

# Single Plan for Student Achievement



Hollister Elementary School  
4950 Anita Ln  
Santa Barbara, CA 93111

CDS Code: 6045462  
Date of Revision: October 2017

# Part II: The Single Plan for Student Achievement

School: Hollister Elementary School

District: Goleta Union School District

County-District School (CDS) Code: 42-69195-6045462

Interim Principal: Elizabeth Blair

Date of this revision: October 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person:	Elizabeth Blair
Position:	Interim Principal
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Address:	4950 Anita Ln, Santa Barbara, CA 93111
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The District Governing Board approved this revision of the SPSA on November 8, 2017.



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## Form A: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

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

**SCHOOL GOAL 1:** 100% of our student cohorts will increase reading proficiency as measured by Renaissance STAR Reading Program (Star 360), and Smarter Balanced Assessment Consortium (SBAC) tests.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?												
<p><u>STAR 360 2016-2017 Grades 3<sup>rd</sup> - 6<sup>th</sup></u>            Percentage making growth expectations</p> <table border="0"> <tr> <td>3<sup>rd</sup></td> <td>63%</td> </tr> <tr> <td>4<sup>th</sup></td> <td>71%</td> </tr> <tr> <td>5<sup>th</sup></td> <td>58%</td> </tr> <tr> <td>6<sup>th</sup></td> <td>65%</td> </tr> </table> <p><u>SBAC Spring 2017 Grades 3<sup>rd</sup> – 6<sup>th</sup></u>            Percentage Not Met &amp; Nearly Met: 58%            Percentage Met &amp; Exceeded: 42%</p> <p><u>BPST Fall 2017 Grades 1<sup>st</sup> and 2<sup>nd</sup></u>            Percentage making growth expectations</p> <table border="0"> <tr> <td>1<sup>st</sup></td> <td>28%</td> </tr> <tr> <td>2<sup>nd</sup></td> <td>34%</td> </tr> </table>	3 <sup>rd</sup>	63%	4 <sup>th</sup>	71%	5 <sup>th</sup>	58%	6 <sup>th</sup>	65%	1 <sup>st</sup>	28%	2 <sup>nd</sup>	34%	<p>As a District, Goleta Union is working to provide multiple, meaningful data points to better understand how to meet student learning needs. Last year's data analysis demonstrates our site's desire to find assessments that can accurately determine the impact of interventions, including students above and below grade level.</p> <p>STAR 360 is an assessment in Year 2 of implementation in Goleta Union School District. Although there are a still limited number of data points to accurately identify trends, overall it is clear that our students are not making adequate growth.</p> <p>BPST is an assessment that proves to be an initial indicator for students who may need intervention in literacy instruction in grades Kindergarten through 2nd. The data results show that a significant number of students are not reaching benchmark goals. Early intervention is important for these groups. Per historical processes at the school, students identified as needing intervention in literacy skills also are monitored consistently.</p>	<p>Initial, mid and end-of-year assessments on Star 360 Reading in all grades, for all students.</p> <p>Progress monitoring for targeted students receiving reading intervention using STAR 360 and BPST in primary grades and Trimester Wonders Assessments in all grade levels.</p> <p><b>Where can a budget plan of the proposed expenditures for this goal be found?</b></p> <p>School Site Council documents            Budget documents</p>
3 <sup>rd</sup>	63%													
4 <sup>th</sup>	71%													
5 <sup>th</sup>	58%													
6 <sup>th</sup>	65%													
1 <sup>st</sup>	28%													
2 <sup>nd</sup>	34%													

**STRATEGY:** Hollister School will refine our Multi-Tiered System of Support (MTSS) to address English Language Arts (ELA) needs of our intensive and strategic learners as well as our advanced learners. We recognize that our English Language Learners cover all three of these categories.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Administer STAR 360 Assessments (4 times a year) Grades Kindergarten – 6th	Classroom Teachers Learning Center Teachers	August - May – Refine our MTSS Process to recognize student needs and best practices to help all students grow.	Learning Center Teacher – District funded
Administer BPST Assessments (2 times a year) Grades Kindergarten and 1st	Classroom Teachers Learning Center Teachers	September 2017- Conduct baseline assessments to identify students in need of intervention. Identify and serve those students via classroom interventions and target time interventions.	Learning Center Certificated Tutors \$50,181
Administer BPST Progress Monitoring (as needed)	Learning Center Teachers	Ongoing	Substitutes for Teacher Release Time for Data analysis \$2,000.00
Administer STAR 360 Progress Monitoring (as needed)	Classroom Teachers Learning Center Teachers		
Identify and target reading groups for both in acceleration and intervention.	Classroom Teachers Administration Learning Center Teachers		
Conduct Data Team meetings 4 times per year to better organize our instructional systems.	Learning Center Teacher Administration Grade Level Teams	Develop 4 SMART goals based on student data and learning.	
Conduct weekly grade level data team meetings	Classroom Teachers	Professional development for teachers related to data team analysis, including creating reports, analyzing data and using data to inform instruction. Use SMART goals identified in Data Team	

