
Mid-Year LCAP Update

February 22, 2022

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Superintendent

HOLLISTER SCHOOL DISTRICT

Background

Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the annual update to the 2021–22 LCAP and budget overview for parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting the LEA must include all of the following:

- The Supplement for the Annual Update for the 2021–22 LCAP;
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

Supplement for the Annual Update for the 2021–22 LCAP

The Supplement has five prompts:

1. A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).
2. A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Supplement for the Annual Update for the 2021–22 LCAP

The Supplement has five prompts:

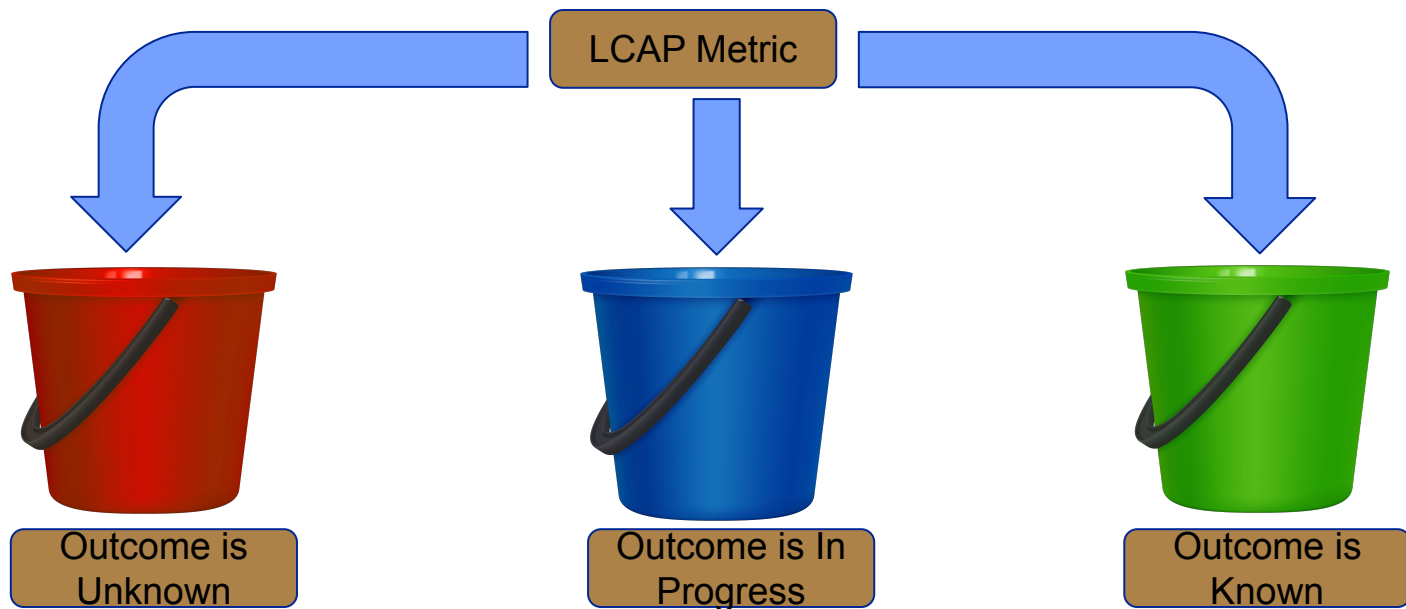
3. A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.
4. A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation. [i.e., the ESSER III Plan]

Supplement for the Annual Update for the 2021–22 LCAP

The Supplement has five prompts:

