Math performance, although there is still more progress to be made to close the gap between all students. There was not new data for the 2019-20 school year due to the COVID-19 pandemic and school closures.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
26.6	21.6	16.6	

Conclusions based on this data:

1. Approximately 52% of students achieved a Level of 4 on the ELPAC, one of the criteria for reclassification. There was not complete data for the 2019-20 school year due to the COVID-19 pandemic and school closures.

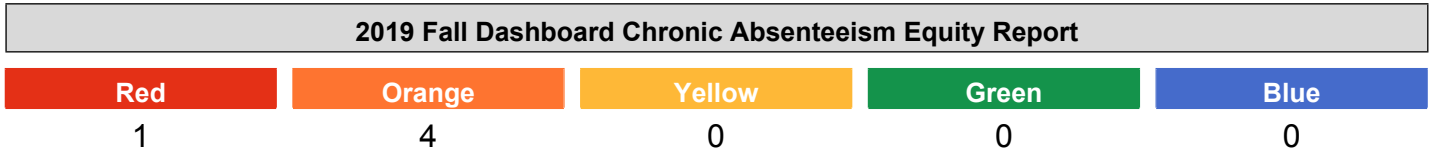
School and Student Performance Data

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Orange</p> <p>9.4</p> <p>Increased +2</p> <p>437</p>	<p>English Learners</p>  <p>Orange</p> <p>14.7</p> <p>Increased +9.4</p> <p>95</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>10</p>	<p>Socioeconomically Disadvantaged</p>  <p>Red</p> <p>17.1</p> <p>Increased Significantly +4.3</p> <p>164</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>17.1</p> <p>Increased +4.4</p> <p>35</p>

2019 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 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 0 Maintained 0 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Orange 13.6 Increased +2.7 236	 No Performance Color 3.4 Maintained -0.1 29	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Orange 5.2 Increased +2.3 155

Conclusions based on this data:

- Overall, chronic absenteeism an area for improvement (orange). There was not a complete data set reported for the 2019-20 school year due to the COVID-19 pandemic and school closures.
- Students identified as socioeconomically disadvantaged have a higher proportion of students with chronic absenteeism.
- Students identified with a disability have a higher proportion of students with chronic absenteeism.

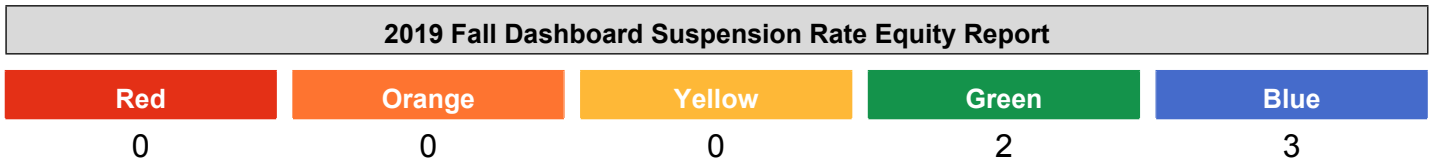
School and Student Performance Data

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Blue</p> <p>0.7</p> <p>Declined Significantly -2.5</p> <p>440</p>	<p>English Learners</p>  <p>Blue</p> <p>0</p> <p>Declined -2.7</p> <p>96</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>10</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>1.2</p> <p>Declined Significantly -3.4</p> <p>166</p>	<p>Students with Disabilities</p>  <p>Blue</p> <p>0</p> <p>Declined -8.5</p> <p>35</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
		 No Performance Color 0 Declined -7.7 11	 No Performance Color Less than 11 Students - Data 5
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0.8 Declined Significantly -3.5 239	 No Performance Color 0 Declined -3.6 29	 No Performance Color Less than 11 Students - Data 1	 Green 0.6 Maintained -0.1 155

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	3.2	0.7

Conclusions based on this data:

- Overall, the conditions and climate contributing to a positive learning experience are present. A decrease in the number of students suspended validates this improvement.