<p>to review student progress and plan differentiation strategies in the classroom.</p> <p>Students not making progress after multiple Data Team meetings will be brought to SST (Student Study Team) meeting to analyze data, work samples, targeted goals, interventions, and next steps.</p>	<p>MTSS Team Classroom teachers Administration Learning Center Teachers Special Education Staff Parents</p>	<p>meetings to support student learning.</p> <p>Create a schedule conducive to MTSS</p>	
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**LCAP GOAL 1:** Demonstrate robust achievement growth for all pupils; reduce disparity in levels of achievement between student subgroups.  
**SCHOOL GOAL 2: English Learner (EL) Goal:** 100% of Hollister students will be reclassified Fluent English Proficient by 6<sup>th</sup> grade.

<p><b>What data did you use to form this goal?</b> CELDT (September 2017) Student Distribution</p> <p>Beginning 3% Early Intermediate 10% Intermediate 26% Early Advanced 43% Advanced 17%</p>	<p><b>What were the findings from the analysis of this data?</b></p> <p>School-wide achievement in reading comprehension has improved slightly over the past three years; however, achievement for the English learner subgroup in reading has remained consistently low, particularly for students at the CELDT intermediate and early advanced levels, based on analysis of SBAC and CELDT results.</p> <p>Although our EL students continue to access ELD support, they are still underperforming in comparison to our English Only students.</p>	<p><b>How will the school evaluate the progress of this goal?</b></p> <p>Disaggregated data analysis to compare English learner and English only progress on assessments: BPST, SBAC and STAR 360 in Reading and Math.</p> <p><b>Where can a budget plan of the proposed expenditures for this goal be found?</b> School Site Council documents Budget documents</p>
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## Form B: Centralized Services for Planned Improvements In Student Performance

Centralized administrative services are provided to facilitate implementation of categorical programs. Centralized services assist the school to attain achievement objectives for every student. These services include:

<b>Actions to be Taken to Reach this Goal: Consider all appropriate dimensions (e.g. Teaching and Learning, Staffing, and Professional Development)</b>	<b>Start/ Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding</b>
<ul style="list-style-type: none"> <li>Community Liaisons &amp; Licensed Clinical Social Workers</li> </ul>	August 2017 - May 2018	Provide support and translations, as needed, to homeless students and families in need of school and community services	\$249,475	LCAP
<ul style="list-style-type: none"> <li>Professional Development  Instructional Rounds Cognitive coaching</li> </ul>	August 2017 - May 2018	Provided teachers and principals with research-based professional development that supports the district's plans for improving student achievement  Private School Set Aside	\$38,775  \$10,997	Title I  Title II
<ul style="list-style-type: none"> <li>Identification and assessment of English Learners</li> </ul>	August 2017 - May 2018	Provide attendance to workshops to administer the English Language Proficiency Assessments for California (ELPAC) and primary language assessment; administer test	\$5,000  \$12,000  \$45,000	Title I & LCAP
<ul style="list-style-type: none"> <li>Translation of required documents, communication to parents, and notification of student progress</li> </ul>	August 2017 - May 2018	Parent outreach, required translation of materials, parent letters, and parent conferences	\$39,038	Title I & LCAP
<ul style="list-style-type: none"> <li>District parent and staff meetings to advise implementation of Compensatory Education Programs and Programs for English Learners</li> </ul>	August 2017 - May 2018	Required translation of meeting materials	\$1,797	Title I
<ul style="list-style-type: none"> <li>Coordination of reviews regarding program compliance with state regulations</li> </ul>	August 2017 - Ongoing	Multi-funded central office administration to coordinate categorical programs	\$19,241	Title I
<ul style="list-style-type: none"> <li>Supplemental Services</li> </ul>	August 2017 - June 2018	Continued – set aside for Program Improvement	\$77,560	Title I

