



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	September 25, 2023	October 25, 2023

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

Additional Targeted Support and Improvement

An additional targeted support and improvement plan will be in place for students with IEPs. Attendance will be closely monitored, outreach and support for families will be provided to ensure students are present for instruction. A culture will be fostered in which all teachers and staff purposefully develop relationships with students to acknowledge and appreciate the identified students' presence and efforts at school. We will work with the special education and related services site staff, along with general education teachers, to ensure a master schedule that supports access to core instruction and systematic intervention. Support to build capacity of mild/moderate teacher with plans of services, instructional strategies and effective use of assistant support will be provided.

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. Students receive initial instruction during Tier 1 followed by groups formed from analyzing Common Formative Assessments to create smaller groups, targeted intervention in flexible groups in Tier 2 target time and option for additional support with a credentialed Learning Center Teacher to provide Tier 3 intervention.

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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 were invited to give input to what is working and what are areas of continued need in our schools. Student surveys revealed that upper graders desire learning to be more fun, more challenging and to have more choice. Primary students' results revealed a need for more social emotional support and a focus on explicit support with the 4 character traits of our Hollister Behavior Matrix: responsible, respectful, kind and safe.

All parents of students considered to be Multilingual Learners gave input through the English Learners Needs Assessment survey. This survey was sent out both digitally and as a paper copy. Results of this survey were shared with the Hollister School English Learner Advisory Council. 63% of parents of Multilingual Learners responded to the survey. Most parents (92%) felt their students were learning English in school. There was an overall trend that they felt communicated and informed and their students were progressing academically and social emotionally.

Teachers were given surveys that inform our Guiding Coalition of what stages and components of the PLC process they are efficient with and where they need additional support. The survey revealed where each grade level team needs support in developing their PLC process. The results showed that teams need to develop in areas across all 4 critical questions of the PLC process.

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 regularly give feedback to personnel. The observations are focused on improving student learning, differentiation, identified learning targets and oral language production. District leadership makes regular site visits through classrooms with principals to observe and reflect on successes and areas for improvement. Overall, the majority of teachers were posting learning targets and were seen to be providing differentiated activities to meet the instructional needs of their students. There is still a need to improve opportunities for structured oral language production during all Tiers of instruction and intervention.

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. Grade level teams regularly use common formative assessments to assess essential standards taught. Data is analyzed to determine which students need intervention and which are ready for extension.

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

All students take regular STAR 360 Early Literacy or STAR Reading/Math and DIBELS assessments. Additionally, students this year will take common formative assessments in ELA, writing and math twice per unit, along with the summative assessments their teacher elects to use. 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 gathered regarding instructional needs, as well as an analysis of student successes and areas for improvement. The Guiding Coalition in conjunction with the principal gather teachers' areas of improvement to provide trainings during staff meetings to improve Professional Learning Community practices that focus on improving professional practice and student learning.

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 based on data gathered by the principal. Additional support is available by TOSAs as needed for individual teachers or grade level teams. The literacy coaches will provide support in phonemic awareness, phonics, sight words and comprehension.

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 team. Support staff can design their schedules to accommodate meeting with grade level teachers to share and review data to create Tier 2 and Tier 3 intervention and extension groups.

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 with a focus on the identified essential standards. They use Wonders, Bridges, and Amplify as the District adopted curriculum as the foundation for their instruction. Teachers will additionally use, for ELA, Heggerty, SIPPS and DIBELS instructional resources to support intervention 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. Classroom observations are made to ensure schedules are adhered to.

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 Tier 2 and Tier 3 intervention, Sped services and ELD instruction are planned as part of the daily routine to not conflict with Tier 1 instruction.

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 training, strategies and materials are available to teachers to implement in their classrooms on a regular basis.

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 receive ongoing professional development to provide a high-quality program of instruction and supports to all students. In August 2023, select staff members will receive PD from Anthony Muhammad in regards to the achievement gap. Our site team will then train our staff with the learned strategies to help support closing the gap.

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. Our site began a book study with Best Practices at Tier 2. Utilizing the research based information and tools from this book, we will continue in the 2023-24 school year, to address ways to improve student growth. Grade level PLTs will explicitly monitor student growth of different student groups (i.e. Multilingual Learners, neurodiverse students, BIPOC students) and provide targeted intervention at the Tier 2 and Tier 3 levels.

Parental Engagement

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

Goleta Union School District values 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. Input is sought regularly through PTA, SSC, ELAC and parent meetings.

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.

Educational Partner 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, work 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 is gathered in person.

Input is also be solicited from the English Learner Advisory Council (ELAC), 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. Input is gathered in person.

PTA is also informed through the principal update of our SPSA and given the opportunity to provide input in person.

All teachers are met with in person to discuss the SPSA in depth and are given the opportunity to give feedback in person and through a survey.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	32	56	62
Grade 1	39	35	45
Grade 2	44	44	40
Grade3	40	52	47
Grade 4	45	44	54
Grade 5	50	58	43
Grade 6	47	53	53
Total Enrollment	297	342	344

Conclusions based on this data:

1. There has been a steady decrease in enrollment at Hollister School over the last years. Enrollment numbers dropped significantly during remote learning due to the COVID 19 pandemic, in 2020-21, to 297 students. In 2021-22 year we saw a slight rise, back to 342 students and subsequently in 2022-23 at 344. 2023-24 is projected to be higher.
2. Numbers in the primary grades are increasing.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	47	53	46	15.8%	15.5%	13.4%
Fluent English Proficient (FEP)	28	33	36	9.4%	9.6%	10.5%
Reclassified Fluent English Proficient (RFEP)	4			8.5%		

Conclusions based on this data:

1. The percentage of English Learners at Hollister School has declined slightly over the last few years. Approximately 17% enrolled for 2019-2020, approximately 16% in 2020-21 and approximately 13% in 2022-23.
2. The number of fluent English proficient students upon enrollment has increased each year over the last 3 years.
3. I anticipate the RFEP data to reflect an increase in the number of students reclassified each year.

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 Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	36	53	47	0	52	45	0	52	45	0.0	98.1	95.7
Grade 4	45	42	53	0	42	51	0	42	51	0.0	100.0	96.2
Grade 5	49	58	43	0	58	43	0	58	43	0.0	100.0	100.0
Grade 6	46	52	54	0	52	54	0	52	54	0.0	100.0	100.0
All Grades	176	205	197	0	204	193	0	204	193	0.0	99.5	98.0

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2471.	2465.		40.38	35.56		30.77	22.22		15.38	26.67		13.46	15.56
Grade 4		2503.	2492.		45.24	33.33		21.43	31.37		9.52	15.69		23.81	19.61
Grade 5		2552.	2567.		43.10	58.14		27.59	9.30		15.52	13.95		13.79	18.60
Grade 6		2551.	2590.		30.77	44.44		30.77	29.63		21.15	16.67		17.31	9.26
All Grades	N/A	N/A	N/A		39.71	42.49		27.94	23.83		15.69	18.13		16.67	15.54

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		26.92	17.78		59.62	73.33		13.46	8.89
Grade 4		33.33	29.41		50.00	54.90		16.67	15.69
Grade 5		29.31	34.88		62.07	58.14		8.62	6.98
Grade 6		34.62	40.74		50.00	46.30		15.38	12.96
All Grades		30.88	31.09		55.88	57.51		13.24	11.40

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		36.54	35.56		46.15	51.11		17.31	13.33
Grade 4		35.71	27.45		52.38	52.94		11.90	19.61
Grade 5		41.38	51.16		51.72	44.19		6.90	4.65
Grade 6		15.38	31.48		67.31	59.26		17.31	9.26
All Grades		32.35	35.75		54.41	52.33		13.24	11.92

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		15.38	17.78		82.69	77.78		1.92	4.44
Grade 4		19.05	11.76		64.29	76.47		16.67	11.76
Grade 5		25.86	18.60		65.52	67.44		8.62	13.95
Grade 6		26.92	25.93		63.46	68.52		9.62	5.56
All Grades		22.06	18.65		69.12	72.54		8.82	8.81

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		30.77	37.78		59.62	51.11		9.62	11.11
Grade 4		16.67	19.61		66.67	64.71		16.67	15.69
Grade 5		34.48	32.56		56.90	58.14		8.62	9.30
Grade 6		21.15	35.19		71.15	62.96		7.69	1.85
All Grades		26.47	31.09		63.24	59.59		10.29	9.33

Conclusions based on this data:

1. Student participation in CAASPP assessments is consistently strong.
2. Student performance in spring 2022 shows growth (68% proficient or above) as compared to spring 2019 (59% proficient or above), prior to the pandemic. Scores for 2023 are not in yet.
3. The claims demonstrate that the number of students below standard in all areas dropped!

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 Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	36	53	47	0	53	46	0	53	46	0.0	100.0	97.9
Grade 4	45	42	53	0	42	51	0	42	51	0.0	100.0	96.2
Grade 5	49	58	43	0	58	43	0	58	43	0.0	100.0	100.0
Grade 6	46	52	54	0	52	54	0	52	54	0.0	100.0	100.0
All Grades	176	205	197	0	205	194	0	205	194	0.0	100.0	98.5

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2446.	2449.		26.42	39.13		39.62	19.57		11.32	15.22		22.64	26.09
Grade 4		2518.	2488.		47.62	27.45		21.43	25.49		19.05	23.53		11.90	23.53
Grade 5		2526.	2541.		32.76	30.23		13.79	27.91		29.31	30.23		24.14	11.63
Grade 6		2554.	2556.		36.54	33.33		26.92	22.22		13.46	18.52		23.08	25.93
All Grades	N/A	N/A	N/A		35.12	32.47		25.37	23.71		18.54	21.65		20.98	22.16

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		30.19	32.61		45.28	41.30		24.53	26.09
Grade 4		50.00	27.45		35.71	49.02		14.29	23.53
Grade 5		31.03	32.56		39.66	51.16		29.31	16.28
Grade 6		38.46	35.19		42.31	35.19		19.23	29.63
All Grades		36.59	31.96		40.98	43.81		22.44	24.23

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		22.64	39.13		58.49	36.96		18.87	23.91
Grade 4		38.10	25.49		45.24	54.90		16.67	19.61
Grade 5		29.31	23.26		51.72	60.47		18.97	16.28
Grade 6		21.15	11.11		53.85	70.37		25.00	18.52
All Grades		27.32	24.23		52.68	56.19		20.00	19.59

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		30.19	39.13		54.72	50.00		15.09	10.87
Grade 4		42.86	27.45		40.48	56.86		16.67	15.69
Grade 5		24.14	25.58		63.79	65.12		12.07	9.30
Grade 6		30.77	27.78		53.85	68.52		15.38	3.70
All Grades		31.22	29.90		54.15	60.31		14.63	9.79

Conclusions based on this data:

