



2021-22 Local Control Accountability Plan (LCAP) Actions & Services Mid-Year Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Goal 1

Improved academic achievement for all students through quality instruction, effective assessments, timely interventions, and extended learning opportunities.

Priority 1: Basic (Conditions of Learning); Priority 2: State Standards (Conditions of Learning); Priority 4: Pupil Achievement (Pupil Outcomes); Priority 7: Course Access (Conditions of Learning); Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Rationale

This goal was selected in response to the need for Hollister School District students to have the opportunity to achieve their greatest potential. This goal will address the needs of students in the district who have not met standards; particularly students with special needs, English learner students, and low socioeconomic students. The goal directly ties the quality of classroom instruction to the outcome of high academic achievement. The goal also directly ties interventions to high academic achievement.

Expected Annual Measurable Objectives for Goal 1

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	(1) Spring STAR Reading % Not Meeting Standards	(1) 2020-21 Spring STAR Reading: 66% Not Meeting Standards	(1) 2020-21 Spring STAR Reading: 66% Not Meeting Standards	(1) 2023-24 Spring STAR Reading: 25% Not Meeting Standards
	(2) Spring STAR Math % Not Meeting Standards	(2) 2020-21 Spring STAR Math: 60% Not Meeting Standards	(2) 2020-21 Spring STAR Math: 59% Not Meeting Standards	(2) 2023-24 Spring STAR Math: 30% Not Meeting Standards

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	(3) CAASPP English Language Arts % Not Meeting Standards	(3) 2019 CAASPP English Language Arts: 28.2% Not Meeting Standards	(3) Outcome is unknown.	(3) 2023-24 CAASPP English Language Arts : 19% Not Meeting Standards
	(4) CAASPP Math % Not Meeting Standards	(4) 2019 CAASPP Math: 35.6% Not Meeting Standards	(4) Outcome is unknown.	(4) 2023-24 CAASPP Math : 26% Not Meeting Standards
	(5) CAASPP English Language Arts % Meeting or Exceeding Standards	(5) 2019 CAASPP English Language Arts: 51.1% Meeting or Exceeding Standards	(5) Outcome is unknown.	(5) 2023-24 CAASPP English Language Arts : 65% Meeting or Exceeding Standards
	(6) CAASPP Math % Meeting or Exceeding Standards	(6) 2019 CAASPP Math: 39.7% Meeting or Exceeding Standards	(6) Outcome is unknown.	(6) 2023-24 CAASPP Math: 55% Meeting or Exceeding Standards
	(7) ELPAC % Making progress English proficiency (At Risk 4-5 Yrs) as reported by the California School Dashboard	(7) 2019 ELPAC: 48.4% Not making progress towards English proficiency	(7) Outcome is unknown.	(7) 2023-24 ELPAC: 15% Not making progress towards English proficiency
	(8) ELPAC % Making progress towards English proficiency (EL 4+ Yrs Not At Risk or LTEL) as reported by the California School Dashboard	(8) 2019 ELPAC: 51.6% Making progress towards English proficiency	(8) Outcome is unknown.	(8) 2023-24 ELPAC: 66% Making progress towards English proficiency
	(9) CAST % Meeting standards	(9) 2019 CAST: 29.93% Meeting standards	(9) Outcome is unknown.	(9) 2023-24 CAST: 44.93% Meeting Standards
	(10) % Fully credentialed teachers as measured by California Teacher Credentialing	(10) 2019 Fully credentialed teachers: 97%	98% fully credentialed teachers	(10) Fully credentialed teachers 100%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	(11) Sufficient instructional materials as measured by the Instructional Materials Sufficiency Report	(11) 2019 Sufficient instructional materials 100%	(11) 2021 Sufficient instructional materials 100%	(11) Sufficient instructional materials 100%
	(12) % Broad course of study for all students as measured by a master schedule and student access	(12) 2019 Broad course of study for all students 100%	(12) 2021 Broad course of study for all students 100%	(12) Broad course of study for all students 100%
	(13) % School facilities are maintained in good repair as measured by the Facilities Inspection Tool (FIT)	(13) 2019 School facilities are maintained in good repair 90%	90% of School facilities are maintained in good repair	(13) School facilities are maintained in good repair 100%
	(14) % English Learners redesignated as reported by the California Department of Education Data Quest website	(14) 2019 6.8% English Learners redesignated	(14) 2021 8.1% English Learners redesignated	(14) English Learners reclassified 10%
	(15) % Implementation of CCSS as measured by the Instructional Materials Sufficiency Report and % of attendance of PD	(15) 2019 100% implementation of CCSS; 98% attendance of CCSS PD	(15) 2021 100% implementation of CCSS; 98% attendance of CCSS PD	(15) Implementation of CCSS 100% 100% attendance of CCSS PD
	(16) English Learner sufficient access to CCSS and ELD as measured by the Instructional materials Sufficiency Report and schedule of Designated ELD	(16) 2019 Sufficient instructional materials for ELD access 100% and scheduled Designated ELD time	(16) 2021 Sufficient instructional materials for ELD access 100% and scheduled Designated ELD time	(16) Sufficient instructional materials for ELD access 100% and scheduled Designated ELD time