### Form C: Programs Included in this Plan

State Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> <b>Local Control Funding Formula (LCFF) – Base Grant</b> Purpose: To provide flexibility in the use of state and local funds by LEAs and schools	\$0	<input type="checkbox"/>
<input checked="" type="checkbox"/> <b>LCFF – Supplemental Grant</b> Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students	\$ 50,181	<input type="checkbox"/>
<input type="checkbox"/> <b>LCFF – Concentration Grant</b> Purpose: To provide an additional concentration grant equal to 50 percent of the adjusted LCFF base grant for targeted students exceeding 55 percent of an LEA's enrollment	\$0	<input type="checkbox"/>
<input type="checkbox"/> <b>California School Age Families Education (Carryover only)</b> Purpose: Assist expectant and parenting students to succeed in school	\$0	<input type="checkbox"/>
<input type="checkbox"/> <b>Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only)</b> Purpose: Help educationally disadvantaged students succeed in the regular program	\$0	<input type="checkbox"/>
<input type="checkbox"/> <b>Economic Impact Aid/Limited English Proficient (EIA-LEP) (Carryover only)</b> Purpose: Develop fluency in English and academic proficiency of English learners	\$0	<input type="checkbox"/>
<input type="checkbox"/> <b>Peer Assistance and Review (Carryover only)</b> Purpose: Assist teachers through coaching and mentoring	\$0	<input type="checkbox"/>
<input type="checkbox"/> <b>Professional Development Block Grant (Carryover only)</b> Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$0	<input type="checkbox"/>
<input type="checkbox"/> <b>Pupil Retention Block Grant (Carryover only)</b> Purpose: Prevent students from dropping out of school	\$0	<input type="checkbox"/>
<input type="checkbox"/> <b>Quality Education Investment Act (QEIA)</b> Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$0	<input type="checkbox"/>
<input type="checkbox"/> <b>School and Library Improvement Program Block Grant (Carryover only)</b> Purpose: Improve library and other school programs	\$0	<input type="checkbox"/>
<input type="checkbox"/> <b>School Safety and Violence Prevention Act (Carryover only)</b> Purpose: Increase school safety	\$0	<input type="checkbox"/>
<input type="checkbox"/> <b>Tobacco-Use Prevention Education</b> Purpose: Eliminate tobacco use among students	\$0	<input type="checkbox"/>

<input type="checkbox"/>	<b>List and Describe Other State or Local Funds</b> (e.g., Career and Technical Education [CTE], etc.)	\$0	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$50,181	
<b>Federal Programs</b>		<b>Allocation</b>	<b>Consolidated in the SWP</b>
<input type="checkbox"/>	<b>Title I, Part A: Allocation</b> Purpose: To improve basic programs operated by local educational agencies (LEAs)		<input type="checkbox"/>
<input type="checkbox"/>	<b>Title I, Part A: Parental Involvement</b> (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development</b> (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Title II, Part A: Improving Teacher Quality</b> Purpose: Improve and increase the number of highly qualified teachers and principals	\$0	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<b>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students</b> Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$ 10,705	Title III funds may not be consolidated as part of a SWP <sup>1</sup>
<input type="checkbox"/>	<b>Title VI, Part B: Rural Education Achievement Program</b> Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$0	<input type="checkbox"/>

<sup>1</sup> Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is

<input type="checkbox"/> <b>For School Improvement Schools only: School Improvement Grant (SIG)</b> Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$0	<input type="checkbox"/>
<input checked="" type="checkbox"/> <b>Other federal funds:</b> Title III (Immigrant)	\$694	<input type="checkbox"/>
<input type="checkbox"/> <b>Other federal funds</b> (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>Other federal funds</b> (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school	\$11,399	
Total amount of state and federal categorical funds allocated to this school	\$61,580	

## Form D: 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.<sup>2</sup> The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Elizabeth Blair	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Allison Mowers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Veronica Flores	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kim Cordes	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lara Simpson-Jones	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kristina Munoz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Hilary Long	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Veronica Beltran	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	2	1	4	0

<sup>2</sup> EC Section 52852

### Form E: 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:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

- State Compensatory Education Advisory Committee \_\_\_\_\_ Signature
- English Learner Advisory Committee \_\_\_\_\_ Signature
- Special Education Advisory Committee \_\_\_\_\_ Signature
- Gifted and Talented Education Advisory Committee \_\_\_\_\_ Signature
- District/School Liaison Team for schools in Program Improvement \_\_\_\_\_ Signature
- Compensatory Education Advisory Committee \_\_\_\_\_ Signature
- Departmental Advisory Committee (secondary) \_\_\_\_\_ Signature
- Other committees established by the school or district (list) \_\_\_\_\_ Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on October 22, 2017.

Attested:

Elizabeth Blair  
Elizabeth Blair  
Veronica Flores  
Veronica Flores

Elizabeth Blair      10/27/17  
Signature of Interim Principal      Date  
Veronica Flores      10/27/17  
Signature of SSC Chairperson      Date

## **Form G: Single Plan for Student Achievement Annual Evaluation**

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

### **Plan Priorities**

Our priorities this past year were to ensure that all students were progressing in English Language Arts (ELA) and Mathematics.