1. Student participation in CAASPP assessments in consistently strong.
2. Student performance in spring 2022 shows growth (60% proficient or above) as compared to spring 2019 (52% proficient or above), prior to the pandemic. Scores for Spring 2023 are not yet in.
3. Although the number of students below standard in each claim dropped, the percentages are 22% and below of the student population.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	9	10
1	*	*	*	*	*	*	*	*	*	8	5	*
2	*	1505.0	*	*	1521.6	*	*	1487.8	*	9	12	5
3	*	*	1479.5	*	*	1471.4	*	*	1487.3	10	9	11
4	*	*	*	*	*	*	*	*	*	5	7	6
5	*	*	*	*	*	*	*	*	*	7	5	*
6	*	*	*	*	*	*	*	*	*	6	5	*
All Grades										48	52	40

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	16.67	*	*	66.67	*	*	16.67	*	*	0.00	*	*	12	*
3	*	*	36.36	*	*	18.18	*	*	27.27	*	*	18.18	*	*	11
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	27.08	30.77	15.00	45.83	51.92	52.50	25.00	13.46	17.50	2.08	3.85	15.00	48	52	40

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	66.67	*	*	33.33	*	*	0.00	*	*	0.00	*	*	12	*
3	*	*	36.36	*	*	45.45	*	*	0.00	*	*	18.18	*	*	11
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	58.33	59.62	37.50	29.17	36.54	42.50	10.42	0.00	10.00	2.08	3.85	10.00	48	52	40

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	8.33	*	*	41.67	*	*	41.67	*	*	8.33	*	*	12	*
3	*	*	18.18	*	*	9.09	*	*	45.45	*	*	27.27	*	*	11
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	12.50	7.69	5.00	37.50	38.46	25.00	31.25	34.62	50.00	18.75	19.23	20.00	48	52	40

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	33.33	*	*	66.67	*	*	0.00	*	*	12	*
3	*	*	18.18	*	*	63.64	*	*	18.18	*	*	11
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	50.00	38.46	20.00	41.67	55.77	70.00	8.33	5.77	10.00	48	52	40

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	75.00	*	*	25.00	*	*	0.00	*	*	12	*
3	*	*	45.45	*	*	36.36	*	*	18.18	*	*	11
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	58.33	73.08	47.50	37.50	23.08	42.50	4.17	3.85	10.00	48	52	40

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	8.33	*	*	83.33	*	*	8.33	*	*	12	*
3	*	*	18.18	*	*	27.27	*	*	54.55	*	*	11
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	12.50	9.62	7.50	72.92	71.15	65.00	14.58	19.23	27.50	48	52	40

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	25.00	*	*	75.00	*	*	0.00	*	*	12	*
3	*	*	27.27	*	*	54.55	*	*	18.18	*	*	11
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	25.00	23.08	15.00	56.25	69.23	65.00	18.75	7.69	20.00	48	52	40

Conclusions based on this data:

1. In 2021-22, 96% of students were a level 3 or 4 in oral language. Written language had 46% of students were a level 3 or 4. The lowest domain was Reading with 81% of students obtaining a 3 or 4.
2. The total number of students taking the ELPAC assessment has increased from the 20-21 school year to the 21-22 school year.
3. The number of students achieving a level 4, needed for reclassification, rose to 31%.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
342	33.6	15.5	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Hollister Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	53	15.5
Foster Youth		
Homeless	7	2.0
Socioeconomically Disadvantaged	115	33.6
Students with Disabilities	32	9.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.3
American Indian	2	0.6
Asian	17	5.0
Filipino	2	0.6
Hispanic	177	51.8
Two or More Races	13	3.8
Pacific Islander	1	0.3
White	129	37.7

Conclusions based on this data:

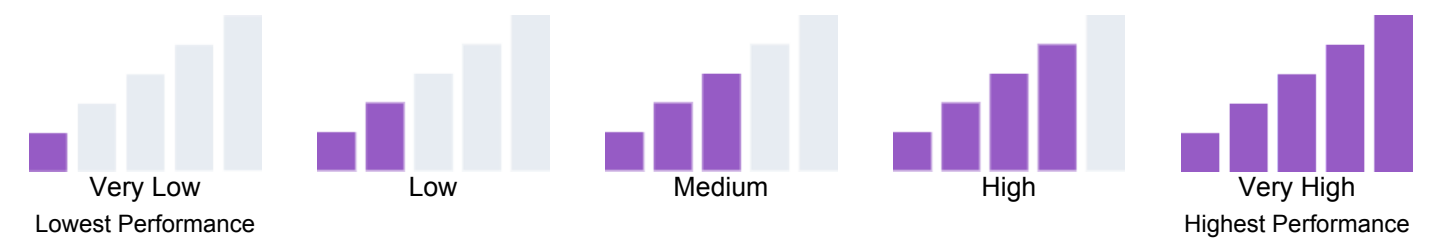
- 1. Approximately 34% of students are socioeconomically disadvantaged.
- 2. Approximately 16% of students are identified as English learners. 52% are hispanic and 38% are white.
- 3. About 9% enrolled are students with disabilities. This is an increase of 2% from the previous year.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts High	Chronic Absenteeism Very Low	Suspension Rate Very Low
Mathematics High		
English Learner Progress Very High		

Conclusions based on this data:

- English Language Arts and Math overall performance is high.
Reading is low for these populations: Hispanic and Socioeconomically Disadvantaged.
Math is low for these populations: Hispanic, English Learners and Socioeconomically Disadvantaged

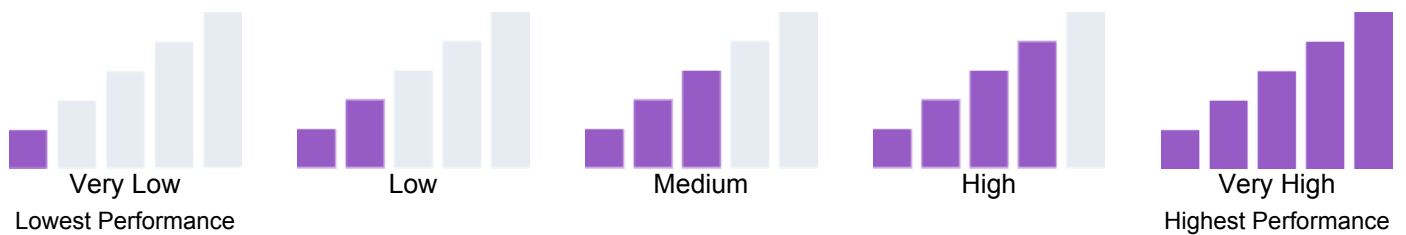
2. Student engagement is an area to improve by decreasing chronic absenteeism for some students. Chronic absenteeism is very high for these populations: Hispanic, Socioeconomically Disadvantaged and Students with Disabilities
3. English learner progress is very high with 77.5% of students making progress towards English proficiency.

School and Student Performance Data

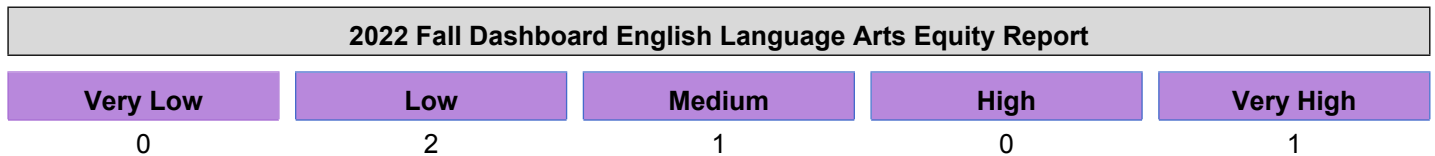
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

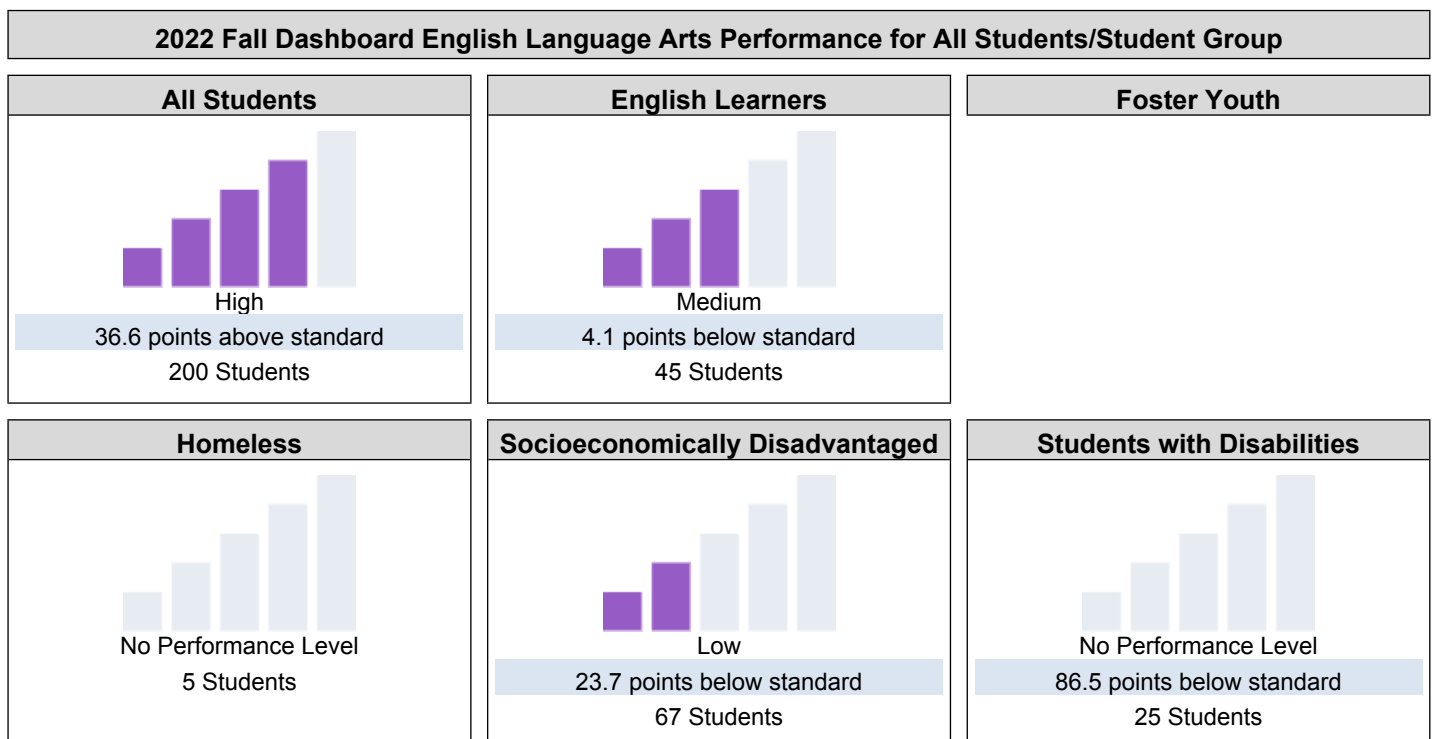
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