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 from March 2020 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	<p>March 2020 Data</p> <p>Kindergarten 44% Exceeded 15% Met 20% Nearly Met 15% Not Met 5% no data</p> <p>First Grade 2% Exceeded 0% Met 2% Nearly Met 0% Not Met 0% no data</p> <p>Spring 2019 Data</p> <p>Kindergarten 26% Exceeded 31% Met 22% Nearly Met 16% Not Met 4% no data</p> <p>First Grade</p>	<p>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.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	54% Exceeded 13% Met 11% Nearly Met 19% Not Met 4% no data	
STAR 360 - Spring Data Early Literacy – Growth	March 2020 Data Kindergarten 35% Exceeded 8% Met 13% Nearly Met 3% Not Met 0% no data First Grade % Exceeded % Met % Not Met % no data Spring 2019 Data Kindergarten 69% Exceeded 15% Met 12% Not Met 4% no data First Grade 59% Exceeded 11% Met 26% Not Met 4% no data	100% of students will demonstrate adequate growth (at least 100 points as measured by the Star Early Literacy).
STAR 360 - Spring Data Reading – Proficiency	March 2020 Data First Grade 41% Exceeded 20% Met 27% Nearly Met 9% Not Met 3% no data Second Grade 53% Exceeded 16% Met 14% Nearly Met 16% Not Met 2% 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.

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Third Grade
58% Exceeded
23% Met
5% Nearly Met
14% Not Met
0% no data

Fourth Grade
35% Exceeded
35% Met
5% Nearly Met
25% Not Met
0% no data

Fifth Grade
25% Exceeded
24% Met
34% Nearly Met
14% Not Met
2% no data

Sixth Grade
18% Exceeded
20% Met
33% Nearly Met
29% Not Met
0% no data

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	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	
STAR 360 - Spring Data Reading - Growth	March 2020 Data First Grade 52% Exceeded 39% Met 8% Nearly Met 2% Not Met Second Grade 67% Exceeded 12% Met 18% Nearly Met 4% Not Met Third Grade 85% Exceeded 12% Met 23% Nearly Met 0% Not Met Fourth Grade 51% Exceeded 18% Met 32% Nearly Met 0% Not Met Fifth Grade 43% Exceeded 12% Met 45% Nearly Met 0% Not Met Sixth Grade 27% Exceeded 7% Met 65% Nearly Met 0% 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
	<p>Spring 2019 Data</p> <p>Second Grade 66% Exceeded 11% Met 18% Not Met 5% no data</p> <p>Third Grade 24% Exceeded 22% Met 54% Not Met 0% no data</p> <p>Fourth Grade 42% Exceeded 12% Met 41% Not Met 5% no data</p> <p>Fifth Grade 42% Exceeded 22% Met 34% Not Met 2% no data</p> <p>Sixth Grade 52% Exceeded 18% Met 25% Not Met 5% no data</p>	
<p>SBAC - Spring Data Overall English Language Arts/Literacy Achievement</p>	<p>Spring 2020 data unavailable due to COVID-19 Pandemic and school closures statewide</p> <p>Spring 2019 Data</p> <p>Third Grade 39% Exceeded 17% Met 20% Nearly Met 24% Not Met</p> <p>Fourth Grade 37% Exceeded 17% Met 29% Nearly Met 17% Not Met</p> <p>Fifth Grade 29% Exceeded</p>	<p>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%.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	31% Met 22% Nearly Met 17% Not Met Sixth Grade 23% Exceeded 38% Met 25% Nearly Met 14% Not Met	

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)

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

Professional Learning Communities (PLC) Teams will collaborate to determine essential standards in language arts. They will use these identified essential language arts 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.

Grade level PLC teams will utilize data using both Renaissance Learning and Schoolzilla reports, as well as 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. This will be critical as we look at the baseline data after school closures and summer break have led to learning losses that must be recouped.