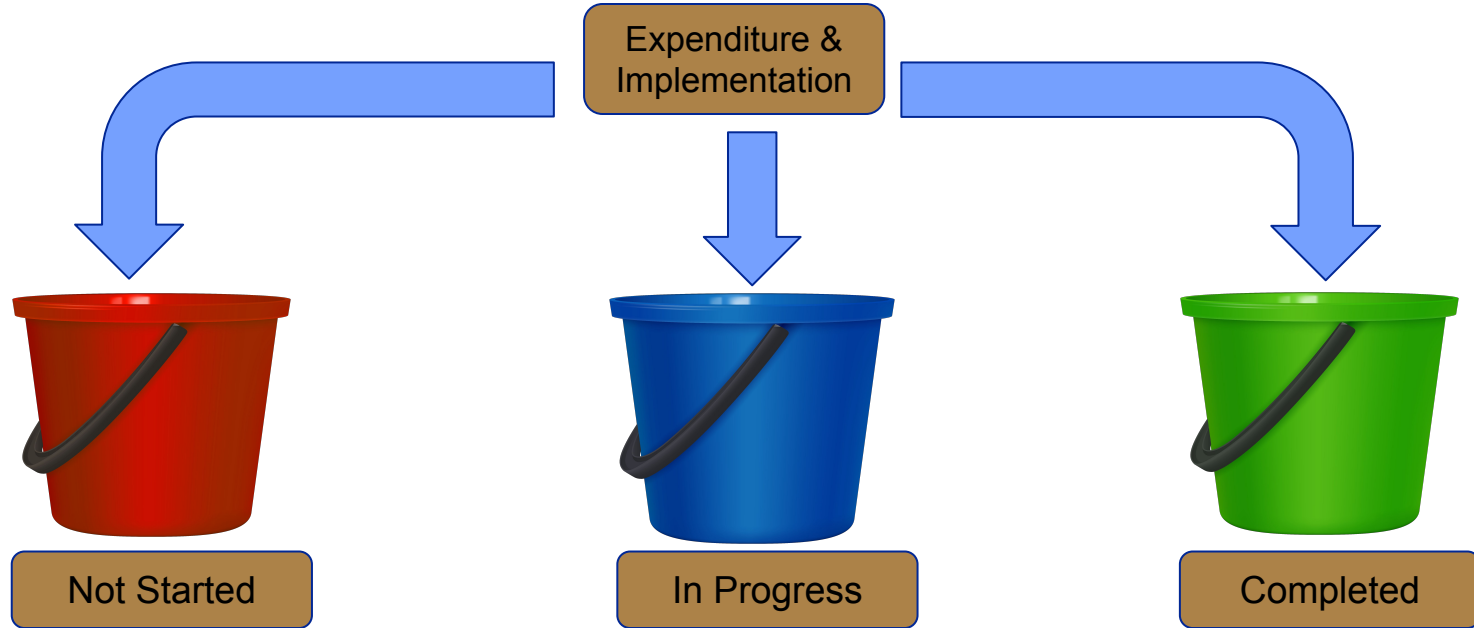
5. A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Mid-year Update: LCAP Metrics



At this point in the school year, some metric outcomes are Unknown, some are In Progress, and some are Known. The metrics for each LCAP goal will be shared on the following slides.

Mid-year Update: LCAP Expenditures and Implementation



Similarly, at this point in the school year, some LCAP actions have Not Started, some are In Progress, and some have been Completed. An update of LCAP actions will be shared with expenditures through the First Interim budget update.

LCAP Goal 1

The Hollister School District will improved academic achievement for all students through quality instruction, effective assessments, timely interventions, and extended learning opportunities.

LCAP Goal 1 - Actions

1.1 Teacher recruitment, assignment, and retention activities

1.2 Supplemental Instructional Materials

1.3 Professional Development for Staff

1.4 Supportive Instructional Supervision

1.5 Implementation of Footsteps2Brilliance

1.6 Early Literacy Intervention

1.7 Support for English Learners

1.8 High Leverage instructional strategies

1.9 Districtwide Formative Testing- Math

1.10 Districtwide Formative Testing- English

1.11 Rigorous Independent Study Education

1.12 Summer School

LCAP Goal 1 - Metrics

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

LCAP Goal 1 - Metrics

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%

LCAP Goal 1 - Metrics

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
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	(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%

LCAP Goal 2

The Hollister School District will have safe, engaging, and inclusive classrooms and schools that meet the social-emotional needs of all students.

LCAP Goal 2 - Actions

2.1 Social and Emotional support positions to ensure 1:1 counseling, small group counseling, and mentorship

2.2 Provide professional SEL development for administrators, teachers, and classified staff

LCAP Goal 2 - Metrics

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

LCAP Goal 2 - Metrics

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%

LCAP Goal 3

The Hollister School District will ensure equity for all students in academic programs, and social engagement.

LCAP Goal 3 - Actions

3.1 Trauma informed practices training

3.2 Anti-discriminatory disciplinary practices

LCAP Goal 3 - Metrics

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

LCAP Goal 4

The Hollister School District will 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.

LCAP Goal 4 - Actions

4.1 Provide parent engagement services through support staff

4.2 Parent engagement and education

LCAP Goal 4 - Metrics

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	2021-2022 Establish baseline: % of parental membership roles filled for school and district committees: School Site Council, English Learner Advisory Committee, District	88% of School Site Councils have the required number of parent membership (five parents) 88% English Learner Advisory Committees have the required	100% of parental membership roles filled for school and district committees: School Site Council, English Learner Advisory Committee, District English Learner Advisory

Closing

The continuing impacts of the COVID-19 Pandemic, including the challenges of hiring staff, implementing health and safety protocols, and addressing learning acceleration needs due to the impacts of distance learning, has presented many challenges the first half of the school year.

Despite these challenges, the Hollister School District is committed to implementing the LCAP to provide the necessary services to our students.

We acknowledge, and sincerely thank, the hard work and dedication of our employees, the support of our parents, and the resilience of our students to continue our reach for excellence.

Questions?