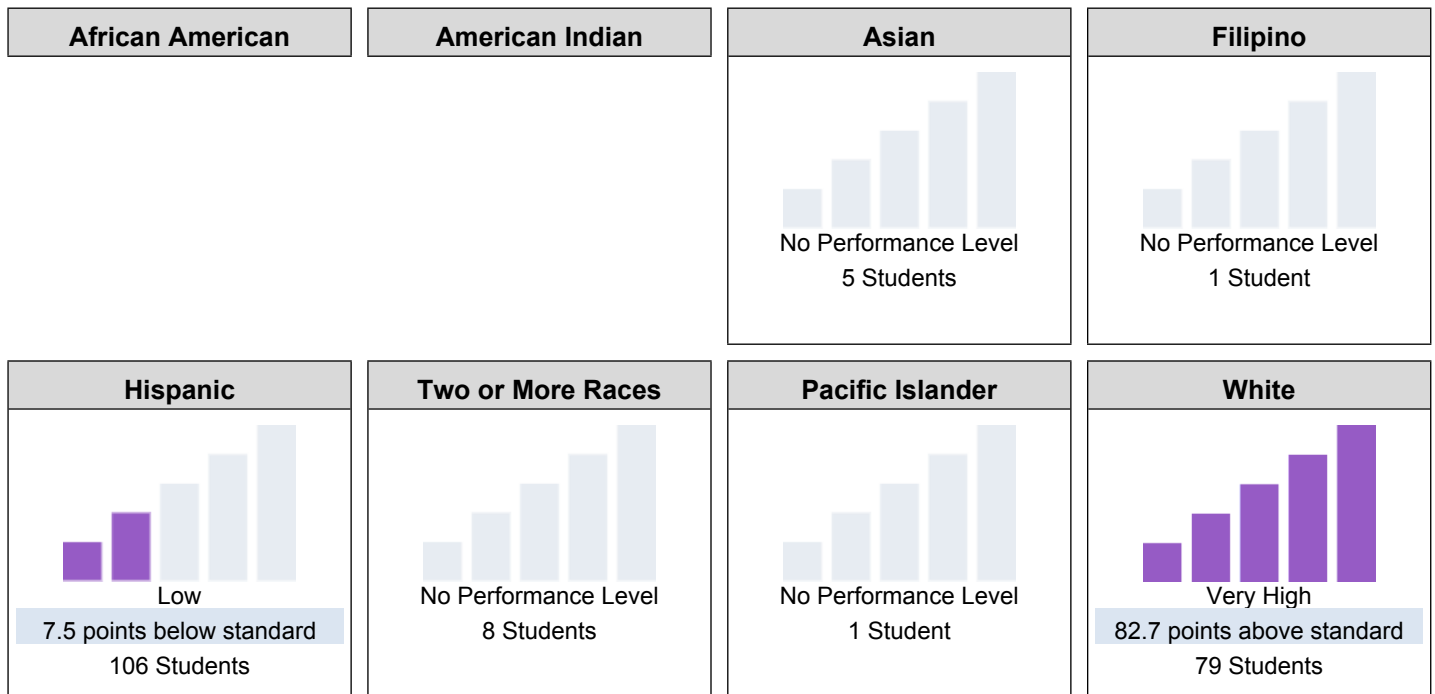
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
77.3 points below standard 18 Students	44.6 points above standard 27 Students	49.0 points above standard 148 Students

Conclusions based on this data:

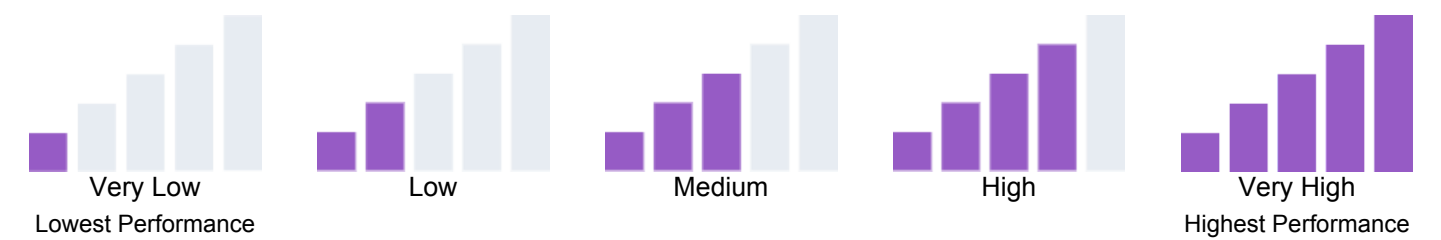
- English learners increased their English language arts/literacy performance, although there is still more progress to be made to close the gap between all students.
- Students identified as socioeconomically disadvantaged increased their language arts/literacy performance, although there is still more progress to be made to close the gap between all students.
- 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.

School and Student Performance Data

Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



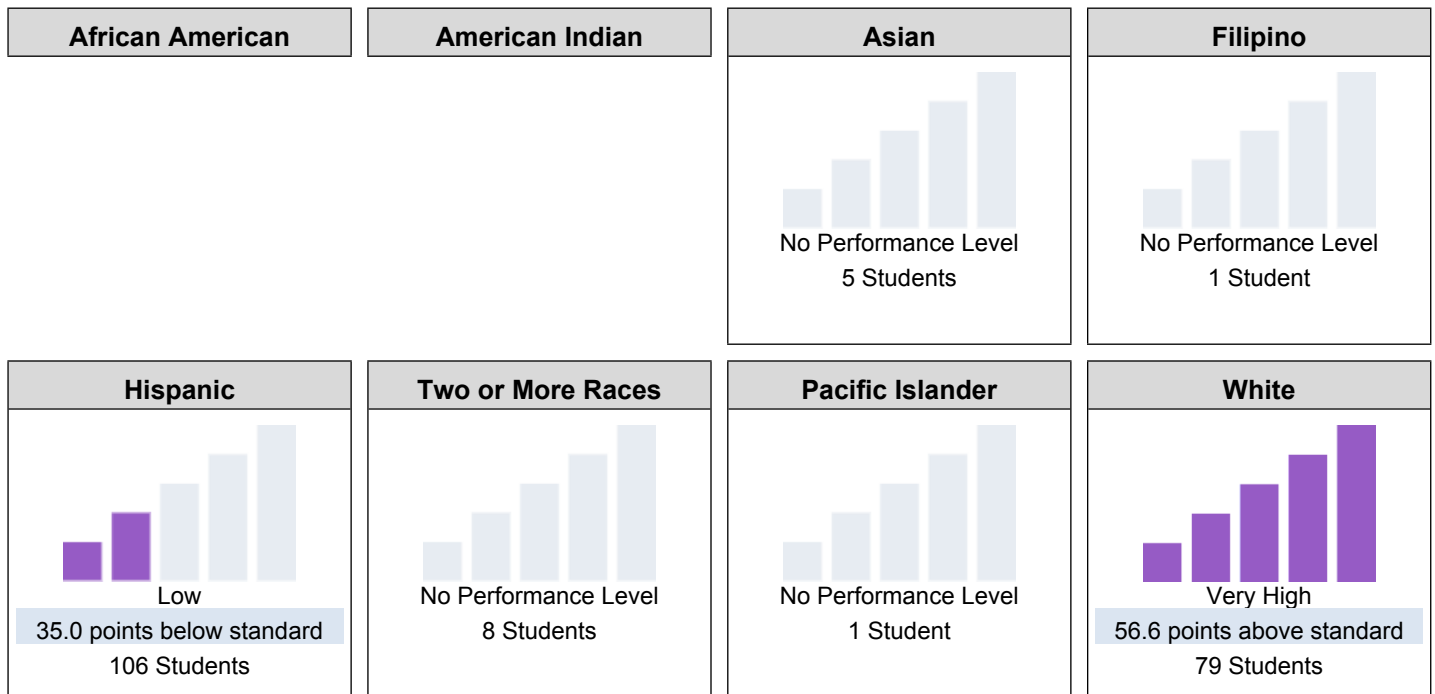
This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	Low	Medium	High	Very High
0	3	0	0	1

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students <p>High</p><p>10.8 points above standard</p><p>200 Students</p></div>	<div>English Learners <p>Low</p><p>25.8 points below standard</p><p>45 Students</p></div>	<div>Foster Youth</div>
<div>Homeless <p>No Performance Level</p><p>5 Students</p></div>	<div>Socioeconomically Disadvantaged <p>Low</p><p>46.9 points below standard</p><p>67 Students</p></div>	<div>Students with Disabilities <p>No Performance Level</p><p>143.2 points below standard</p><p>25 Students</p></div>

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
80.9 points below standard 18 Students	11.0 points above standard 27 Students	22.4 points above standard 148 Students

Conclusions based on this data:

- English learners increased their Math performance, although there is still more progress to be made to close the gap between all students.
- 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.
- Students with disabilities increased their Math performance, although there is still more progress to be made to close the gap between all students.

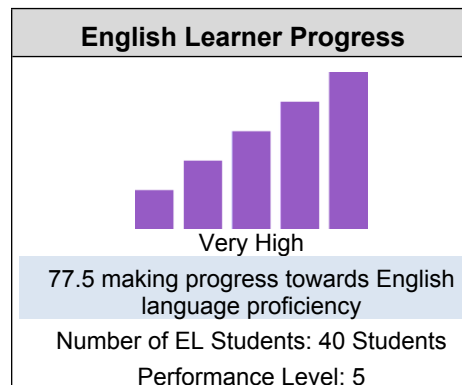
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 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.