October 2020 Data

Early Literacy

Kindergarten

65% Exceeded

19% Met

3% Nearly Met

13% Not Met

0% no data

First Grade

26% Exceeded

18% Met

31% Nearly Met

26% Not Met

0% no data

STAR360

Second Grade

27% Exceeded

30% Met

18% Nearly Met

25% Not Met

0% no data

Third Grade

36% Exceeded

21% Met

23% Nearly Met

21% Not Met

0% no data

Fourth Grade

36% Exceeded

24% Met

16% Nearly Met

24% Not Met

0% no data

Fifth Grade

18% Exceeded

32% Met

22% Nearly Met

28% Not Met

0% no data

Sixth Grade

20% Exceeded

20% Met

28% Nearly Met

33% Not Met

0% no data

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)

Strategy/Activity 3

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

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)

Strategy/Activity 4

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

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)

Annual Review

SPSA Year Reviewed: 2019-20

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. 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 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, identify Essential Standards at each grade level, 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 students' 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 from Spring and Fall 2020, 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	<p>March 2020 Data</p> <p>First Grade 48% Exceeded 28% Met 13% Nearly Met 8% Not Met 3% no data</p> <p>Second Grade 61% Exceeded 16% Met 10% Nearly Met 12% Not Met 2% no data</p> <p>Third Grade</p>	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

60% Exceeded
 18% Met
 9% Nearly Met
 14% Not Met
 0% no data

Fourth Grade
 42% Exceeded
 19% Met
 12% Nearly Met
 26% Not Met
 0% no data

Fifth Grade
 47% Exceeded
 14% Met
 22% Nearly Met
 16% Not Met
 2% no data

Sixth Grade
 18% Exceeded
 20% Met
 33% Nearly Met
 29% Not Met
 0% no data

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
 19% Not Met
 2% no data

Fifth Grade
 42% Exceeded
 15% Met

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	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	March 2020 Data First Grade 97% Exceeded 0% Met 0% Nearly Met 3% Not Met Second Grade 47% Exceeded 18% Met 35% Nearly Met 0% Not Met Third Grade 44% Exceeded 21% Met 35% Nearly Met 0% Not Met Fourth Grade 16% Exceeded 25% Met 60% Nearly Met 0% Not Met Fifth Grade 21% Exceeded 5% Met 72% Nearly Met 2% Not Met Sixth Grade 27% Exceeded 7% Met 65% Nearly Met 0% Not Met	100% of students will demonstrate adequate growth (at least 100 points) as measured by the STAR 360 Math assessment.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Spring 2019 Data</p> <p>Second Grade</p> <p>57% Exceeded</p> <p>23% Met</p> <p>16% Not Met</p> <p>3% no data</p> <p>Third Grade</p> <p>9% Exceeded</p> <p>39% Met</p> <p>52% Not Met</p> <p>0% no data</p> <p>Fourth Grade</p> <p>27% Exceeded</p> <p>19% Met</p> <p>53% Not Met</p> <p>2% no data</p> <p>Fifth Grade</p> <p>20% Exceeded</p> <p>24% Met</p> <p>53% Not Met</p> <p>3% no data</p> <p>Sixth Grade</p> <p>20% Exceeded</p> <p>27% Met</p> <p>47% Not Met</p> <p>7% no data</p>	
<p>SBAC - Spring</p> <p>Overall Math Achievement</p>	<p>Spring 2020 data unavailable due to COVID-19 Pandemic and school closures statewide</p> <p>Spring 2019 Data</p> <p>Third Grade</p> <p>41% Exceeded</p> <p>13% Met</p> <p>24% Nearly Met</p> <p>22% Not Met</p> <p>Fourth Grade</p> <p>25% Exceeded</p> <p>36% Met</p> <p>27% Nearly Met</p> <p>12% Not Met</p> <p>Fifth Grade</p> <p>22% Exceeded</p> <p>21% Met</p> <p>28% Nearly Met</p> <p>29% Not Met</p> <p>Sixth Grade</p>	<p>Increase the number of students meeting and exceeding proficiency in Math as measured by the SBAC by at least 5%. Decrease the number of students not meeting proficiency to less than 15%.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	32% Exceeded 19% Met 23% Nearly Met 26% Not Met	

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 monitor, and refine as needed, essential standards in math. They will use the 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.