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.1	Teacher recruitment, assignment, and retention activities The District will achieve 100% fully credentialed, appropriately assigned teachers. Mentor teachers	Ongoing	No	LCFF \$100,000	LCFF \$55,000 Federal 0.00	\$155,000.00	0

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>will provide induction support to teachers who qualify.</p> <p>Ensure contracted services through SBCOE for teacher induction support. (LCFF)</p> <p>Pay for district staff support and extra-duty teacher salary/benefits for mentor teachers. (LCFF)</p> <p>Ensure appropriate teacher credentialing to facilitate authorized assignments. (LCFF)</p>						
1.2	<p>Supplemental Instructional Materials</p> <p>Purchase supplemental individualized instructional resources such, Orton Gillingham/PAF and Renaissance Learning (myOn, Accelerated Reader)</p>	Ongoing	Yes		LCFF \$523,199	\$523,199.00	167442.03
1.3	<p>Professional Development for Staff</p> <p>Teaching staff, paraprofessionals, and instructional assistants will have professional development that provides them with the skills and tools necessary to implement research based instructional strategies to meet the needs of English learners and individual</p>	Ongoing	Yes	LCFF \$515,000	LCFF \$130,000	\$645,000.00	833318

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	<p>student learning needs through programs such as Constructing Meaning, INSIDE ELD, and Eureka Math Equip (LCFF).</p> <p>Staff will receive training on classroom management & Quality Behavioral Solutions. (LCFF)</p> <p>Pay for up to 3 professional development days on the work calendar for teachers, administrative, and/or classified staff to address specific student learning needs.</p>								
1.4	<p>Supportive Instructional Supervision</p> <p>All school principals will assist teachers with responsive instructional strategies specifically focusing on English Learners, Foster Youth, and Socioeconomically disadvantaged.</p> <p>The district will maintain 10.0 FTE Assistant principals. School administration will focus on ensuring responsive academic instruction for students based on need using high-quality strategies including student engagement.</p> <p>Administration will receive professional development</p>	Ongoing	Yes	LCFF	\$1,383,276	LCFF	\$25,000	\$1,408,276.00	635736

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	in the monitoring of instruction through the use of classroom walkthroughs and observations. Data on classroom visitations will be evaluated to ensure that appropriate supports are administered.						
1.5	Implementation of Footsteps2Brilliance The district will implement Footsteps 2 Brilliance (F2B) as an Early Literacy support strategy. All sites will ensure daily in-class use of F2B and require at-home use of the program.	Ongoing	Yes		LCFF \$87,700	\$87,700.00	87650
1.6	Early Literacy Intervention The district will implement an Early Literacy program that pairs Intervention teachers with instructional assistants to provide support for students in grades TK-2nd grade. The program will emphasize the use of Orton Gillingham, PAF implementing small group early literacy instructional strategies. Assign a full-time (.75 FTE) Instructional Assistant to each TK class. Assign Instructional Assistants to provide early literacy support	Ongoing	Yes	LCFF \$1,819,667	LCFF \$22,500	\$1,842,167.00	380934