2022 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
10.0%	12.5%	2.5%	75.0%

Conclusions based on this data:

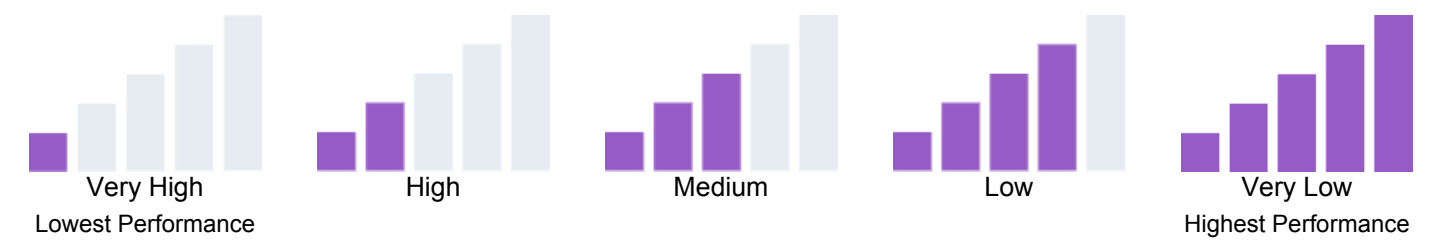
1. Approximately 78% of students made progress towards English language proficiency.
2. The number of EL students has decreased.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



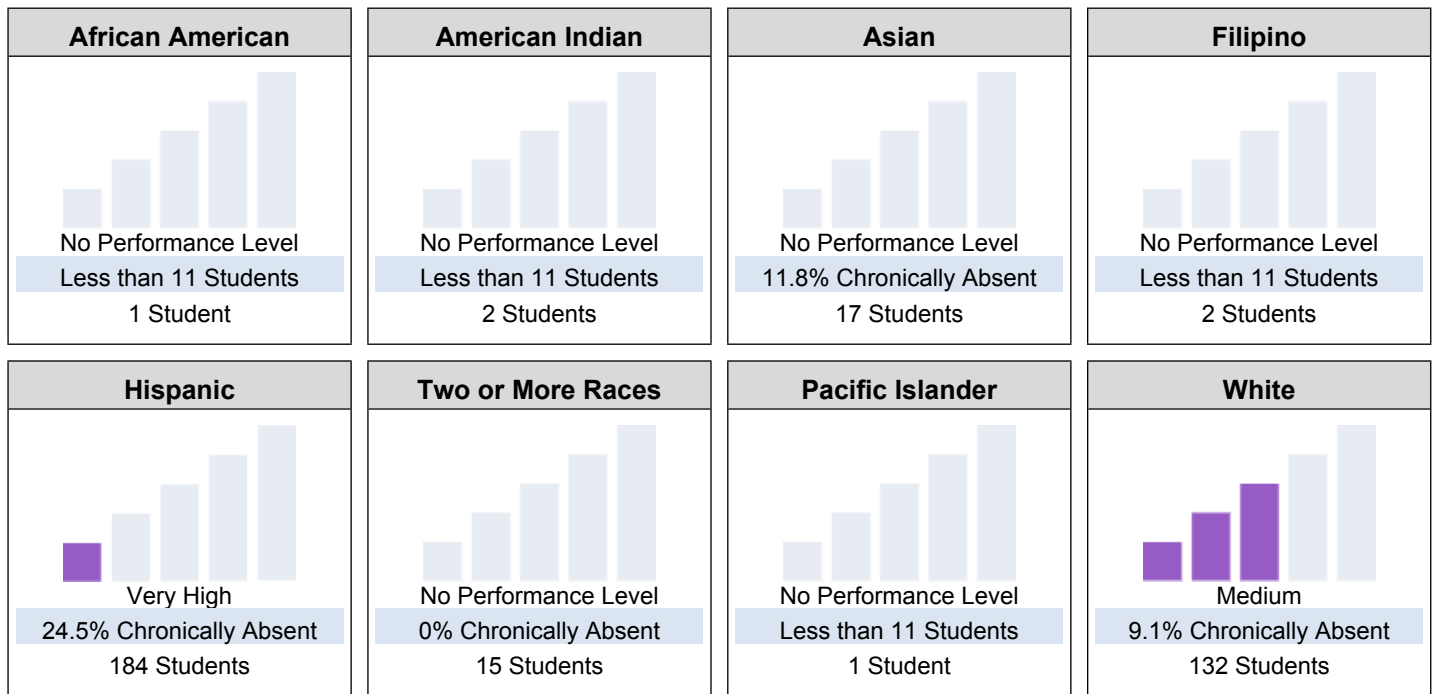
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
3	1	1	0	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>High</p> <p>16.9% Chronically Absent</p> <p>354 Students</p>	<p>High</p> <p>15.6% Chronically Absent</p> <p>64 Students</p>	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Level</p> <p>Less than 11 Students</p> <p>7 Students</p>	<p>Very High</p> <p>29.1% Chronically Absent</p> <p>117 Students</p>	<p>Very High</p> <p>29.3% Chronically Absent</p> <p>41 Students</p>

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

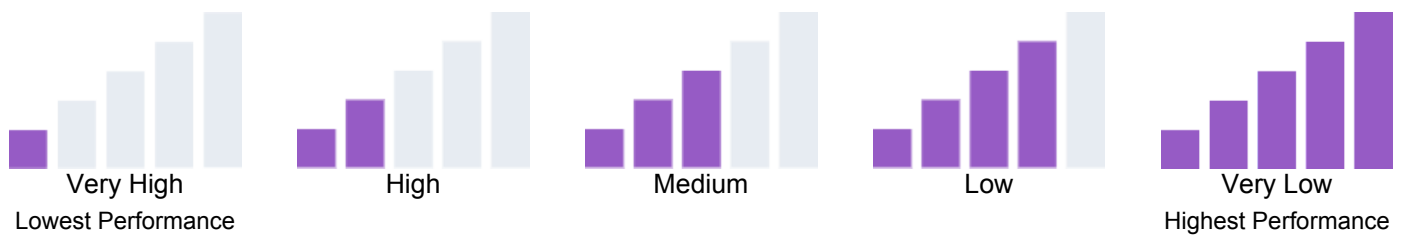
1. Chronic absenteeism remains an area for improvement.
2. 29.1% of students identified as socioeconomically disadvantaged have a very high proportion of students chronically absent.
29.3% of students identified with a disability have a very high proportion of students chronically absent.
24.5% of students identified as Hispanic have a very high proportion of students chronically absent.
3. 15.6% of students identified as English Learners have a high proportion of students chronically absent.

School and Student Performance Data

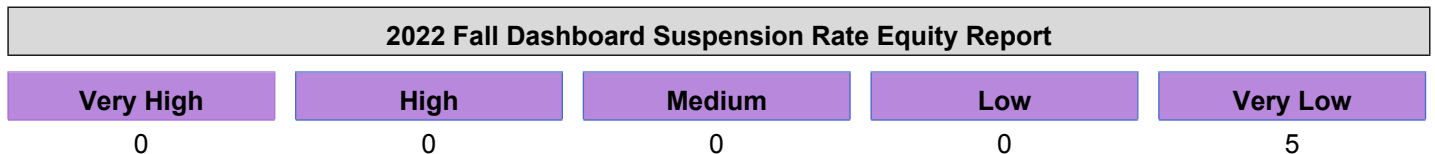
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

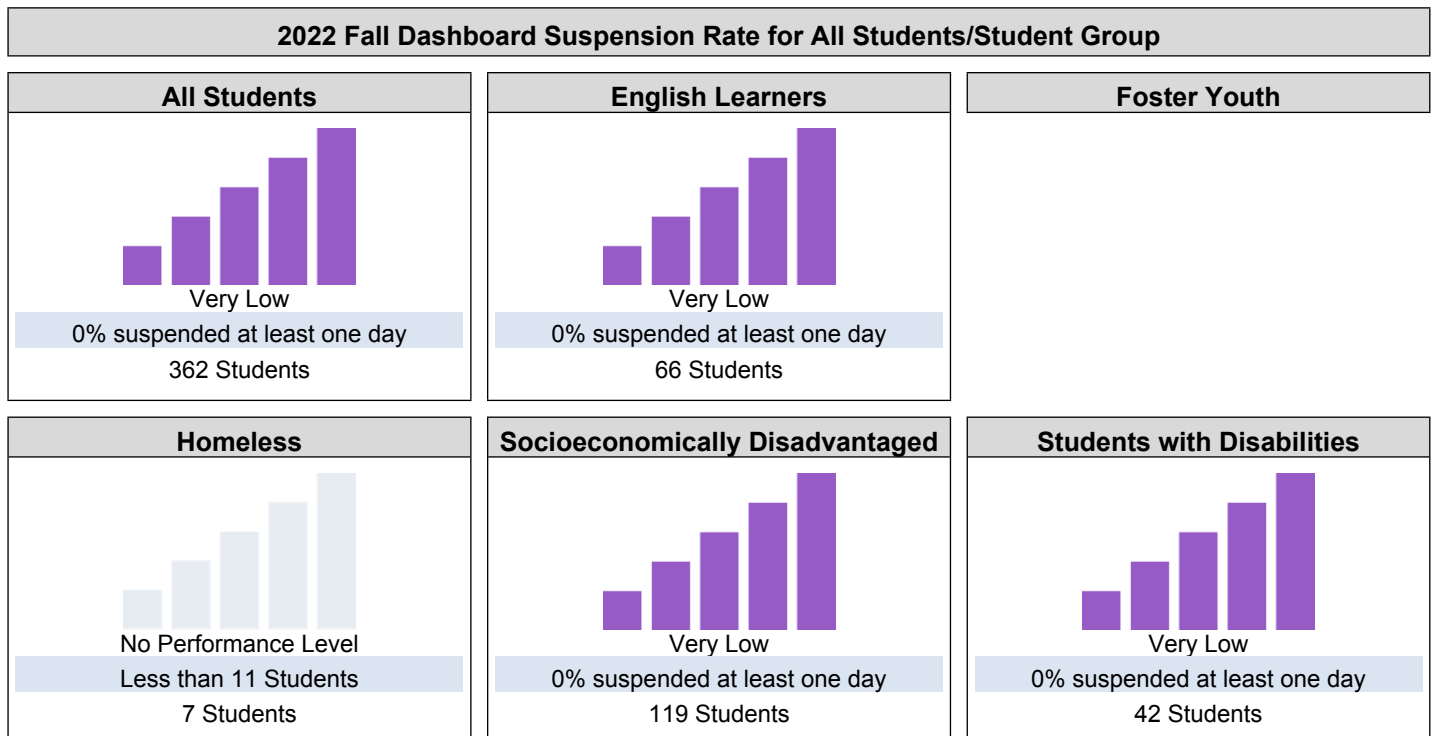
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