Grade level PLC teams will utilize data using both Renaissance Learning and Schoolzilla reports, as well as 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. This will be critical as we look at the baseline data after school closures and summer break have led to learning losses that must be recouped.

STAR360 Mathematics

Second Grade

30% Exceeded

27% Met

27% Nearly Met

16% Not Met

0% no data

Third Grade

43% Exceeded

28% Met

15% Nearly Met

15% Not Met

0% no data

Fourth Grade

51% Exceeded

13% Met

18% Nearly Met

18% Not Met
0% no data

Fifth Grade
28% Exceeded
20% Met
22% Nearly Met
30% Not Met
0% no data

Sixth Grade
30% Exceeded
30% Met
22% Nearly Met
17% Not Met
0% no data

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)

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) Source(s)

Strategy/Activity 3

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 students identified as Gifted Learners, will be served by this strategy.

Strategy/Activity

A District-wide 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)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

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 2020-2021 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 and student performance 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)	<p>Frequency: Number of times each student asks or answers a question during a lesson: 0 times: 0%, 1 time: 15%, 2 times: 45%, 3 times: 15%, 4-6 times: 23%</p> <p>Complexity or length of utterance: one word: 0%, short phrase: 39%, complete sentence: 61%, lengthy explanation: 0%</p>	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.
English Learner Students will self-assess three times/year the number of times they contribute to an academic conversation during a lesson (ELA and Math) by either answering or asking a question	<p>Number of times ask/answer during ELA: 0 times: 0%, 1 time: 6%, 2 times: 12%, 3 times: 23.5%, 4-6 times: 47%, 6+ times: 12%</p> <p>Number of times ask/answer during Math: 0 times: 0% 1 time: 12% 2 times: 12% 3 times: 41% 4-6 times: 35% 6+ times: 0%</p>	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.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Informal observations indicate an increased opportunity to produce language and increased scaffolding with structured language practices and routines.	Informal observation data had not previously been disaggregated to measure this goal.	Informal observations, as indicated in Classroom Mosaic data, will demonstrate a steady increase in the number of structured language practices and routines in use and the frequency/complexity of 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.

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)

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 2020-2021 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)

Strategy/Activity 3

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

Use of the Ellevation student information system specifically targeting students considered English Language Learners, or Reclassified English Proficient, to look at English Learner Progress through ELPAC language proficiency measure, and academic measures such as STAR 360 and the SBAC. Pilot the Student Oral Language Observation Matrix (SOLOM) formative assessment of language to see if this is a useful progress monitoring measure for our students.

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)

Annual Review

SPSA Year Reviewed: 2019-20

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.

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. While baseline data was collected in surveys of oral language use, both teachers and students, there was no end of year survey to measure growth over the course of the 2019-20 school year. This year's (fall 2020) baseline data does indicate that no students have stated that they do not ever contribute questions or answers during ELA or Math lessons, which is an improvement over last year when 5% of students indicated that they did not ever contribute questions or answers in either ELA or in math.

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.

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
Phoebe Ball	Classroom Teacher
Allison Mowers	Classroom Teacher
Devany Bechler	Parent or Community Member
Alicia Larson	Parent or Community Member
Jennifer Ono	Parent or Community Member
Ericka TeSlaa	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



 English Learner Advisory Committee President - Gavino Maganda

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 November 16, 2020.

Attested:



Principal, Abby Vasquez on 11-16-2020



SSC Chairperson, Chairperson: Ericka TeSlaa on 11-16-2020