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>Provide Orton Gillingham strategies training to all paraprofessional and instructional assistant staff. (LCFF)</p> <p>Provide district-level support for the implementation of the Orton Gillingham strategies. (LCFF)</p>						
1.7	<p>Support for English Learners The Director of Educational Services and Coordinator of English Learner Services will provide support to school administrators and training to staff to ensure effective and consistent ELD instruction is provided to all English Learners using research-based strategies and ELD standards-aligned materials.</p> <p>The Coordinator of English Learner services will provide support for ELD instruction districtwide; through the use of classroom walk-throughs and observations, data on classroom visitations will be evaluated to ensure that appropriate ELD support for high-quality instruction exists.</p>	Ongoing	Yes	LCFF	\$281,208	\$281,208.00	170974

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>The Director of Educational Services and the Coordinator of English Learner Services will oversee and direct the reclassification process for all school sites.</p> <p>The Coordinator of Migrant and English Learner Services will oversee ELPAC testing and ensure all English Learner data is accurate, up to date, and accessible for use to improve learning outcomes.</p>						
1.8	<p>High-leverage instructional strategies Teachers will receive professional development and on-going support for the implementation of constructing meaning and AVID strategies. (LCFF)</p>	Ongoing	Yes		LCFF \$75,000	\$75,000.00	0
1.9	<p>Districtwide Formative Testing- Math The district will implement the use of STAR Math and Equip Math to monitor student academic growth. (LCFF, ELO)</p> <p>This will include the implementation of district-wide initial, diagnostic math assessment for grades TK-8. (LCFF, ELO)</p>	Ongoing	Yes		LCFF \$87,153	\$87,153.00	103378

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>It will also include Implementation of districtwide mid-year math assessment for grades TK-8. (LCFF, ELO)</p> <p>It will also include district-wide End of Year (EOY) math assessment for grades TK-8. (LCFF, ELO)</p>						
1.10	<p>Districtwide Formative Testing- English All schools will implement an Instructional Strategies Plan. This plan will identify practices in all classrooms that support the instructional focus of Footsteps 2 Brilliance, Accelerated Reader, and Benchmark Advance.</p> <p>The district will implement the use of STAR Reading and Benchmark Universe to monitor student academic growth. (LCFF, ELO)</p> <p>This will include the implementation of district-wide initial, diagnostic reading/ELA assessment for grades TK-8.</p> <p>It will also include the Implementation of districtwide mid-year reading/ELA assessment for grades TK-8.</p>	Ongoing	Yes		LCFF \$201,920	\$201,920.00	15792

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	It will also include district-wide End of Year (EOY) reading/ELA assessment for grades TK-8.						
1.11	Rigorous Independent Study Education The Hollister School District will implement the Rigorous Independent Study Education (RISE) long term independent study academic option for students in grades K-8. The program will offer students standards aligned online curriculum (Edgenuity) provided by Hollister School District credentialed teachers with daily synchronous interaction.	Ongoing	Yes		LCFF \$726,350	\$726,350.00	457538
1.12	Summer School The Hollister School District will implement a summer school program to mitigate learning loss, provide social-emotional, behavioral, and academic supports to English Learners, Foster Youth and Socioeconomically disadvantaged students.	2022-2023	Yes	LCFF \$1,259,000	LCFF \$4,577	\$1,263,577.00	0

Goal 2

Safe, engaging, and inclusive classrooms and schools that meet the social-emotional needs of all students.
Priority 5: Student Engagement; Priority 6: School Climate

Rationale

The goal was selected because it aligns directly with the purpose of the district. The goal will address the social emotional needs of all students as it directly aligns with ensuring that all students feel safe and welcome at their school sites. Increased student well-being and connectedness to school will be address in each action step below. Support for addressing the social-emotional needs of all students was supported by stakeholder groups.

Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	1.) Chronic Absenteeism % as reported on the California School Dashboard	2018-2019 Chronic Absenteeism Rate Overall- 12.1% English Learners- 10.4% Foster Youth- 22.2% Homeless- 19.5% Low Income- 13.9% SWD- 19.7%	2021-2022 Chronic Absenteeism Rate Overall - 22.7% EL's - 9.4% Foster Youth - 22% Homeless - 22.9% Low Income - 11.6% SWD - 13.85%	2023-2024 District wide Chronic Absenteeism 5%
	2.) Suspension % as reported on the California School Dashboard	2018-2019 Suspension Rate Overall- 4.9% English Learners- 4.9% Foster Youth- 17.5% Homeless- 4.8% Low Income- 5.7% SWD- 9.3%	2021-2022 Suspension Rate Overall - 1.6% English Learners - 1.1% FY - 3% Homeless - 1.4% Low Income - 2.3% SWD - 2.8%	2023-2024 Districtwide Suspension Rate 2.5%
	3.) Expulsion % as reported by California Department of Education Data Quest website	2018-2019 Expulsion Rate 0.00%	2021-2022 Expulsion Rate 0.00%	2023-2024 District wide Expulsion Rate 0%
	4.) % Connectedness to school as measured by CHKS	2017-2018 CHKS Results Elementary (Gr 5) 45% Connectedness to school 19% Meaningful participation 78% Feel safe at school Secondary (Gr 7) 18% Connectedness to school 10% Meaningful participation	Outcome is unknown	2023-2024 CHKS Results 100% Connectedness

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		56% feel safe or very safe at school		
	5.) SEL Open Counseling Sessions & Student Check-ins Per Site Per Year	2020-2021 SEL Counseling Sessions 88 Per Site Per Year	2021-2022 SEL Counseling Sessions & student check-ins per site per year = 387	2023-2024 SEL Counseling Sessions 720 Per Site Per year
	6.) Middle School Dropout Rate % as measured by the % of students not promoting	2018-2019 Dropout rate % 0%	2021-2022 Dropout Rate 0%	2023-2024 Dropout rate % 0%
	7.) Attendance Rate % as reported by California Department of Education Data Quest website	2018-2019 Average Attendance Rate 90.9%	2021-2022 ADA 93.3%	2023-2024 Attendance Rate 95%

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.1	Social and Emotional support positions to ensure 1:1 counseling, small group counseling, and mentorship The Hollister School District will retain the services of school counselors, mental health therapists, and school social workers to ensure that the social emotional needs of students are addressed. Each school site will be assigned at least 1.0 FTE employee to provide this service. The district will seek both certificated and classified professionals as appropriate. (Other State, ELO)	ongoing	Yes		LCFF \$1,770,000	\$1,770,000.00	726624

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.2	Provide professional SEL development for administrators, teachers, and classified Provide annual Capturing Kids' Hearts refresher training to all TK-8 certificated and administrative staff. (LCFF) Provide annual Positive Behavior Intervention Supports (PBIS) training to all 6-8 classified, certificated, and administrative staff. (LCFF) Provide annual Mental Health First Aid (MHFA) training to Tk-8 classified, certificated, and administrative staff. (Other State, ELO) Provide hourly and stipend pay as needed to complete PBIS and CKHS training. (LCFF)	ongoing	Yes		LCFF \$170,000	\$170,000.00	67805

Goal 3

Ensure equity for all students in academic programs, and social engagement.
State Priority 8 Other Student Outcomes, State Priority 5 Student Engagement, State Priority 7 Course Access

Rationale

This goal was selected because it aligns directly with the purpose of the district. Many students in the district have not met standards; particularly students with special needs, English learner students, and low socioeconomic students. The goal also directly ties the quality of classroom instruction to essential outcomes.