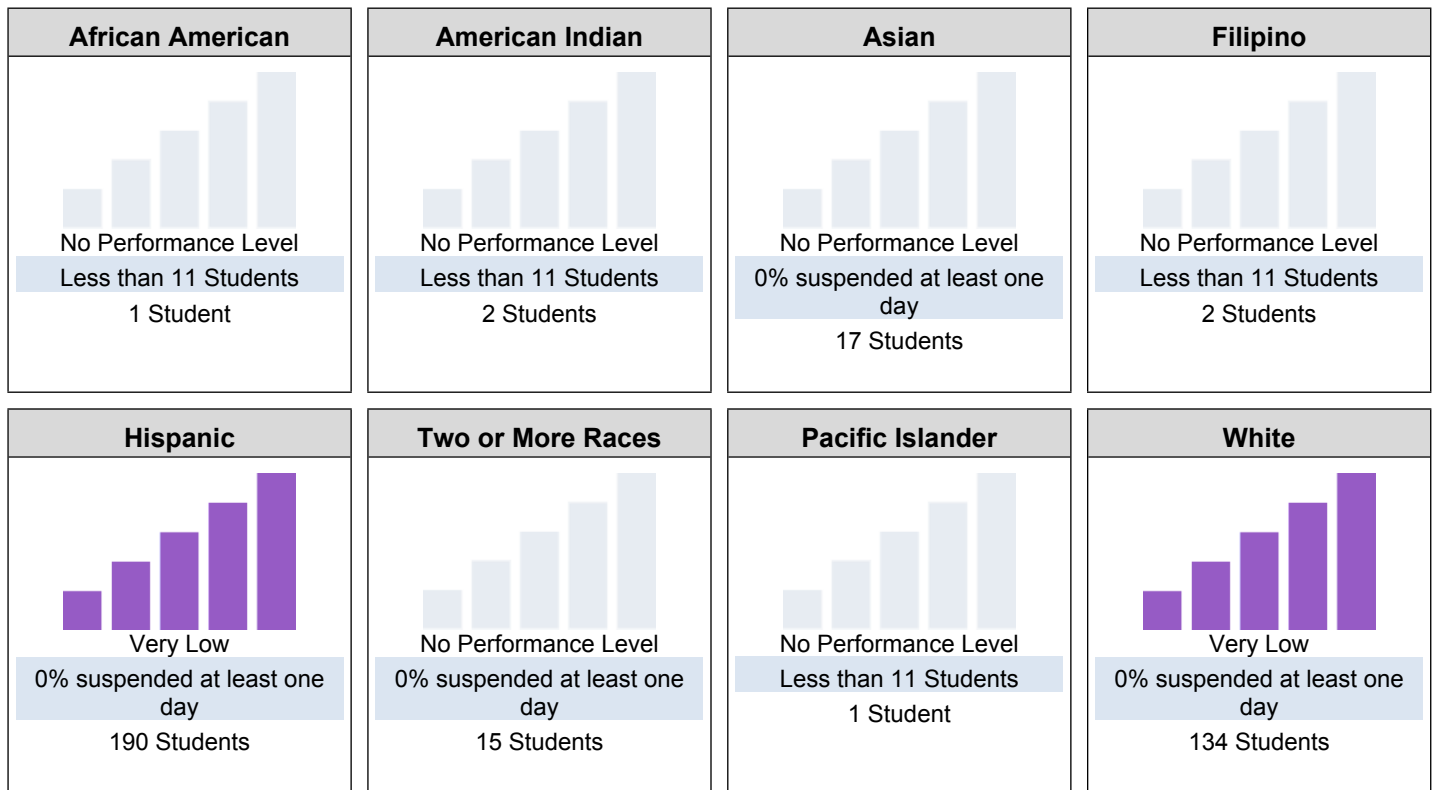
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. The suspension rate is very low with zero suspensions.
2. 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 4: All students, including students from various student groups such as low-income households, students learning English as an additional language, and students with disabilities, will demonstrate proficiency and growth in all subject areas.

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 2023 State (SBAC) and Local (STAR 360) data from Spring 2023 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>Spring 2023 Data</p> <p>Kindergarten: Early Literacy Proficiency Overall At/Above = 73.7% Student Group by Ethnicity* Latinx = 63.6% White = 75%</p> <p>*Only statistically significant student groups represented in data above.</p> <p>Kindergarten 62.5% Above Benchmark 7.5% At Benchmark 12.5% On Watch 10% Intervention 7.5% Urgent Intervention</p> <p>Spring 2022 Data</p> <p>Kindergarten: Early Literacy Proficiency</p>	<p>Early Literacy Data: Increase the number of students meeting and exceeding proficiency in Early Literacy by at least 5% (to 78.7%). 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
	<p>Overall At/Above = 72.5% Student Group by Ethnicity* Latinx = 52.6% White 88.2%</p> <p>*Only statistically significant student groups represented in data above.</p> <p>Kindergarten 73% Exceeded 5.4% At Benchmark 5.4% On Watch 5.4% Not Met 0% no data</p> <p>March 2021 Data</p> <p>Kindergarten 44% Above Benchmark 15% At Benchmark 17% On Watch 6% Intervention 10.8% Urgent Intervention</p>	
STAR 360 - Spring Data Early Literacy – Growth	<p>Spring 2023 Data</p> <p>Overall Typical/Above Average Growth = 84.6% Student Group by Ethnicity Latinx = 85.7% White = 100%</p> <p>*Only statistically significant student groups represented in data above.</p> <p>Kindergarten 57.9% High Growth 28.9% Typical Growth 13.2% Low Growth</p> <p>Spring 2022 Data</p> <p>Overall Typical/Above Average Growth = 82.5%</p>	100% of students will demonstrate typical/high growth (at least 100 points as measured by the Star Early Literacy).

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Student Group by Ethnicity Latinx = 66.7% White = 94.1%</p> <p>*Only statistically significant student groups represented in data above.</p> <p>Kindergarten 44.4% High Growth 41.7% Typical Growth 13.9% Low Growth</p> <p>Spring 2021 Data</p> <p>Overall Typical/Above Average Growth = 20% Student Group by Ethnicity Latinx = 20% White = 18.2%</p> <p>*Only statistically significant student groups represented in data above.</p> <p>Kindergarten 10% High Growth 31% Typical Growth 58% Low Growth</p>	
STAR 360 - Spring Data Reading – Proficiency	<p>Spring 2023 Data</p> <p>STAR 360 Reading Proficiency Overall At/Above = 69% Student Group by Ethnicity* Latinx = 47.8% White 87.5%</p> <p>*Only statistically significant student groups represented in data above.</p> <p>First Grade</p> <p>61.4% Above Benchmark 6.8% At Benchmark 15.9% On Watch</p>	<p>STAR360 Data: Increase the number of students meeting and exceeding proficiency in Reading as measured by the STAR 360 by at least 5% (to 74%). 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
	<p>6.8% Intervention 9.1% Urgent Intervention</p> <p>Second Grade</p> <p>64.1% Above Benchmark 2.6% At Benchmark 10.3% On Watch 5.1% Intervention 17.9% Urgent Intervention</p> <p>Third Grade</p> <p>56.5% Above Benchmark 6.5% At Benchmark 8.7% On Watch 19.6% Intervention 8.7% Urgent Intervention</p> <p>Fourth Grade</p> <p>54.9% Above Benchmark 21.6% At Benchmark 7.8% On Watch 9.8% Intervention 5.9% Urgent Intervention</p> <p>Fifth Grade</p> <p>72.1% Above Benchmark 9.3% On Watch 11.6% Intervention 7% Urgent Intervention</p> <p>Sixth Grade</p> <p>55.6% Above Benchmark 11.1% At Benchmark 20.4% On Watch 11.1% Intervention 1.9% Urgent Intervention</p> <p>Spring 2022 Data</p> <p>STAR 360 Reading Proficiency Overall At/Above = 67.1% Student Group by Ethnicity* Latinx = 49.4%</p>	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>White 85.3%</p> <p>*Only statistically significant student groups represented in data above.</p> <p>First Grade 60.5% Above Benchmark 7.9% At Benchmark 2.6% On Watch 10.5% Intervention 18.4% Urgent Intervention</p> <p>Second Grade 51.1% Above Benchmark 6.7% At Benchmark 8.9% On Watch 8.9% Intervention 24.4% Urgent Intervention</p> <p>Third Grade 56.6% Above Benchmark 3.8% At Benchmark 13.2% On Watch 17% Intervention 9.4% Urgent Intervention</p> <p>Fourth Grade 71.4% Above Benchmark 9.5% At Benchmark 4.8% On Watch 9.5% Intervention 4.8% Urgent Intervention</p> <p>Fifth Grade 63.8% Above Benchmark 8.6% At Benchmark 12.1% On Watch 10.3% Intervention 5.2% Urgent Intervention</p> <p>Sixth Grade 57.7% Above Benchmark 5.8% At Benchmark 13.5% On Watch 6.6% Intervention 13.5% Urgent Intervention</p>	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Spring 2021 Data</p> <p>STAR 360 Reading Proficiency Overall At/Above = 62.6% Student Group by Ethnicity* Latinx = 47.6% White 82%</p> <p>*Only statistically significant student groups represented in data above.</p> <p>First Grade 27% Above Benchmark 9% At Benchmark 6% On Watch 27% Intervention 30% Urgent Intervention</p> <p>Second Grade 32% Above Benchmark 8% At Benchmark 8% On Watch 10% Intervention 13% Urgent Intervention</p> <p>Third Grade 66% Above Benchmark 0% At Benchmark 9% On Watch 13% Intervention 13% Urgent Intervention</p> <p>Fourth Grade 61% Above Benchmark 14% At Benchmark 14% On Watch 9% Intervention 2% Urgent Intervention</p> <p>Fifth Grade 56% Above Benchmark 9% At Benchmark 7% On Watch 11% Intervention 18% Urgent Intervention</p> <p>Sixth Grade</p>	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Student Data no longer available</p> <p>Students have matriculated to SBUSD</p>	
STAR 360 - Spring Data Reading - Growth	<p>Spring 2023 Data</p> <p>Overall Typical/Above Average Growth = 71.4%</p> <p>Student Group by Ethnicity</p> <p>Latinx = 69%</p> <p>White = 71.4%</p> <p>*Only statistically significant student groups represented in data above.</p> <p>First Grade</p> <p>46.2% High Growth 25.6% Typical Growth 28.2% Low Growth</p> <p>Second Grade</p> <p>51.3% High Growth 30.8% Typical Growth 17.9% Low Growth</p> <p>Third Grade</p> <p>48.9% High Growth 33.3% Typical Growth 17.8% Low Growth</p> <p>Fourth Grade</p> <p>34% High Growth 36% Typical Growth 30% Low Growth</p> <p>Fifth Grade</p> <p>51.2% High Growth 27.9% Typical Growth 20.9% Low Growth</p>	<p>100% of students will demonstrate typical/high growth (at least 100 points as measured by the Star Reading).</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Sixth Grade</p> <p>24.1% High Growth 24.1% Typical Growth 51.9% Low Growth</p> <p>Spring 2022 Data</p> <p>Overall Typical/Above Average Growth = 65.9%</p> <p>Student Group by Ethnicity Latinx = 64.5% White = 66.7%</p> <p>*Only statistically significant student groups represented in data above.</p> <p>First Grade 19.4% High Growth 33.3% Typical Growth 47.2% Low Growth</p> <p>Second Grade 46.7% High Growth 31.1% Typical Growth 22.2% Low Growth</p> <p>Third Grade 34.6% High Growth 21.2% Typical Growth 44.2% Low Growth</p> <p>Fourth Grade 52.4% High Growth 23.8% Typical Growth 23.8% Low Growth</p> <p>Fifth Grade 36.2% High Growth 27.6% Typical Growth 36.2% Low Growth</p> <p>Sixth Grade 42.3% High Growth 25% Typical Growth</p>	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>32.7% Low Growth</p> <p>Spring 2021 Data</p> <p>Overall Typical/Above Average Growth = 66.9%</p> <p>Student Group by Ethnicity</p> <p>Latinx = 60.4%</p> <p>White = 75.6%</p> <p>*Only statistically significant student groups represented in data above.</p> <p>First Grade</p> <p>18% High Growth</p> <p>12% Typical Growth</p> <p>70% Low Growth</p> <p>Second Grade</p> <p>33% High Growth</p> <p>36% Typical Growth</p> <p>31% Low Growth</p> <p>Third Grade</p> <p>64% High Growth</p> <p>12% Typical Growth</p> <p>24% Low Growth</p> <p>Fourth Grade</p> <p>47% High Growth</p> <p>40% Typical Growth</p> <p>14% Low Growth</p> <p>Fifth Grade</p> <p>44% High Growth</p> <p>29% Typical Growth</p> <p>27% Low Growth</p> <p>Student Data no longer available</p> <p>Students have matriculated to SBUSD</p>	
SBAC - Spring Data	Spring 2023 Data	Increase the number of students meeting and