Similarly, we wanted to ensure our English Language Learner (ELL) students were progressing in language acquisition.

Last, we prioritized comprehensive implementation of the District's MTSS process.

The majority of our budgets - local, state and federal - were dedicated to the supports necessary to implement our action and tasks associated with the plan.

Our major expenditures included staffing, intervention support and release time for staff. We continue to need time to learn how best to analyze data to best fit our students' needs.

### **Plan Implementation**

The actions listed in the 2016-2017 SPSA were Targeted Intervention Time. These

processes continue to need refinement. We:

- Implemented our 2<sup>nd</sup> year of “Target Time” to provide tiered intervention in identified areas of need and English Language Development at each grade level.
- Conducted Benchmark Assessments using DIBELs for Reading Fluency data.
- Conducted Trimester Assessments for both language and math using Renaissance STAR 360.
- Conducted comprehensive mathematics instruction and assessment using the adopted instructional materials, Bridges (Grades Kindergarten – 5<sup>th</sup>) and CPM (Grade 6).
- Conducted Smarter Balanced Assessment Consortium (SBAC) tests (Grades 3-6).

While we have implemented many of the tasks listed in the plan, this year should be a refining process where we begin analyzing the data we are collecting and applying this analysis to improve instruction on a regular basis.

We have developed a systematic ability to track and monitor progress toward proficiency. The school and district have implemented a benchmark system as well as progress monitoring process for students in need of intervention.

We see the need to continue in our efforts to refine our MTSS process by providing a schedule conducive to school-wide MTSS including meeting as grade level data teams to analyze student data to support student learning.

### **Strategies and Activities**

Based on our analysis of available data last year, we determined specific strategies to accomplish our goals. We were able to use our current data to identify students in need of targeted instruction and implement a school wide schedule of “Target Time” to meet the identified intervention needs. This included the use of Certificated Tutors for additional support in the Learning Center.

We were able to support developing staff understanding of the MTSS process and create a process to document students in need of intervention. The 2017-2018 school year will be focused on further supporting grade level teams to conduct data collection and analysis independently to support their instructional strategies.

### **Involvement/Governance**

As in previous years, in the 2017-2018 school year the School Site Council will meet consistently to discuss budget priorities as based on academic achievement for Hollister students.

## Outcomes

Goals from 2016-2017:

School Goal #1: 100% of our student cohorts will increase reading proficiency as measured by STAR 360 Assessment.

The following outcomes were accomplished:

- Target groups were created to differentiate and support growth for all students in reading proficiency.
- DIBELS early reading strategies.

### Cutpoint Legend:

		Intensive		Strategic		Core		
		Intensive		Intensive		Core		
		DIBELS 6th Edition - Grade K BOY 16-17 - Letter Naming Fluency	DIBELS 6th Edition - Grade K MOY 16-17 - Phoneme Segmentation Fluency	DIBELS 6th Edition - Grade K MOY 16-17 - Nonsense Word Fluency - WRC	DIBELS 6th Edition - Grade K EOY 16-17 - Letter Naming Fluency	DIBELS 6th Edition - Grade K EOY 16-17 - Nonsense Word Fluency - WRC	DIBELS 6th Edition - Grade K EOY 16-17 - Phoneme Segmentation Fluency	
		Fall 2016	Winter 2016	Winter 2016	Spring 2017	Spring 2017	Spring 2017	
Grade	# Tested	RS	RS	RS	RS	RS	RS	
1	1	53	20.2	26.2	3.2	42.4	7.5	44.3
	Mean:	20.2	26.2	3.2	42.4	7.5	44.3	
	Median:	20.5	26	0	40	5	45	
	Mode †:	0, 1, 30	15	0	39, 59	0	44	
	Standard Deviation:	14.5	15.1	6.7	19.3	8.1	14.2	
	Intensive:	12 (23.08%)			28 (52.83%)	14 (26.42%)		
	Strategic:	4 (7.69%)	6 (11.32%)		4 (7.55%)	7 (13.21%)		
	Core:	36 (69.23%)	20 (37.74%)		21 (39.62%)	32 (60.38%)		
	Intensive:		27 (50.94%)					



## Growth Report

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Printed Sunday, October 22, 2017 9:04:40 AM