Expected Annual Measurable Objectives for Goal 3

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	1.) Percentage of staff completion of participation in Trauma Informed Practices (TIP) for all classified, certificated and administrative staff.	31% of staff have completed Trauma Informed Practices for all classified, certificated and administrative staff.	Special Education Teachers, Administrators and Paraprofessionals in Specialized Opportunities for Academic Resilience (S.O.A.R) Therapeutic Program have been trained in Trauma Informed Practices.	90% of staff have completed Trauma Informed Practices for all classified, certificated and administrative staff.
	2.) Percentage of District schools implementing co-teaching.	33% of district schools implementing co-teaching	There are 5 out of 9 schools with grades 6-8 level are implementing Co-Teaching for grades 6 and 7.	100% of district schools implementing co-teaching

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
3.1	Trauma Informed practices training Provide Trauma-Informed Practices (TIP) training for all classified, certificated, and administrative staff members.		Yes			LCFF	\$120,000	\$120,000.00	
3.2	Anti-discriminatory disciplinary practices The District will facilitate district-wide anti-discriminatory disciplinary and Restorative Justice practices by offering professional development for administrative and certificated staff. (LCFF) The District will adopt school discipline practices that are anti-discriminatory, bias-resistant and aim to eliminate practices that		Yes	LCFF	\$10,500			\$10,500.00	6088

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>have presented a historical inequality among 6th-8th grade students.</p> <p>Board policies regarding school discipline will be evaluated and revised to reflect the District LCAP goal of anti-discriminatory disciplinary practices.</p>						
3.3							

Goal 4

Develop high levels of parent involvement, parent education, and student engagement; where all parents are welcomed and expected to be involved in their child's education.

Priority 3: Parent Engagement

Rationale

This goal was selected because it aligns with the purpose of the district. Students will benefit academically and socially from strong family involvement. Stakeholder feedback supports family involvement in education.

Expected Annual Measurable Objectives for Goal 4

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	1.) Annual Survey of parent involvement	2021-2022 CHKS Parent Survey establish baseline for: % Participation % of parents who feel welcomed and informed	Outcome unknown	65% of parents in elementary (Gr 5) and secondary (Gr 6) will respond to the survey 80% of parents will report feeling connected to school

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	2.) Participation rate for family engagement opportunities	2021-2022 Establish baseline for: parent teacher conferences back to school night 1 per site, per year	100% of schools held parent teacher conferences 75% of schools met or exceeded 65% attendance rate 100% of schools held back to school night 12% of schools met or exceeded 65% attendance rate	65% average per site for parent and family engagement participation
	3.) Participation rate for family education opportunities	2021-2022 schoolwide family education training events 1 per site, per year	66% of schools held parent engagement night/s 38% of schools met or exceeded 65% attendance rate	65% average per site for parent and family engagement participation
	4.) % of Parental Membership roles filled for school and district committees: School Site Council, English Learner Advisory Committee, District English Learner Advisory Committee (SSC, ELAC, DELAC) serving Unduplicated Pupils	2021-2022 Establish baseline: % of parental membership roles filled for school and district committees: School Site Council, English Learner Advisory Committee, District English Learner Advisory Committee	88% of School Site Councils have the required number of parent membership (five parents) 88% English Learner Advisory Committees have the required percentage of parent representation serving (at least equal to the percentage of ELs in the school) 100% required membership for the District English Learner Advisory Committee is filled	100% of parental membership roles filled for school and district committees: School Site Council, English Learner Advisory Committee, District English Learner Advisory Committee

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
4.1	Provide parent engagement services through support staff		Yes	LCFF \$160,000		\$160,000.00	91651

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	positions at the district office. District staff will provide administrative support and parent liaison support for families to become more engaged in their child's education. A focus on engagement in school meetings, school parent events, and parent education classes.						
4.2	Parent engagement and education District and schools will recruit and elect parent representatives to fulfill School Site Council (SSC), English Learner Advisory Committee (ELAC), and District English Learner Advisory Committee (DELAC) to provide oversight and guidance of programs pertaining to unduplicated students. Translation and child care services will be provided. Parent Education Forums will be held to inform and educate parents about programs, services, curriculum, and other student-related topics.	Ongoing	Yes		LCFF \$0	\$0.00	0