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Overall English Language Arts/Literacy Achievement	<p>Overall Typical/Above Average Growth = 67.2%</p> <p>Student Group by Ethnicity</p> <p>Latinx = 43.7%</p> <p>White = 90.8%</p> <p>*Only statistically significant student groups represented in data above.</p> <p>Third Grade</p> <p>36.4% Exceeded</p> <p>22.7% Met</p> <p>27.3% Nearly Met</p> <p>13.6% Not Met</p> <p>Fourth Grade</p> <p>34% Exceeded</p> <p>32% Met</p> <p>16% Nearly Met</p> <p>18% Not Met</p> <p>Fifth Grade</p> <p>57.1% Exceeded</p> <p>9.5% Met</p> <p>14.3% Nearly Met</p> <p>19% Not Met</p> <p>Sixth Grade</p> <p>45.3% Exceeded</p> <p>30.2% Met</p> <p>15.1% Nearly Met</p> <p>9.4% Not Met</p> <p>Spring 2022 Data</p> <p>Overall Typical/Above Average Growth = 67.6%</p> <p>Student Group by Ethnicity</p> <p>Latinx = 46.8%</p> <p>White = 90%</p> <p>*Only statistically significant student groups represented in data above.</p> <p>Third Grade</p> <p>40% Exceeded</p> <p>31% Met</p>	<p>exceeding proficiency in Reading as measured by the SBAC to 73%. Decrease the number of students not meeting proficiency to less than 15%.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>15% Nearly Met 14% Not Met</p> <p>Fourth Grade 45% Exceeded 21% Met 10% Nearly Met 24% Not Met</p> <p>Fifth Grade 43% Exceeded 28% Met 15% Nearly Met 14% Not Met</p> <p>Sixth Grade 31% Exceeded 31% Met 21% Nearly Met 17% Not Met</p> <p>Spring 2020 & 2021 data unavailable due to COVID-19 Pandemic and school closures statewide</p> <p>Spring 2019 Data 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 31% Met 22% Nearly Met 17% Not Met</p> <p>Sixth Grade 23% Exceeded 38% Met 25% Nearly Met</p>	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	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

Most grade levels have new team members this school year so ensuring that they use their regularly scheduled times to meet as a Professional Learning Team (PLT) is critical to analyze student data and work samples using a data protocol to guide the data discussion, including a specific method for analyzing common errors and misconceptions that lead to actions. They will create rosters for Tier 2 and Tier 3 groups based on common misconceptions and errors at the conceptual level of understanding and make a progress monitoring plan for targeted intervention/extension time.

Additional support staff will be 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)

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

Teams will discuss and model for each other best practice instructional strategies and curriculum implementation to determine next steps and to create a plan to reteach. The emphasis will continue to be on improving Tier I core initial instruction, scaffolding, and differentiation within the class environment. Instruction will align with the level of rigor each essential standard and learning target requires.

Teachers will communicate the conclusions from the data analysis with support staff (LCT, Tier 2, SpEd, related services and principal).

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

Teachers will participate in ongoing professional development during staff meetings, PLT time or other professional development opportunities to support their skills in how to access and analyze data (from Renaissance Learning, Schoolzilla and DIBELs) with an emphasis on disaggregating data by ethnicity or student's with IEPs to address achievement gaps currently in evidence. Teams obtain data, in a format they can analyze, in a timely manner to target Tier 2 interventions. Teachers will also continue to actively build their skills and knowledge of effective PLC teams guided by our Guiding Coalition and focused work from our book study from Best Practices at Tier 2. There will be differentiated support based on team needs.

Grade levels will participate in Los Angeles County's Office of Education Literary training in the explicit and systematic reading strategies.

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

Teachers in a collaborative PLT know (and agree upon) what the student should be able to show as evidence of their learning by the end of the lesson. Teams have a shared understanding of what each essential standard means and what it looks like when a student demonstrates it at the proficient or higher level. PLTs will unpack standards and create learning targets to include all steps needed to master the essential standard.

Teams will begin to create rubrics for essential standards as evidence of this.

The essential standards in the form of "I Can" statements are discussed and posted for lessons. Students can state what they are expected to learn in a lesson. Students can state why they are learning this essential standard.

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 5

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

Teams create common end-of-unit assessments and formative measures before beginning a unit of instruction. Teams create common end-of-unit assessments that align with the rigor of the essential standards and use the most appropriate method to assess. (These are identified areas of need by 82% of the staff from Chapter 4 of Best Practices at Tier 2).

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: 2022-23

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.

Strategy 1 - 3: PLC Work & PD
Professional Learning Teams (PLTs) met regularly to analyze data from common formative assessments and district benchmarks that were based on essential standards. Ethnicity was added to all data sheets to incorporate into their analysis process. Teachers mostly used CFAs, STAR 360 and DIBELs data for analysis. Schoolzilla is not as frequently accessed by them. Grade level teams supported each other and used site support (Principal and LCT) for developing data analysis skills. Their team meeting notes along with linked documents of the work they have done is evidence of this progress. Within their PLT time, teams determined targets for intervention and extension needs, developed Tier 2 and Tier 3 rosters, and monitored student progress. Grade level teams also began to incorporate the discussion of instructional strategies for essential standards for all Tiers of instruction. Additionally discussions around scaffolding and differentiation strategies

for initial Tier 1 instruction were part of their collaborative conversations. This will continue to be an area of focus. Work on supporting CFA analysis with a data protocol is an area of support for the coming year. For 2023-24 grade level teams will create rubrics to better analyze and calibrate work samples. Additional training will continue for new and developing teachers on how to use Schoolzilla to run reports and how to utilize DIBELS for reports and instructional materials.

Strategy 4: Communication

Teachers communicate regularly with parents and listen to their concerns. Communication is in the form of in person or phone calls, Parent Square messages, STAR 360 reports, report cards, parent conferences and SST meetings.

Strategy 5:

Student math progress was monitored through STAR 360 this year. Data was analyzed and disaggregated by ethnicity. It was used to develop the rosters for intervention needs and progress monitoring. Academic vocabulary and comprehension was an area of focus for math support and will continue to be next year as well.

PLT teams are more significantly in alignment with each other, which supports uniform access to learning for all students. There will be new grade level teams next year so this process will be starting for some and becoming more developed for others. We expect to see improvements in student outcomes on State and local assessments.

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 steps forward remain with an intent to continue to improve our work as a Professional Learning Community. We will examine our Tier I core instructional strategies, including what we can do to differentiate and scaffold within core instruction to support the success of all students. We will continue to provide and improve our systematic targeted intervention/extension (Tier 2 & Tier 3) time for students. The curriculum, instructional strategies, and skills to target will be discussed during PLC time teams have together. We will explicitly focus on examining students' growth to measure adequate progress and take actions to intervene where growth is not typical or above average. We will also focus on the discrepancy between the proficiency levels of our statistically significant subgroups in order to reduce this gap. Our school strives to improve its PLC practices. Grade level PLTs will indicate their next areas of development in the stages of becoming an exemplary PLT. They will inform and improve their practices through professional development and guidance by members of the Guiding Coalition at staff meetings and during PLT time. These identified areas will be highlighted in our strategies.

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 1: All students learning English as an additional language (Multilingual Learners) will increase their overall English proficiency and academic achievement.

Goal 2

All students, specifically including students learning English as an additional language (Multilingual Learners), will increase their frequency and complexity of oral and written 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. ELPAC scores indicate that written expression is an area that continues to be an area that needs to be developed.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Level Progress	<p>2023 Summary Data:</p> <p>Number of MLs at the 2022 results was 40 students. Number of MLs at the end of Spring 2023 was 33 students.</p> <p>27 of 39 scored at the proficient level on ELPAC - 69.2%</p> <p>English Learners scoring levels 1: 12.8% English Learners scoring levels 2: 17.9% English Learners scoring levels 3: 53.8% English Learners scoring levels 4: 15.4%</p> <p>Dashboard Data for 2022: 77.5% of ML students made progress towards English language proficiency.</p>	All multilingual learners will progress at least one level (or maintain a level 4)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<ul style="list-style-type: none"> ----- <p>2022 Summary Data: (Dashboard Data will not be used next year.)</p> <p>English Learners Progressed at least 1 level: 44%</p> <p>English Learners Maintained their level: 35%</p> <p>English Learners Decreased at least 1 level: 2%</p> <p>English Learners scoring levels 1: 4%</p> <p>English Learners scoring levels 2: 13%</p> <p>English Learners scoring levels 3: 52%</p> <p>English Learners scoring levels 4: 31%</p> <p>2019 Dashboard Data: English Learners Progressed at least 1 level: 35%</p> <p>English Learners Maintained a level 4: 16.6%</p> <p>English Learners Maintained levels 1-3H: 21.6%</p> <p>English Learners Decreased at least 1 level: 26.6%</p>	
2022-2023 Fall to Spring STAR 360 Reading Growth	<p>2022-2023: % Students Typical/High Growth: English Language Learner = 72.2%</p> <p>Initially Fully English Proficient = 80%</p> <p>Reclassified Fully English Proficient = 66.7%</p> <p>Non-English Language Learner = 79.5%</p> <p>2021-2022: % Students Typical/High Growth: English Language Learner = 67.6%</p> <p>Initially Fully English Proficient = 77.8%</p>	All multilingual learners will make typical or high growth on the STAR 360 reading assessment

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Reclassified Fully English Proficient = 60.7% Non-English Language Learner = 65.6% 2020-2021: % Students Typical/High Growth: English Language Learner = 65.6% Initially Fully English Proficient = 37.5% Reclassified Fully English Proficient = 68.3% Non-English Language Learner = 90.9%	

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

Strategy/Activity

All multilingual learners will participate daily in 30 minutes of high-quality, designated English Language Development (ELD) focused on ELD Standards and ELPAC preparation. Groups will be arranged by language proficiency levels in small groups with a low student to teacher ratio. Teachers will utilize Wonders Designated ELD curriculum, ELPAC preparation materials and SBCEO resources.

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

Strategy/Activity

During the 2023-2024 school year, teachers will be intentional with their integrated English language development strategies used throughout the school day. Teachers will use planned, structured academic conversations and routines to increase the frequency and complexity of student talk throughout the school day. Productive partners or groups with defined roles, routines for talking will be regularly used. (Majority is student talk.)