School: Hollister School

Pretest: 8/1/2016 - 10/1/2016  
Posttest: 8/10/2017 - 10/20/2017

### Summary

### Growth Expectations: 40 SGP

Selection	SGP <sup>f</sup> (51 of 51 Students)		Test Date	Average Scores (51 Students)						Lexile® Measure
	Met Expectations	Median		SS	GE	PR	NCE	IRL	EORF <sup>g</sup>	
3 All Classes	63%	57	Pretest	232	2.3	47	48.2	1.6	62	BR10L
	32 of 51		Posttest	399	3.6	57	53.6	3.3	96	415L
			Change	+167	+1.3	+10	+5.4	+1.7	+34	425L



## Growth Report

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Printed Sunday, October 22, 2017 9:04:40 AM

School: Hollister School

Pretest: 8/1/2016 - 10/1/2016  
Posttest: 8/10/2017 - 10/20/2017

### Summary

### Growth Expectations: 40 SGP

Selection	SGP <sup>f</sup> (58 of 58 Students)		Test Date	Average Scores (58 Students)						Lexile® Measure
	Met Expectations	Median		SS	GE	PR	NCE	IRL	EORF <sup>g</sup>	
4 All Classes	71%	57	Pretest	314	2.9	34	41.2	2.4	76	195L
	41 of 58		Posttest	459	4.1	42	45.9	3.5	104	495L
			Change	+145	+1.2	+8	+4.7	+1.1	+28	300L



## Growth Report

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Printed Sunday, October 22, 2017 9:04:40 AM

School: Hollister School

Pretest: 8/1/2016 - 10/1/2016  
Posttest: 8/10/2017 - 10/20/2017

### Summary

### Growth Expectations: 40 SGP

Selection	SGP <sup>f</sup> (50 of 50 Students)		Test Date	Average Scores (50 Students)						Lexile® Measure
	Met Expectations	Median		SS	GE	PR	NCE	IRL	EORF <sup>g</sup>	
5 All Classes	58%	67	Pretest	432	3.9	40	44.9	3.4	99	470L
	29 of 50		Posttest	545	4.8	37	43.1	4.1	0	640L
			Change	+113	+0.9	-3	-1.8	+0.7		170L



## Growth Report

7

Printed Sunday, October 22, 2017 9:04:40 AM

School: Hollister School

Pretest: 8/1/2016 - 10/1/2016  
Posttest: 8/10/2017 - 10/20/2017

### Summary

### Growth Expectations: 40 SGP

Selection	SGP <sup>f</sup> (49 of 49 Students)		Test Date	Average Scores (49 Students)						Lexile® Measure
	Met Expectations	Median		SS	GE	PR	NCE	IRL	EORF <sup>g</sup>	
6 All Classes	65%	51	Pretest	526	4.7	36	42.3	4.0	0	620L
	32 of 49		Posttest	640	5.6	36	42.5	4.9	0	820L
			Change	+114	+0.9	0	+0.2	+0.9		200L

<sup>f</sup>Estimated Oral Reading Fluency is only reported for tests taken in grades 1-4.<sup>g</sup>Student Growth Percentile (SGP) uses a student's test history and doesn't necessarily reflect reporting periods on this report. For more information, click [Learn More](#). Historical data included.

School Goal #2: 100% of Hollister students will show growth as measured by Smarter Balanced Assessment Consortium (SBAC) tests.

The following outcomes were accomplished:

- 2<sup>nd</sup> Grade: 69%
- 3<sup>rd</sup> Grade: 69%
- 4<sup>th</sup> Grade: 54%
- 5<sup>th</sup> Grade: 58%
- 6<sup>th</sup> Grade: 73%

School Goal #3: The School will refine our Multi-Tiered System of Support (MTSS) to support systematic English Language Development (ELD) instruction.

The following outcomes were accomplished:

- MTSS meetings were held bi-weekly to analyze student growth.
- English learner students received English Language Development instruction.
- 20 students were Reclassified Fluent English Proficient.

### CELDT Movement Report

Enrollment Date: 9/25/2017 School: Hollister Elementary Grade: All Teacher: All Course: All Period: All Department: All Student Count: 425

Matched Case Proficiency Level Movement from 2015-2016 to 2016-2017

CELDT (Overall) Students Tested: 75

		2016-2017				
		Beg	Early Int	Int	Early Adv	Adv
2015-2016	Beg	0	3	2	2	0
	Early Int	2	2	4	1	0
	Int	0	0	10	11	1
	Early Adv	0	0	6	15	6
	Adv	0	0	0	5	5

2015-2016 Level	Total Movement		
	Negative Mvmt	No Mvmt	Positive Mvmt
Beg	N/A	0	7
Early Int	2	2	5
Int	0	10	12
Early Adv	6	15	6
Adv	5	5	N/A
N	13	32	30
%	17.33	42.67	40.00