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

Strategy/Activity

The ELlevation student information system, specifically generating data for multilingual learners (ML) or Reclassified Proficient students, will be used by teachers to analyze their ML's progress on each domain of the ELPAC assessment to determine the specific areas of needed growth for each ML. All teachers will receive training on how to access reports and differentiated support will be provided for those that require it.

Teachers will know which students are MLs and/or Latinx. They will monitor both MLs and RFEP students to ensure progress and proficiency is achieved and communicate progress with families. Grade level data documents will list this information as well for teachers.

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

Strategy/Activity

Teachers will use the ELPAC preparation materials and SBCEO materials to familiarize ML students with different ELPAC task types identified in ELlevation as needing additional practice and support.

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 5

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Review and monitor ML students with SOA to identify students with chronic absenteeism (10% or 18 days of school year). Work with community liaison to identify families and support with plans and potential Expanded Learning participation.

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 6

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

During the 2023-2024 school year, we will continue to consult with Dr. Carlos Pagan, SBCEO, to focus on specific instructional strategies and resources for use during Integrated English Language Development time with a focus on SBAC preparation.

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: 2022-23

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.

With lessons learned through our previous efforts with Master scheduling and professional learning community work (PLCs) with Dr. Carlos Pagán as the bedrock of our instruction the last two years, we maintained a focus on the most essential language learning skills for our Emerging Multilingual Learners (formerly English Language Learners). Teachers' experience with Grade level PLCs collaboration to analyze the ELPAC summative assessments as well as discussion of effective instructional strategies for EML students continued to be a primary focus especially since we had many grade level changes and or new staff. PLC teams are more significantly in alignment with each other, which supports uniform access to learning for all students. We expect a continued improvement on State and local assessments as an outcome of these efforts. Initial ELPAC results indicate several grade levels showed strong growth this year and students have been reclassified as a result. We will continue to focus on explicit instruction in all the domains. We will continue with support from Dr. Carlos Pagan for our upper grade students with a focus on integrated ELD strategies this coming year.

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.

Support from Dr. Pagan will switch to a focus on integrated ELD. We did not get to the pilot of the SOLOM formative assessment as this is a tool the new principal was unfamiliar with using. There is a shift to an emphasis in the focus on ensuring teachers know who their ELs are and know how to analyze their proficiency levels to best facilitate growth.

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

Culture and Climate

LEA/LCAP Goal

Goal 2: All students will increase their development of social, emotional, and behavioral skills to improve students' access to academic learning through a positive school climate.

Goal 3

All Hollister School students will increase their development of social, emotional, and behavioral skills, which will improve students' access to academic learning, increase their sense of belonging, increase positive attendance, and generally support a positive school climate.

Identified Need

Through our LCAP Survey of 2nd and 6th Grade Students, the Equity Audit Survey of staff and families, Office Discipline Referrals data (Schoolzilla), DESSA mini data, teachers, parents, staff, and leadership indicated that the social-emotional and behavioral needs of students may inhibit the potential academic progress and mental wellness of our students. A review of the data related to social, emotional and behavioral progress indicates that the District would benefit from more data in order to more accurately understand students' specific needs. We have currently minimal quantitative data to define the specific issues, though we are building resources to collect this information.. However, qualitative input from staff, leadership, parents, and students strongly indicates a strong sense of social-emotional and behavioral challenges across grade levels. Given the uniform recommendation from a broad array of educational partners to focus on the development of social, emotional, and behavioral skills, it is important that we address student needs in this area.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP Survey 2nd/6th Grade Students	<p>Student Climate Surveys, Spring 2023 2nd & 6th grades</p> <p>I feel like I belong at this school: 6th grade Strongly Agree = 15.5% Agree = 51.7% Neutral = 32.7% Disagree = 0% Strongly Disagree = 0%</p> <p>2nd grade Agree = 68.4% Don't Know = 28.9%</p>	<p>Student climate surveys should reflect that all students and staff feel like they belong at school, that they think learning is fun, and that students and staff at their school are friendly. *Disaggregated data will reflect minimal disparity between subgroups of student population on achievement assessments.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Disagree = 2.6%</p> <p>I have fun learning: 6th grade Strongly Agree = 13.7% Agree = 22.4% Neutral = 41.3% Disagree = 18.9% Strongly Disagree = 3.4%</p> <p>2nd grade Agree = 57.8% Don't Know = 31.5% Disagree = 10.5%</p> <p>Students at my school are friendly: 6th grade Strongly Agree = 15.5% Agree = 27.5% Neutral = 43.1% Disagree = 12% Strongly Disagree = 1.7%</p> <p>2nd grade Agree = 10.5% Don't Know = 26.3% Disagree = 10.5%</p> <p>Student Climate Surveys, Spring 2022 2nd & 6th grades</p> <p>I feel like I belong at this school: 6th grade Strongly Agree = 27.7% Agree = 55.5% Neutral = 16.6% Disagree = 0% Strongly Disagree = 0%</p> <p>2nd grade Agree = 85.7% Don't Know = 9.5% Disagree = 4.7%</p> <p>Learning is fun at my school: 6th grade</p>	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Strongly Agree = 16.6% Agree = 50% Neutral = 33.3% Disagree = 0% Strongly Disagree = 0%</p> <p>2nd grade Agree = 80.9% Don't Know = 14.2% Disagree = 4.7%</p> <p>Students at my school are friendly: 6th grade Strongly Agree = 27.7% Agree = 55.5% Neutral = 16.6% Disagree = 0% Strongly Disagree = 0%</p> <p>2nd grade Agree = 71.4% Don't Know = 16.6% Disagree = 4.7%</p>	
Equity Audit Survey of staff and families	<p>GUSD Equity Audit not completed Spring 2023</p> <p>GUSD Equity Audit Spring 2022 Student Climate Has someone told you about an incident when a student or students has said something racist? Yes: 24.9% No: 54.7% Not Sure/I don't know: 20.4%</p>	<p>Student Climate We will prioritize establishing a student climate where interpersonal peer racism is not tolerated and targets of racism receive institutional support. By the end of the year we will develop clear school wide anti-discrimination practices that are posted in each classroom and discussed regularly by teachers with students and parents.</p>
Office Discipline Referrals & Suspension data (Schoolzilla)	<p>2022-2023 School Year</p> <p>Office Referral Rates All students = 11.6% Asian = 7.4% Black = 0% English Learners = 5.7%,</p>	<p>Reduce the number of level 3 offense office referrals. Reduce the overall number of level 2 and level 1 offenses. Minimize disparity between subgroups of student population in office referrals.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Latinx = 11.8%, White = 12.5% Students with Disabilities =20%</p> <p>Suspension Rates All students = 0.8% Asian = 0%, English Learners = 0% Latinx = 1.6% White = 0%, Students with Disabilities = 2.5%</p> <p>Socioeconomically Disadvantaged numbers are unavailable through this platform</p> <p>2021-2022 School Year</p> <p>Office Referral Rates All students = 3.7% Asian = 1.3% Black = 4.3% English Learners = 4.1%, Latinx = 4.3%, White = 3.8% Students with Disabilities = 6.9%</p> <p>Suspension Rates All students = 0.1% Asian = 0%, English Learners = 0% Latinx = 0.1% White = 0.1%, Students with Disabilities = 0.3%</p> <p>Socioeconomically Disadvantaged numbers are unavailable through this platform</p>	
DESSA - mini	<p>Spring 2023</p> <p>School- wide 26% Strength (112 students)</p>	<p>School psychologist and MTSS team will collaborate to begin the process of outlining tier 1, tier 2, and tier 3 social-</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>55% Typical (170 students) 8% Needs Instruction (29 students)</p> <p>Kindergarten 11% Strength (112 students) 76% Typical (170 students) 14% Needs Instruction (5 students)</p> <p>First Grade 33% Strength (14 students) 53% Typical (23 students) 14% Needs Instruction (6 students)</p> <p>Second Grade 33% Strength (13 students) 49% Typical (19 students) 18% Needs Instruction (7 students)</p> <p>Third Grade 36% Strength (16 students) 60% Typical (27 students) 4% Needs Instruction (2 students)</p> <p>Fourth Grade 40% Strength (20 students) 56% Typical (28 students) 14% Needs Instruction (2 students)</p> <p>Fifth Grade 33% Strength (14 students) 60% Typical (26 students) 7% Needs Instruction (3 students)</p> <p>Sixth Grade 57% Strength (31 students) 35% Typical (19 students) 7% Needs Instruction (4 students)</p> <p>Spring 2022</p>	<p>emotional and behavior skills and supports as indicated by DESSA results. Teams will review the resources that Aperture/Second Step resources provide for support of skills "Needing Instruction" as indicated by this assessment.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Kindergarten 32% Strength 59% Typical 9% Needs Instruction</p> <p>First Grade 42% Strength 50% Typical 8% Needs Instruction</p> <p>Second Grade 20% Strength 71% Typical 10% Needs Instruction</p> <p>Third Grade 12% Strength 70% Typical 8% Needs Instruction</p> <p>Fourth Grade 33% Strength 63% Typical 5% Needs Instruction</p> <p>Fifth Grade 29% Strength 55% Typical 16% Needs Instruction</p> <p>Sixth Grade xx% Strength xx% Typical xx% Needs Instruction</p>	
Chronic Absenteeism	<p>Schoolzilla, Chronic Absence (% of students absent 10% or more days enrolled)</p> <p>May 2022-2023</p> <p>GUSD = 21.4% Hollister = 27.4% By Subgroup: Intentionally left blank: 33.3% Asian = 22.2% Black = 0% English Learners = 22.9%, Latinx = 31.6%,</p>	The chronic absenteeism will significantly decline (less than 10%) rate of chronic absenteeism.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>White = 22.8%</p> <p>Students with Disabilities = 35%</p> <p>Schoolzilla, Chronic Absence (% of students absent 10% or more days enrolled)</p> <p>April 2021-2022</p> <p>GUSD = 23.1%</p> <p>Hollister = 20.5%</p> <p>By Subgroup:</p> <p>Intentionally left blank: 54.5%</p> <p>Asian = 14.8%</p> <p>Black = 13%</p> <p>English Learners = 23.9%,</p> <p>Latinx = 29.6%,</p> <p>White = 10.7%</p> <p>Students with Disabilities = 25.2%</p>	

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 development will continue for Positive Behavior Intervention and Supports (PBIS) through a partnership with Santa Barbara County Office of Education regarding PBIS system development, training, and coaching to support staff, students, and families with the implementation of positive behavioral and academic systems of support.

We will continue our partnership with UCSB for Power of Play (POP) undergraduate students in the school of psychology who provide conflict resolution and organized play activities during recess for 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)

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

Teachers will administer and monitor Mini Dessa data and utilize second step and Mini Dessa lessons to address the indicated areas of growth.

Teachers will explicitly model and practice the expected behaviors outlined in the Hollister Behavior Matrix. Site created videos will also be utilized. Lesson plans from Mini-Dessa results will also be used to support students' social emotional 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)

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

An increase in positive attendance, a decrease in truancy and tardies, will be supported by regular attendance monitoring, Student Study Teams, and progressive SARB meetings as indicated by our site and District attendance policy. Specific attention will be given to monitor and respond to students with IEPs to support regular attendance.

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

On site DEI committee will be created to provide professional development to staff to include the following:

Incorporate role playing activities using Speak Up at School materials. Using pocket guide strategies: Interrupt, Question, Educate, Echo
Provide trainings during the day for Playground Supervisors and other classified staff.
Keeping DEI efforts, conversations and education happening across the year.
Our DEI committee will seek teacher input via survey and this input will guide our site based work.
Our DEI Leads will attend the CTA sponsored Equity Teams and Social Justice Committee Training, Community Building and Support Meeting on 10/12/23.

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 5

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

Maintain progressive discipline and restorative practices as appropriate. Decrease the number of discipline referrals as recorded through student database reports. Report racial slurs to Pupil Services.

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 6

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

Create welcoming campuses for students, staff and families. Every attempt to acknowledge different cultures and languages will be made. Making efforts to create mirrors for students in literature, staffing, parent participation and assemblies will be a priority.
Staff will be intentional about learning how to pronounce student/parents' names
Students will learn about various holiday celebrations.
Provide ongoing interpretation and translation to families speaking English as a second language.
Encourage community members to apply for district and site positions and seek to increase diversity at our sites when possible. (DELAC, DAC, SSC, ELAC, PTA, GES).

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: 2022-23

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.

This year Positive Behavior Intervention and Support (PBIS) training was implemented at Hollister with a focus on Tier 1 (all students). In the second half of the year, a behavior matrix was created and implemented school wide. A system to track and input level 1, 2 or 3 behaviors was created and has been made easily accesible to all staff with a QR code. This data will be analyzed in an ongoing fashion by the PBIS team to determine problem behaviors in order to make modifications to address them.

Lesson plans and videos for teaching behavior were created to be implemented next year. The token economy was developed and rolled out for a trial run in the last month of school. We saw many positive effects from all aspects of the PBIS trainings and office referrals began to decrease.

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.

This goal will be more specific in addressing our PBIS focuses. There will be more of a focus on Diversity, Equity and Inclusion. These steps will have a positive effect on school climate, culture and social emotional well-being for all.

Hollister School								
	Funding Allocation	School Budget Amount	Other Funding Budget Amount	Funding Source	SPSA Goal / Action			
COST ITEMS								
Funding								
General Education	56,320							
Supplemental Curriculum								
Licenses & Subscriptions								
Lexia		\$6,105			Goal 1, Action 1			
Accelerated Reader		\$1,520			Goal 1, Action 1			
Dreambox Reading Plus		\$2,157			Goal 1, Action 1			
Reading A-Z		\$132			Goal 1, Action 1			
Supplies & Duplicating								
Duplicating (Copiers)	12,320							
Printer Costs (ink/toner/repair/other)		\$5,570						
Paper								
White Paper		\$6,000						
White Cardstock		\$500						
Colored Cardstock		\$250						
Office Materials and Supplies	1,056							
Laminating Film		\$600						
Butcher Paper Rolls		\$350						
Construction Paper 12*18		\$60						
Construction Paper 18*24		\$46						
Additional Office Supplies		\$1,000	\$1,500	PTA				
Paper Shredder								
Paper Cutter 24 x 24								
Big End of Year Order for Classroom Supplies		\$10,201						
Basic Storeroom Supplies (paper, crayons, pens, etc.)		\$2,500						
Headphones		\$800						
Hollister Friday Folders		\$816						
Student Agendas		\$1,177						
Teacher Planners		\$48						
Per Teacher Classroom Materials (PTA) (each teacher)			\$350	PTA				
New Teacher (PTA) (each teacher)			\$450	PTA				
SpEd Discretionary Funds	\$900	\$900						
New Teacher Allocation	\$500	\$500			*Jenny			
State Preschool Supplies	\$300	\$300						
SpEd Preschool Supplies	\$300	\$300						
Art Specialist Additional Supplies	\$250	\$250						
STEAM Specialist Incidental Supplies	\$100	\$100						
Library Specialist Allocation- Refresh with DEI Lens	\$2,500	\$2,500			Goal 3, Action 6			
Math Manipulatives	\$1,000	\$1,000						
Science Materials	\$1,000	\$1,000						
Health Office Supplies								
Medical Supplies	\$1,000	\$1,000						
Professional Development								
Anthony Muhammad					Goal 1, Action 1-5			
Teacher Compensation		\$630						
CAPS Network								
Fee per teacher (\$750/teacher)		\$2,250			Goal 1, Action 3			
Subs per teacher (\$210/day)		\$3,780			Goal 1, Action 3			
Mileage (900 Miles) @ \$0.655/mile (2023 federal rate)		\$590			Goal 1, Action 3			
Additional SBCEO Materials or ELPAC Prep for ELD		\$150			Goal 2, Actions 1-4			
Books for ...								
All Staff Read [Best Practices at Tier 2] (Copies for new staff)		\$91			Goal 1, Action 1-5			
Additional General Subs (\$210/sub) (12 times?)								
K/1 DIBELs Assessment Support		\$1,470						
Grade Level Release for...(Cogat Retake & TBD)		\$1,050						
Teachers Observe for...(TBD)		\$630						
LACOE Literacy								4th-6th Teachers for LACOE
Registration fee for 4th - 6th grade (\$100/teacher)		\$500			Goal 1, Action 3	1. Caren Hackl		
Guiding Coalition						2. Shad Springer		
4 meetings x 1.5 hours (x \$38)		\$1,596				3. Sara Kaplowitz		
DEI Site Team					Goal 3, Action 4	4. Jessica Muñoz		
4 meetings x 1 hours (x \$38)		\$912				5. Julia Beatty		
Book read [title here]								
Refreshments for meetings throughout the year		\$800			Supports Work on All Goals			
School Events & School Experiences								
Welcome Back Breakfast & Supplies		\$188			Goal 3, Action 6			
1st Day PD Breakfast for Staff		\$340			Goal 3, Action 6			
6th Grade Promotion			\$500	PTA	Goal 3, Action 6			

Hollister School								
COST ITEMS		Funding Allocation	School Budget Amount	Other Funding Budget Amount	Funding Source	SPSA Goal / Action		
	Assemblies			\$3,700	PTA & Children's Creative	Goal 3, Action 6		
	Name assembly here				PTA			
	Name assembly here				PTA			
	Name assembly here				PTA			
						Goal 3, Action 6		
	Family Reading Night		\$100	\$200	PTA	Goal 3, Action 6		
	Family Math Night		\$100	\$150	PTA	Goal 3, Action 6		
	Social Emotional Learning Night		\$100	\$150	PTA	Goal 3, Action 6		
	Science Night		\$100	\$700	PTA	Goal 3, Action 6		
	ECE Family Night		\$100			Goal 3, Action 6		
	Open House							
	Extra Service Art Specialists (20 hrs x \$38 = \$760)		\$760					
	Extra Service STEAM Specialist (20 hrs x \$38 = \$760)		\$760					
	Childcare		\$105					
	Interpretation				San Marcos Student Volunteers?			
	TK/K Screening							
	Subs for teachers (\$210/teacher) or afterschool?		\$1,050					
Other PTA Sponsered Items								
	Large Scale Site Improvements			\$12,500	PTA			
	Artist to Paint Handball Courts				PTA	Goal 3, Action 1		
	Mural for wall				PTA	Goal 3, Action 1		
	Bathroom Stall Statements				PTA	Goal 3, Action 1		
Other PTA Sponsered Items								
	Yearbook - supplies & prizes			\$140	PTA			
	Additional Supplies for Specialists			\$700	PTA			
	Walk and Bike to School Day			\$150	PTA			
	Garden Support			\$500	PTA			
	PBIS Items (Token Economy)			\$500	PTA	Goal 3, Action 3		
	Small Scale Site Improvements			\$1,000	PTA			
Field Trips & Grade Level Experiences (See Field Trip Doc)								
	4th - Michael Katz Residency & Assembly for all grade levels			\$2,100	PTA			
	TK			\$500				
	K			\$500	PTA			
	1st			\$500	PTA			
	2nd			\$500	PTA			
	3rd SB Zoo			\$500	PTA			
	4th			\$500	PTA			
	5th -			\$500	PTA			
	6th - Camp CIMI	\$6,820			PTA			
	Bus			5800	Student Account			
	Registration			15620	Student Account			
	Teacher Compensation Overnight		\$840					
	Student Sweatshirts			1760	Student Account			
	Water & snacks for bus			0	6th grade parent donation			
	Additional chaperone cost for gen ed students			887.5	Student Account 1 free teacher a1 paid & 3 volunteers			
	Deposit			\$3,120	Student Account			
	Fingerprinting	\$1,000	\$1,000					
Family Education & Engagement								
	ELAC Event(s)					Goal 2 & Goal 3, Action 6		
	Childcare (time/half of employee)		\$210					
	Interpretation (+\$15 hr + time/half of employee)		\$300					
	Refreshments		\$300					
Additional Extra Service								
	Specialists attend Staff meeting (time beyond 3pm)		\$600					
	Additional Meeting with Classified Employees (Para IIs)		\$282					
	Stipend for admin tasks to free up principal x\$38/hr		\$380					
Instructional Services Supplies			\$4,221					
	Additional Whiteboards		\$1,500					
	Rockville PA Speaker		\$299			Goal 3, Action 1		
	Replacement Microphones		\$100			Goal 3, Action 1		
	Updates for Display Boards for All are Welcome Initiative/PBIS Efforts (TBD)		\$1,800			Goal 3, Action 6		
	Positive Affirmation Statements/Art for covering old Fire Extinguisher Boxes		\$200			Goal 3, Action 1		
	Display Cases		\$400			Goal 3, Action 1		
	Additional Bulletin Board for Front of School		\$400			Goal 3, Action 1		

Hollister School							
COST ITEMS		Funding Allocation	School Budget Amount	Other Funding Budget Amount	Funding Source	SPSA Goal / Action	
	Additional Bulletin Board for Side of School by Playground		\$400			Goal 3, Action 1	
	Alternative Play Experiences, Playground						
	Games or balls		\$300			Goal 3, Action 1	
	Quiet space chairs/bench or table		\$6,000			Goal 3, Action 1	
	TOTALS	85,366	\$85,366	55,978			

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
- 1 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members

Name of Members	Role
Kristina Munoz	Principal
Phoebe Ball	Classroom Teacher
Jayne Patterson	Parent or Community Member
Audrey Dunlop	Parent or Community Member
Mindy Nelson	Parent or Community Member
Julee Perea	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 October 25, 2023.

Attested:



Principal, Kristina Munoz on 9-25-23



SSC Chairperson, Julee Perea on 9-25-23